The School Plan for Student Achievement

School: Stevenson Elementary School

CDS Code: 43-69591-6049464

District: Mountain View Whisman School District

Principal: Theresa Lambert, Principal

Revision Date: November 2, 2023

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 2, 2023.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:
- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

School Profile

Stevenson Elementary School's Vision and Mission Statements
School Vision
Through a developmental approach and a rigorous hands-on education, Stevenson Elementary School will engage all students and ensure they realize their full potential as independent thinkers, lifelong learners, and responsible members of the community.

School Mission
The mission of Stevenson Elementary School is to cultivate a lifelong love of learning by educating the whole child (socially, emotionally, and intellectually) in a collaborative community.

School Core Values
Respect
We consider the feelings, wishes, rights, and traditions of ourselves and others.

Resilience
When we encounter a difficult situation, we persevere, keep a positive attitude, stay optimistic, regulate our emotions, and learn from our setbacks.

Community
We embrace diversity of thought, a spirit of collaboration and open and honest communication between all stakeholders. Our community is formed around a commitment to the greater good, while respecting the needs of individuals.

Collaboration
We solve problems by listening to others, making compromises, and thinking interdependently. Our collective talent, intelligence, and creativity help us to achieve goals once thought unattainable.

Innovation
We explore, create, and invent as we learn in a variety of ways. We think inside and outside of the box as we tackle challenges, problem solve, and apply past knowledge to new situations. We value life long learning.

Summary of Goals and Key Strategies

Goal #1: ELA (Overall Goals)
CAASPP Goal - ELA:
By June 2024, there will be a 1 percentage point increase (from 89% to 90%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).

CAASPP Subgroup Goals: By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 4 percentage point increase from 64% to 68%.
- Socio-Economically Disadvantaged (SED): There will be a 3 percentage point increase from 68% to 71%..
- Asian: There will be a 1% percentage point increase from 94% to 95%.
- Hispanic/Latino: There will be a 4% percentage point increase from 55% to 60%.
- White: There will be a 1% percentage point increase from 91% to 92%.

i-Ready Goals - Reading (Annual Typical Growth):
i-Ready Growth: By June 2024, 100% of students will meet or exceed their yearly growth target as measured by Annual Typical Growth on iReady diagnostic assessments K-5.

ELA Key Strategies:
- MVWSD Universal Data Protocol
- Use of grade-level wide data collection document and consistent and frequent team analysis of individual student data
- Additional planning time for grade level teams
- Sheltered Instruction Observation Protocols (SIOP) -focus on Comprehensible Input
- RTI instruction in ELA/STEAM
- PBL (with SIOP integration and communication focus in presentations)
- Multi-Sensory Literacy Instruction -Tiered level of support
- Goal Setting with students using Annual Typical Growth data
- Non-fiction books for library and classrooms
- Targeted tutoring for Tier 3 students and for focus students
- Additional i-Ready practice and review time for target students
- Several OLE's per grade to make hands on and real life connections to priority skills and standards

Goal #2: Math

 CAASPP Goal - Math:
- By June 2024, there will be a 1-percentage point increase (from 89% to 90%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

CAASPP Subgroup Goals: By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 4% percentage point increase from 63% to 67%.
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 63% to 67%.
- Asian: There will be a 1% percentage point increase from 94% to 95%.
- Hispanic/Latino: There will be a 4% percentage point increase from 56% to 60%.
- White: There will be a 1% percentage point increase from 89% to 90%.

i-Ready Goals - Math (Typical Annual Growth):
- By June 2024, 100% of students will meet their yearly growth target in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

Key Strategies:
- After School Tutoring -Tiered level of support
- MVWSD Universal Data Cycle Protocol for data review and ongoing collaborative analysis of math data by grade level teams

- Sheltered Instruction Observation Protocols (SIOP)-focus on comprehensible input
- RTI instruction/STEAM -Tiered level of support
- Additional grade level planning time for math
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (with SIOP and communication/presentations)
- Additional iReady time for target students (individual path to fill gaps)

Goal #3: English Learