



Single Plan for Student Achievement (SPSA) 2018-2019



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Link to District LCAP	Link to SARC	Link to Safety Plan
Link to State Dashboard	Link to School Website	Link to Nordstrom Home and School Club

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Nordstrom Elementary is a neighborhood school located in Morgan Hill. Nordstrom focuses on creating a positive, inclusive and engaged community of learners which includes our staff, our students, our families and our community. *Nordstrom School was named in honor of Gus H. Nordstrom, a former school board member and community activist who saw schools as instruments for social change. His legacy continues today with a commitment to community service from our Nordstrom students and families. Our students are encouraged to develop service projects to support our local community, build citizenship, and build character. Student demographics include: 9.7 % English Learners, 8.9% Homeless, 9.1% Students with Disabilities, and 21.3% Socioeconomically Disadvantaged*

Nordstrom staff members work collaboratively to provide our students the best education possible based on the Common Core Standards. Staff members are proud to add Transitional Kindergarten to our campus in the 2017-2018 school year. Providing students who meet the age criteria

an opportunity to be immersed in a language-rich environment while enriching social and emotional skills will better prepare students to be successful in Kindergarten and beyond. Grade level teams work together weekly to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, and differentiate curriculum to best support student learning styles. Best practices include sharing student engagement strategies, small group instruction, reading intervention, Guided Language Acquisition Design (GLAD) strategies, and teacher peer observations and mentoring. We believe that joyful and passionate teaching results in engaged learners increasing their capacity to retain and expand information.

Last year, Nordstrom implemented a school-wide extended day program. Targeted students include 2nd through 5th grade students who are performing either far below grade level or somewhat below grade level. The ultimate goal is to help these “bubble” students overcome any academic hurdles preventing them from feeling or achieving success at meeting their grade level standards. Students are offered homework assistance, enrichment activities such as dance, coding, and robotics, intervention programs to develop language, math skills, reading and phonics.

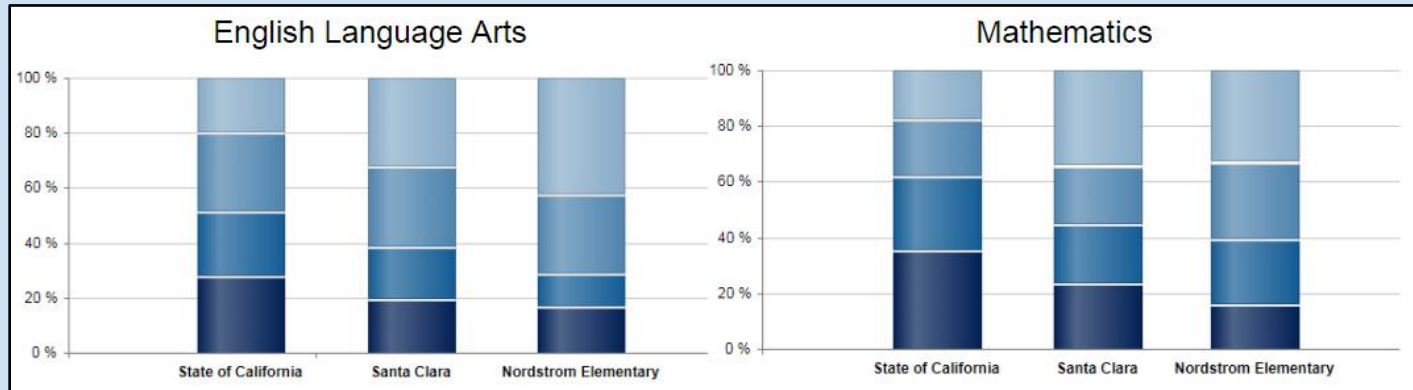
Nordstrom offers a wide-range of enrichment opportunities for our students which are funded by the Home & School Club. While activities vary from year to year pending availability and funding, we strive to provide a variety of on-campus learning experiences for all students. This year, in partnership with our Home & School Club, Nordstrom was able to offer coding club, science club, art classes, music, dance, yoga, chess, robotics club, theater club and band. Our students have further participated in Odyssey of the Mind, an international educational program that provides creative problem-solving opportunities for students from kindergarten through college. Team members apply their creativity to solve problems that range from building mechanical devices to presenting their own interpretation of literary classics. Our three competitive teams participated in regional and state competition. Another outstanding program at Nordstrom is a lunch time coach that helps promote organized play, promote good sportsmanship, and assist teachers designing engaging physical fitness programs for our students. Our students have multiple extended opportunities on field trips to further enhance their educational and world learning experiences. One example of this is when our 5th-grade students attend Science Camp in February.

There are exciting opportunities for our families at Nordstrom too! We have a stargazing party, the family fun fest, family bingo, art lessons for families, father-daughter dance and several other opportunities for parents to be involved in the Nordstrom community. We also have a technology lending library that is being supported by parent donations and fundraising. Students without technology in their homes may check out Chromebooks from our library for home use. We also have provided the families with hotspots so that they may have internet service in their homes to support their school work.

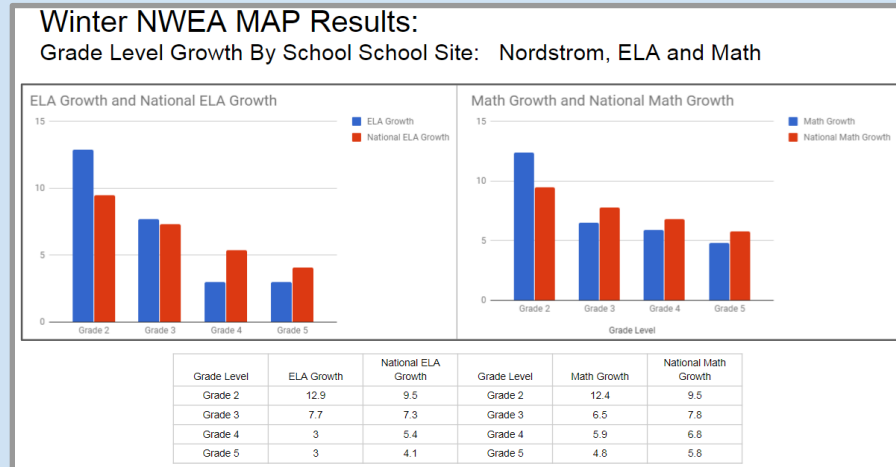
Nordstrom continued the implementation of Positive Behavior Intervention and Support (PBIS) on campus. PBIS is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. We also have monthly Friday morning assemblies led by the student council which is comprised of 4th & 5th graders. Each month’s theme is varied, but often the assemblies support our theme of community outreach, for example, this year Nordstrom Student Council raised over \$4,000.00 for the Magical Bridge Foundation to help fund an inclusion park in our community that meets the needs of all children. Our safety patrol takes great pride in greeting vehicles in the car line and assisting in opening car doors every morning. Many staff members have been formally trained in Project Cornerstone which focuses on supporting and building developmental assets in children. Counseling and social emotional support for students and families is available through our strong partnership with Discovery Counseling three days each week.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

Status (Relative student achievement): Overall, Nordstrom's academic achievement in both ELA and Math is very strong compared to both county and statewide achievement.



Change (Student Growth): Although the state dashboard indicates that all groups fell in both ELA and Math, Nordstrom's use of multiple measures indicates that all students and grades are actually improving in similar patterns to students across the nation. It is unfortunate that the state's reliance on a single measure for academic growth is not returning consistent growth measurements year to year (see the [MHUSD LCAP Annual Report](#), bottom of pg 13 for more information on the functionality problems with the 2017 SBAC growth measures).



This year's SPSA reflects a reorganization in order to reflect alignment with the District LCAP and be consistent our District Initiative of Multiple Tiered System of Support. There will also be a greater range of monitoring metrics.

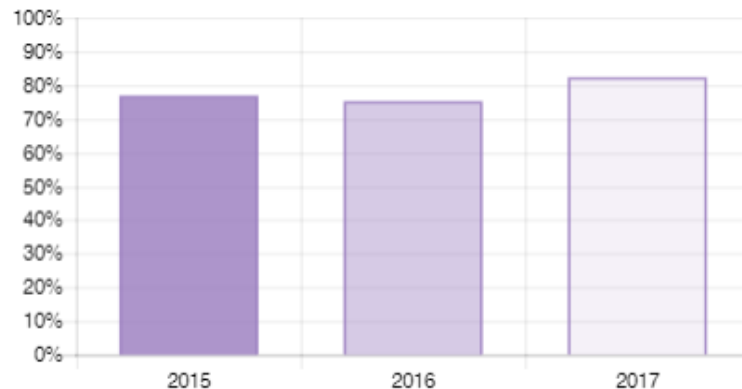
Review of Performance:

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

English Learner Progress is strong and trending upward as shown on the state dashboard time series and the status and change report. We believe that this is a significant validation of our implementation of the new state ELA/ELD framework and the added emphasis on English Language Learner instructional supports. We grouped students with like language abilities to provide strategic and intensive supports according to their individual needs. There are multiple opportunities for small group instruction throughout the instructional day. We have provided professional development specifically through the lense of language development. Continual monitoring of English Learner progress and language support have resulted in significant growth.

State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

English Learner Progress Indicator Report

Nordstrom Elementary - Santa Clara County

List of all schools in this district

Enrollment: 611 Socioeconomically Disadvantaged: 23.7% English Learners: 11.9% Foster Youth: 0.5%

Dashboard Release:

Grade Span: K-5 Charter School: No

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

View the [Five-by-Five Placement Report](#) for this Indicator.

All

	Student Performance	Number of Students	Status	Change
<u>English Learner</u>		69	High 82.6%	Increased +7.2%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

GREATEST NEEDS: Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school staff or stakeholders have determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The areas of greatest need as indicated on the dashboard are in English Language Arts and Mathematics student achievement for the three student groups shown. These areas of need are consistent with schoolwide observation and also consistent with new program adoptions. Nordstrom is addressing these needs through the adoption of new curriculum in these core areas and is continuing to provide professional development to ensure that instructional shifts to support high quality instruction that is differentiated to support the full range of student abilities is in place. Nordstrom has a reading intervention program that runs four days per week and services 90 students. By supporting our students comprehension and decoding in reading, we will support learners in all academic areas of need.

State Indicators	All Students	Socioeconomically Disadvantaged	Students with Disabilities	Hispanic
Chronic Absenteeism	N/A	N/A	N/A	N/A
Suspension Rate (K-12)				
English Learner Progress (1-12)		N/A	N/A	N/A
English Language Arts (3-8)				
Mathematics (3-8)				

PERFORMANCE GAPS: Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Nordstrom School continues to focus on creating equitable outcomes for all students. Socioeconomically disadvantaged students, students with disabilities, and Hispanic students show performance gaps. In order to improve the performance of these groups, the school has identified our instructional area of focus as quality first instruction with an emphasis on differentiation. We have participated in multiple staff developments to ensure multiple tiered systems of support, we have analyzed video lessons, and each teacher has been involved in a minimum of three days of instructional rounds to foster teacher growth and analysis. Teachers have read and created opportunities for book study and analyzed current articles on pedagogy. Further, we utilized our paraprofessionals to maximize their time in classrooms to best support student needs in an inclusive setting.

INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED STUDENTS: Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Specially Designed Academic Instruction in English (SDAIE) and Cross cultural, Language, and Academic Development (CLAD) strategies, small group instruction assist underperforming students in achieving standards success. All teachers incorporate a minimum of 30 minutes of English Language Development (ELD) instruction each day for English Language (EL) learners according to their California English Learners Development Test (CELDT) level. Target students have instruction modified to their learning ability based on data, receive direct explicit instruction more, frequent small group in class instruction, and Checking for understanding frequently. The LLI program is a systematic decoding curriculum that helps struggling readers develop word-recognition skills, comprehension, decoding, and reading fluency. Our Lexia/Reading Plus program is a computer based reading and words study intervention/extension that is utilized in every classroom from TK - 5. Razz Kids is a reading support program that Nordstrom uses in the primary grades that uses a gradual release model to support learners. Rosetta Stone language support is a system of support for English learners. Frequent monitoring of student work samples, and regular home school communication are also built in support as wells as our after-school supplemental learning programs are available for students.

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

Services provided by categorical funding include: Music instruction, supplemental materials in math and music, instructional assistant to support the general education teacher in primary grades, a multi source curriculum, professional development for direct explicit instruction in reading and math, theme related field trips, material for hands on math activities, after school programs, professional development training in ELD, Systematic ELD materials, teacher compensation for after school programs, supplemental instructional materials and technology tools to assist in meeting the needs of underserved students, release time for teachers (with substitute coverage) to allow for assessment review, professional development and differentiated instruction planning.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

The primary creation of the SPSA was accomplished through examining data and stakeholder input. The plan was approved by the School Site Council and ELAC committees in the Spring with updates throughout the 2017 - 2018 school year. Other stakeholders with input were our grade level teams and public safety personnel. Input that informs the SPSA is gathered throughout the school-year as this a working document and needs to be revisited and revised during the year.

Links to agendas and minutes: [School Site Council](#) [ELAC agendas and minutes](#)



REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

In the School Site Council meetings and other stakeholder meetings this year, it was determined that Nordstrom would support our reading intervention program four days per week. The district supported the program with the LLI materials. Students are seen twice a week for 30 minutes per session.

Nordstrom plans to utilize our after school intervention program to further support students who are struggling in English Language Arts and Mathematics. Two days per week students that require math support attend the program and two days per week students that require additional support in reading attend.

Additionally, the stakeholders support the instructional area of focus: Students will demonstrate growth in literacy due to *quality first instruction* that supports the *different learning needs of all students* in the classroom. Staff development, instructional rounds, analysis of lessons, and book studies have supported our staff and students in our goal.

The stakeholders believes that providing ALL students utilizing interventions and supports will ultimately have a more profound effect on the entire student population.

Budget Overview: (Budget summary is [bookmarked here](#))

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

Total school site budget:	\$155, 864.00
Total allocations for planned actions in the SPSA:	\$155,864.00
Percentage of school site budget allocated in the SPSA:	100%
<i>Briefly describe any differences between budgeted and expended resources:</i>	
Total LCFF supplemental funds in the SPSA	\$20,889.13
Total Federal funds in the SPSA	\$0.00
Percent unduplicated student count	26.22 %
<p><i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i></p> <p>Nordstrom supports disadvantaged students by having specific interventions in the after school program that targets the student's needs. For example, two days per week the students needing math support attend the program for additional skills and support. Two different days, students work in small group instruction that focuses on phonics and comprehension to increase reading skills. Another support support that Nordstrom has in our LLI reading intervention. Students work with a Reading Intervention teacher two days per week in small groups at their reading level to increase their basic reading skills. Rosetta Stone is implemented for students learning English during the school day and in the after school program. Study Island and Lexia are also academic supports that students are using to increase foundational skills in both ELA and Math. Nordstrom has redesigned our use of paraprofessionals by grouping students with similar needs so that the paraprofessional maximizes her time in the classrooms.</p>	
Total carryover funds to your site budget at the Fall first interim.	\$22,868.82
<i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i>	
<p>The carryover of \$22,868.82 is from the Nordstrom donation fund. The money in this account is earmarked for creating a Makerspace classroom and supporting additional funding for our Visual and Performing Arts Grant for the 2018-19 school year.</p>	

Goals, Actions, & Services: (including annual report on outcomes and actuals)

Goal 1 Statement of Goal	College and Career Readiness: With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students
Priorities Addressed by this goal:	STATE 1 2 4 5 7 8 LOCAL PRIORITIES:
Identified Need	Nordstrom will continue to focus on growth in both ELA and Math for all students while refining MTSS supports designed to close gaps for high need students, specifically English Learners, Students with disabilities, and Low Socioeconomic Disadvantaged.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
CAASPP (Dashboard)	CAASPP (Dashboard)			
ELA status/change	ELA status/change			
--All student	--All student High:-15.5 pts			
Grade 3	Grade 3 2473.7			
Grade 4	Grade 4 2519.6			
Grade 5	Grade 5 2528.7			
--Low SES	--Low SES Low: -20.5			
Grade 3	Grade 3 2424.2	Maintain positive growth values for all student groups and grades and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
Grade 4	Grade 4 2466.5			
Grade 5	Grade 5 2442.4			
--SWD	--SWD Low: -40.9			
Grade 3	Grade 3 2399.2			
Grade 4	Grade 4 2466.4			
Grade 5	Grade 5 2406.8			
--EL	--EL			
Grade 3	Grade 3 N/A			
Grade 4	Grade 4 N/A			
Grade 5	Grade 5 N/A			
Math status/change	Math status/change			

2018-19 Single Plan for Student Achievement (SPSA): Nordstrom Elementary School, Morgan Hill Unified School District

<p>--All student Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 Science status/change Grade 5 only --All student --Low SES --SWD --EL</p>	<p>--All student High -7.4 Grade 3 2473.7 Grade 4 2511.3 Grade 5 2510.3 --Low SES Low -6.3 Grade 3 2440.2 Grade 4 2460.8 Grade 5 2435.2 --SWD Low -18.6 Grade 3 2431.3 Grade 4 2464.8 Grade 5 2417.8 --EL Medium -16.7 Grade 3 N/A Grade 4 N/A Grade 5 N/A Science status/change Grade 5 only No Scores this yr. --All student --Low SES --SWD --EL</p>			
<p>NWEA MAP Assessment Fall to Winter Growth: ELA --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science --Grade 2 --Grade 3 --Grade 4 --Grade 5</p>	<p>NWEA MAP Fall to Winter School Growth: ELA School National --Grade K --Grade 1 --Grade 2 12.9, 6.7 --Grade 3 6.6, 5.1 --Grade 4 -0.1, 3.8 --Grade 5 3.2, 2.9 Math --Grade K --Grade 1 --Grade 2 12.5, 7.0 --Grade 3 5.9, 5.8 --Grade 4 4.3, 5.2 --Grade 5 4.4, 4.5 Science (optional) --Grade 2 N/A --Grade 3 N/A --Grade 4 N/A --Grade 5 N/A</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>	<p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p>

<p>Dashboard Academic Indicator Groups in Red/Orange:</p>	<p>Dashboard Academic Indicator No Red Indicators. ELA Orange: SED, SPED, HISP MATH Orange: SED, SPED, HISP</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>
<p>Biliteracy --EL Progress --EL status & change --EL Reclass Rate</p>	<p>Biliteracy --EL Progress: High, Green --status & change: 82.6, +7.2 --Reclass Rate: 19.2%</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>
<p>Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Mar --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.</p>	<p>Fountas & Pinnell by grade --Avg K Fall: 0.6 --Avg K Mar 0.7 --At level Mar: 63% --Avg 1 Fall: 1.4 --Avg 1 Mar: 1.7 --At level Mar: 78% --Avg 2 Fall: 2.1 --Avg 2 Mar: 2.4 --At level Mar: 45% --Avg 3 Fall: 3.4 --Avg 3 Mar: 3.8 --At level Mar: 64% --Avg 4 Fall: 4.1 --Avg 4 Mar: 4.5 --At level Mar: 67% --Avg 5 Fall: 4.8 --Avg 5 Mar: 5.4 --At level Mar: 51%</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>
<p>MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p>	<p>Usage Monitoring --Extended Day: 50 --Read 180: N/A --System 44: N/A --LLI: 90 --Lexia: 595 --Study Island: 21,183 (3/15/18)</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>

<p>Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p>	<p>Special Education non SLP only --# Referrals: SLP: 8 RSP: 3 --# Qualified: SLP: 6 RSP: 2 --# Exited: SLP: 6 SDC 1 moved to RSP --% Non EL: SLP: 88% RSP: 77% SDC: 41% --% EL: SLP: 12% RSP: 33% SDC: 58%</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>
<p>Implementation Status: <i>By Staff Survey Rubric --</i> Mathematics --English (ELA/ELD) --History --Science --MTSS Acad. : --MTSS SEL: --PLC</p>	<p>Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.3 --Science 1.9 --MTSS Acad. : 3.1 --MTSS SEL: 2.8 --PLC 3.2</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>
<p>Other Site Specific metrics: <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>Odyssey of the Mind 30 Robotics Club 25 Spanish Club 15 Music in Motion 25 Boldly Me (Discovery) 24 Art Smart 16 Science Club 20 Chess Club 25 Band 20</p>			

GOAL 1 ACTION 1: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Staff

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Staff: Recruit, hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Average class sizes of 24:1 in grade TK-2 and 29:1 in grades 3-12
2. Appropriate teacher support for new, intern, or veteran teachers such as New Teacher Project, Intern support and Teacher Support Network.
3. Customer service oriented site and central office administrators and administrative support staff
4. Customer service oriented classified central services employees, including maintenance
5. Academic counselors and or social emotional counseling
6. Implementation teachers on special assignment or implementation leads to support high fidelity implementation of new adoptions.

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Classified Support

Implementation status and actual actions completed to date:

1. Additional clerical support

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. None at this time

Allocation(s)	1. \$300 Return to funding summary
Source(s)	1. State Lottery
Budget code(s)	1. 020-1100-0-2410-12-1110-2700-016100-008-0000
Anticipated changes for following year	1. None at this time

GOAL 1 ACTION 2: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Staffing

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Reading Intervention Teacher

Implementation status and actual actions completed to date:

1. 90 students participate in a 30 minute reading intervention class twice a week.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: None

Allocation(s)	1. \$18,000 Return to funding summary
Source(s)	1. LCFF
Budget code(s)	1. 010-0000-0-1150-00-4760-1000-301010-008-0000
Anticipated changes for following year	1. No anticipated changes

GOAL 1 ACTION 3: Aligned to [District LCAP](#)

MTSS Description: Tier 1-3 Prof. Development

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Actions as planned for the 2017-18 school year through the district LCAP:

Tier 1

1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3

7. Provide PD to support for the unique needs of English Learners (CM, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.
11. Provide PD to support the unique needs of students with disabilities
12. Provide PD to support the implementation of MTSS.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA


1. Conference registrations
2. Related Travel expenses
3. Sub release time
4. Hourly release time
5. PD Presenters

Implementation status and actual actions completed to date:

1. Send teachers to NGSS training, PBIS, and other related Core trainings.
2. Mileage, travel and accommodation
3. Release time to plan, observe practices, analyze data, and instructional rounds.
4. Additional time required for professional development
5. PD presenter

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continual professional development
2. none
3. Potential need for additional hours

<p>4. none 5. none</p>	
<p>Allocation(s)</p>	<p>1. \$500 2. \$200 3. \$7000 4. \$450 5. \$1000</p> <p style="text-align: right;">Return to funding summary</p>
<p>Source(s)</p>	<p>1. LCFF and State Lottery 2. LCFF and State Lottery 3. State Lottery 4. LCFF and State Lottery 5. LCFF and State Lottery</p>
<p>Budget code(s)</p>	<p>1. 010-0000-0-5220-00-1110-1000-301010-008-0000 227%, 020-1100-0-5220-00-1110-1000-016100-008-0000 73% 2. 010-0000-0-5220-00-1110-1000-301010-008-0000 27%, 020-1100-0-5220-00-1110-1000-016100-008-0000 73% 3. 020-1100-0-5220-00-1110-1000-016100-008-0000 73% 4. 010-0000-0-1110-12-1110-1000-301010-008-0000 27%, 020-1100-0-1110-12-1110-1000-06100-008-0000 73% 5. 010-0000-0-5220-00-1110-1000-301010-008-0000 27%, 020-1100-0-5220-00-1110-1000-016100-008-0000 73%</p>
<p>Anticipated changes for following year</p>	<p>1. None 2. None 3. None 4. None 5. None</p>
	 <p>The diagram shows the word 'TRAINING' inside a hand-drawn cloud. Seven arrows radiate from the cloud to the following terms: 'Workshop' (top-left), 'Development' (top), 'Skills' (top-right), 'Coaching' (right), 'Knowledge' (bottom-right), 'Teaching' (bottom-left), and 'Learn' (left).</p>

GOAL 1 ACTION 4: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Educational Programs

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

Actions as planned for the 2017-18 school year through the district LCAP:

1. Effective implementation of core instructional materials for [ELA/ELD](#) and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for [Social Science/History](#)
3. Initial implementation of [Next Generation Science](#) Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by under-represented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

1. Science Camp Stipend
2. Potential Focus Academy funding (MakerSpace)
3. Visual and Performing Arts (VAPA) Grant
4. Supplement VAPA funding
5. Enrichment materials
6. NGSS supplementary resources
7. Online resources to support Core Curriculum
8. Student Council Stipend
9. After School Enrichment: [Extended Day Budget](#)
10. Educational Technology

Implementation status and actual actions completed to date:

1. Coordinators of the program
2. Ongoing research and support to initiate MakerSpace on campus.
3. Students at all grade levels receive visual arts, dance, theater, and ceramics during the school day to enrich their learning experiences.
4. Additional funding to support dance, theater, visual arts, and music into the instructional day for all student access.
5. Odyssey of the Mind, Robotics, Coding materials and fees.

6. Online curriculum supports (eg. Mystery Science, Hapara, typing club, Renaissance Learning)
7. Math and reading supports
8. Currently a very active leadership team
9. This year Nordstrom has had 50 participants in our after school program. We run 2 reading intervention days and 2 math intervention days.
10. Technology replacement/repair. eg., SmartBoard projectors

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. None
2. Continual revision expected since this is the initiation of the program.
3. Continuous monitoring of the program.
4. None
5. Change in expenditures for repair/replacement. Additional spending to enhance the programs.
6. Not anticipated at this time.
7. Not anticipated at this time.
8. None
9. Additional enrichment programs.
10. Maintain

Allocation(s)

1. \$1600
2. \$5000
3. \$28575
4. \$6000
5. \$1000
6. \$4000
7. \$3739
8. \$1600
9. \$35,000 [Extended Day Budget](#)
10. \$1540 [Return to funding summary](#)

Source(s)

1. State Lottery
2. Donations
3. Live Oak Grant
4. Donations
5. State Lottery
6. State Lottery and LCFF
7. State Lottery
8. State Lottery
9. LCFF
10. State Lottery

Budget code(s)

1. 020-1100-0-1111-00-1110-1000-016100-008-0000
2. 060-9010-0-4310-00-1110-1000-910000-008-0000
3. ? VAPA Grant
4. 060-9010-0-4310-00-1110-1000-910000-008-0000
5. 020-1100-0-4310-00-1110-1000-016100-008-0000
6. 020-1100-0-5800-00-1110-1000-016100-008-0000, 010-0000-0-4340-00-1110-1000-301010-008-0000 27%
7. 020-1100-0-5800-00-1110-1000-016100-008-0000,

8. 020-1100-0-1111-00-1110-1000-016100-008-0000
9. After School Enrichment
10. 020-1100-0-4400-00-1110-2700-016100-008-0000

Anticipated changes for following year

1. None
2. Potential change as the program grows
3. Potential additions to the program.
4. None
5. None
6. None
7. None
8. None
9. None
10. Additional repair/replacement due to aging equipment.



GOAL 1 ACTION 5: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Instructional Supports

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyberhigh as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide [extended day support](#) and [extended day learning opportunities](#) for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the [EL Master Plan](#)
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of [Independent Learning Program](#) based on enrollment.
13. Implement and organize work consistent with the District's role as the [MTSS knowledge Development LEA](#) for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA


1. Extension supplies and materials
2. Subs for IEP/SST
3. Enrichment Coordinator
4. Release time for planning, analyzing data, design supports for low achieving or gifted students

Implementation status and actual actions completed to date:

1. Odyssey of the Mind, Robotics, Coding, Rosetta Stone
2. Subs for IEP/SST
3. Enrichment Coordinator
4. Release time for planning, analyzing data, design supports

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continue to improve the programs for additional enrichment and supports
2. None
3. None
4. None

Allocation(s)	<ol style="list-style-type: none"> 1. \$1,000 2. \$1,000 3. \$1,600 4. \$3,750 <p style="text-align: right;">Return to funding summary</p>
Source(s)	<ol style="list-style-type: none"> 1. State Lottery and LCFF 2. State Lottery 3. State Lottery 4. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 020-1100-0-4310-00-1110-1000-016100-008-0000, 010-0000-0-4310-00-1110-1000-301010-008-0000 27% 2. 020-1100-0-1150-00-1110-1000-016100-008-0000 3. 020-1100-0-1111-00-1110-1000-016100-008-0000 4. 020-1100-0-1111-00-1110-1000-016100-008-0000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. Additional support of the program 2. Potentially additional students that need support 3. none 4. none
	

GOAL 1 ACTION 6: Aligned to [District LCAP](#):

MTSS Description: Other SPSA Related Actions

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Actions in support of the development of the Single Plan for Student Achievement :

Provide links to SPSA related documents referenced in the district LCAP:

1. SARC
2. California Public School Dashboard
3. School Safety Plan

Additional actions related to the development, refinement and implementation of the SPSA

4. Training and supporting the School Site Council
5. Development of local metrics for monitoring the SPSA
6. DATA Talk and links to data sources ie. state dashboard
7. School presentations, communications and PR related to school achievement

Implementation status and actual actions completed to date:

1. Safety Plan
2. Subs for Data Chat with grade level teams

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Parent information nights
2. Not expected

Allocation(s)	<ol style="list-style-type: none"> 1. none 2. \$600.00 <p style="text-align: right;">Return to funding summary</p>
Source(s)	<ol style="list-style-type: none"> 1. N/A 2. State Lottery and LCFF
Budget code(s)	<ol style="list-style-type: none"> 1. N/A 2. 020-1100-0-1150-00-1110-1000-016100-008-0000 73%, 010-0000-0-1150-00-1110-1000-301010-0008-0000 27%
Anticipated changes for following year	<ol style="list-style-type: none"> 1. None 2. None

GOAL 1 ACTION 7: Aligned to [District LCAP](#)

MTSS Description:
Tier 1-3 Non-Instructional Basic Services

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1-3 Non-instructional basic service to all sites, through support department operating budgets. specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Communication and mailing expenses
2. Site specific facility projects
3. Transportation costs
4. Additional food service
5. Maintenance or custodial costs
6. Furniture and fixtures
7. Technology support and equipment
8. Office supplies
9. Recognition and awards
10. Other contracted services

Additional actions related to non-instructional basic services supported in the SPSA

1. Classroom supplies
2. Health Supplies
3. Chromebook replacement/repair
4. Blackboard Connect
5. Printing
6. Postage
7. Repair contracts copier/laminator/duplicator
8. Lobby Guard
9. Office Supplies
10. Negative lunch balance

Implementation status and actual actions completed to date:

1. Teacher supplies for classrooms
2. Health Office
3. 1:1 devices 3-5. 2:1 devices K-2. TK - 8 chromebooks
4. Communication
5. Flyers for community communication, eg. Kinder round up
6. Communication
7. Contracts for repairs of machines in office
8. Checks visitors in office
9. Office Supplies
10. This year we spent about this amount

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Actions 3 and 7 have annual varying repairs and replacements as needed, all other actions are ongoing

Allocation(s)	<ol style="list-style-type: none"> 1. \$8000 2. \$1200 3. \$2000 4. \$1500 5. \$500 6. \$200 7. \$5000 8. \$450 9. \$6000 10. \$1000 <p style="text-align: right;">Return to funding summary</p>
Source(s)	<ol style="list-style-type: none"> 1. State Lottery 2. State Lottery 3. State Lottery and LCFF 4. State Lottery 5. State Lottery 6. State Lottery 7. State Lottery 8. State Lottery 9. State Lottery 10. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 020-1100-0-4310-00-1110-1000-016100-008-0000 2. 020-1100-0-4310-00-1110-3140-016100-008-0000 3. 020-1100-0-4340-00-1110-1000-016100-008-0000, 020-1100-0-4340-00-1110-1000-06100-008-0000 27% 4. 020-1100-0-5800-00-1110-3110-016100-008-0000 5. 020-1100-0-4310-00-1110-2700-016100-008-0000 6. 020-1100-0-591-000-1110-1000-016100-008-0000 7. 020-1100-0-5600-00-1110-2700-016100-008-0000 8. 020-1100-0-5800-00-1110-2495-016100-008-0000 9. 020-1100-0-4310-00-1110-2700-016100-008-0000 10. 020-1100-0-4310-00-1110-2700-016100-008-0000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. None 2. None 3. Potentially additional repairs/replacement needed 4. None 5. None 6. None 7. Potentially additional repairs for aging machines 8. None 9. None 10. None

Goal 2 Statement of Goal	Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
Priorities Addressed by this goal:	STATE 3 5 6 LOCAL PRIORITIES:
Identified Need	Nordstrom will continue to grow parent engagement in school with an emphasis on physical and social emotional safety as well as opportunities to connect with school through activities.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	SSC agenda and minutes		Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	ELAC agendas and minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	Parent Volunteers # cleared through HR: 89	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising Raised: \$80,000 allocated: \$80,000	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: phone 80%	Close gap to 100%	Close gap to 100%	Close gap to 100%

Mass email completion rates	Mass email completion rate: 97%	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 81% Average visits per parent: 57	Close gap to 100%	Close gap to 100%	Close gap to 100%
Parent Education program completers	Parent Education program completers 5	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	3.94	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	4.29	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	4.0	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	3.94	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	4.23	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	3.61	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	3.74	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	3.77	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric

Parents satisfied with learning environment	3.81	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a challenging curriculum	3.77	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	4.13	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	3.58	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.33	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	4.13	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	4.13	Improve score on parent rubric	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	Back to School Night: 90% Open House: Father/Daughter Dance: 250 Auction: 125 Mother/Son Bingo: 125 Morning Coffee: ~100 Family Fun Night: >800 Pumpkin Run Volunteers: 40 Example of Principal Coffee: https://docs.google.com/presentation/d/10buHJhfNJsd8JFSGmvHiEwpOCeLmQzAaquqSB5fn72ME/edit?usp=sharing SLS: 25 referrals			

GOAL 2 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Support parent volunteer clearing service
2. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care.
3. Providing LCAP parent consulting and advising opportunities
4. Implement provisions of the [family engagement plan](#)
5. Conduct Parent Engagement Survey (survey program subscription).
6. Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the CalSoap contract).
7. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA

1. Parent Education Nights - cyber safety
2. Parent Education Nights - school safety
3. Fingerprinting

Implementation status and actual actions completed to date:

1. Ongoing, one completed
2. Ongoing
3. Ongoing

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. None
2. None
3. None

Allocation(s)	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$4,000
Source(s)	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. 020-1100-0-5750-00-1110-1000-016100-008-000

[Return to funding summary](#)

Anticipated changes for following year

1. None
2. None
3. New families coming to Nordstrom that would like to volunteer

GOAL 2 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Maintain Bilingual Community Liaisons at all sites
2. Conduct targeted outreach to include underrepresented parent volunteers
3. Provide translation services for district publications.
4. Provide information to immigrant parents regarding educational services.
5. Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.
6. Provide professional development to staff on working with diverse students and families.
7. Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.
8. Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.
9. Conduct outreach to help connect parents with local resources via School linked services and the CARE program.

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA

1. CalSoap membership

Implementation status and actual actions completed to date:

1. I'm Going To College Program (IGTC) and onsite tutoring

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. None

Allocation(s)	1. \$500	Return to funding summary
Source(s)	1. State Lottery	
Budget code(s)	1. 020-1100-0-5300-00-1110-2700-016100-008-0000	
Anticipated changes for following year	1. None	

Goal 3 Statement of Goal	Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready
Priorities Addressed by this goal:	STATE 5 6 7 8 LOCAL PRIORITIES:
Identified Need	Nordstrom's goal is to increase attendance to 96.5% or better. We currently have an attendance rate of 95.36. Our plan is to continue class recognitions for best attendance each week. Daily phone calls to parents who have not called to verify absences and to reward students monthly with perfect attendance.

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate: 95.36% Goal: 96.5	Month 11 Current attendance rate: 95.36% Goal: 96.5	Increase by >0.2 per year	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (Dashboard) Overall: 11.8% SWD 18.0% SED 23.4% Foster N/A Homeless 23.1% EL 21.3% White 9.1% Latino 18.8%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences	SARB Compliance: --# First Notice: 36 --# Second Notice: 35 --# Third Notice: --# Conferences:	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

--#SARB Hearings	--# Hearings:			
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: < 0.3 SWD 0.0 SED 0.0 Foster 0.0 Homeless 0.0 EL 0.0 White 0.4 Latino 0.5	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 0 Violence/fighting: 1 Dangerous object: 1 Behavior/Bullying: 0	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Maintain low rate	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out rate: 0%	Maintain below state rate	Maintain below state rate	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.46			
I feel safe at home	3.90			
I have a safe staff connection to talk to.	3.58			
I participate in school activities	2.85			
I am happy at school	3.13			

I am proud of my school	3.44			
My school is an outstanding school	3.46			
NWEA SEL survey (K-8)	Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)			
Teacher-student caring relationship	4.06			
Peer support for learning	3.85			
Family Support for learning	4.36			
Relevance of school work	4.08			
Positive future outlook	4/46			
Intrinsic Motivation	4.07			
Students attending Extended Day:	# Attending Ext. Day: 40	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Female: 0 Male: 0	Maintain consistent program	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	PBIS implementation rubric	Close 1/3 gap to survey score of 5	Close 1/3 gap to survey score of 5	Close 1/3 gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothes) --Group Programs	Discovery Referrals: 34			
Additional site specific: <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>	School Wide Dance Party with DJ Kinder Ice Cream Social Back To School Night/Open House Family Math Night Parent Conferences			

	<p>Leaning celebrations Parent Tours Project Corner Parent lead Art Program Fall Fun Run Auction Night Donuts for Dads/Muffins for Moms Father/Daughter Dance Mother/Son Bingo Grandparent Day Adult Paint Night Principal Coffee Theater Club Chess Club Science Club Robotics Club Coding Club Music in Motion Band Spanish Club Friends and Family Celebration</p>			
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GOAL 3 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Deploy as optional, the K-12 [service learning program](#).
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

Additional actions related to Tier 1 site specific student engagement activities supported in the SPSA

1. Year 3 PBIS training
2. Additional yard duties

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. Continual training of team
2. Additional support for student safety. With 600 students on three different recess schedules, additional yard duties are needed for student supervision and safety.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. None
2. None

Allocation(s)	<ol style="list-style-type: none"> 1. \$900 2. \$9000 <p style="text-align: center;">Return to funding summary</p>
Source(s)	<ol style="list-style-type: none"> 1. State Lottery and LCFF 2. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 020-1100-0-1140-00-1110-1000-016100-008-0000, 010-0000-0-1150-00-1110-1000-301010-008-0000 12% 2. 020-1100-0-2912-12-1110-3900-016100-008-0000
Anticipated changes for following year	

GOAL 3 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students.
2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.
3. Implement Naviance at grades 6-12, including training and professional development support.
4. Implement AVID at JAMM and continue to support AVID at middle and high schools.
5. Provide social-emotional support and services by teaming with community based organizations
6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.
7. Implement the Advent program for Foster Youth
8. Provide CARE team oversight and support to serve the unique needs of Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension
10. Develop a comprehensive Foster/Homeless education plan
11. Fund alternative placements for expelled students.

Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA

1. Odyssey competition
2. PBIS materials
3. Teacher Collaboration
4. Conferences

Implementation status and actual actions completed to date: (See [WASC appendix](#) below for narrative specifications)

1. Each year our team competes in Odyssey of the Mind.
2. Continued support for the program
3. Planning, researching, collaborating lessons focused on differentiation
4. New Strategies, best practices

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input: (See [WASC appendix](#) below for narrative specifications)

1. The revision is if the team does not qualify for state competition
2. None
3. None
4. None

Allocation(s)

1. \$500
2. \$500
3. \$3750
4. \$500

[Return to funding summary](#)

Source(s)	<ol style="list-style-type: none"> 1. State Lottery 2. State Lottery 3. State Lottery and LCFF 4. State Lottery
Budget code(s)	<ol style="list-style-type: none"> 1. 020-1100-0-5300-00-1110-2700-016100-008-0000 2. 020-1100-0-4310-00-1110-2700-016100-008-0000 3. 020-1100-0-1150-00-1110-1000-016100-008-0000, 010-0000-0-1150-00-1110-1000-301010-008-0000 4. 020-1100-0-5220-00-1110-1000-016100-008-0000
Anticipated changes for following year	<ol style="list-style-type: none"> 1. None 2. None 3. None 4. Additional conferences
	

Budget Summary: (return to [top of SPSA here](#))

	Unrestricted Lottery	LCFF Supplemental	Extended Day Program	Live Oak Grant	Donations and Tech Library
Allocated	\$71,400	\$20,889	\$35,000	\$28,575	
Budgeted*	\$71,400	\$20,889		\$28,575	\$11,000
Spent YTD					
Encumbered					
Available					
Links to SPSA Actions	Unrestricted Lottery	LCFF Supplemental	Extended Day Program	Live Oak Grant	Donations and Tech Library
Action 1.1	\$300	\$0			
Action 1.2		\$18,000			
Action 1.3	\$8,438	\$162			
Action 1.4	\$12,129	\$1,350	\$35,000	\$28,575	\$11,000
Action 1.5	\$6,810	\$540			
Action 1.6	\$600	\$0			
Action 1.7	\$24,310	\$0			
Action 2.1	\$4,000	\$0			
Action 2.2	\$500	\$0			
Action 3.1	\$9063	\$837			
Action 3.2	\$5,250	\$0			

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Shelli Kepler	Parent	shellnbell@verizon.net	4/30/18
2. Susan Latin	Parent	susan.latin@yahoo.com	4/30/18
3. Jocelyn Durling	Parent	igolddurling@gmail.com	4/30/18
4. Sharon Winchester	Parent	swinchester24@gmail.com	4/30/18
5. Marlene Lang	Parent	scrappermom13@gmail.com	4/30/18
6. Carol Sheets	Teacher	sheetsc@mhusd.org	4/30/18
7. Roya Cruz	Teacher	cruzr@mhusd.org	4/30/18
8. Kim Borello	Teacher	borellok@mhusd.org	4/30/18
9. Debra Grove	Principal	groved@mhusd.org	4/30/18

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3		5	0

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Home and School Club
 - English Language Advisory Committee
4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

_____ Debra Grove _____
Principal, Nordstrom Elementary

Signature of School Principal

Date

_____ Shelli Kepler _____
President, School Site Council

Signature of SSC Official

Date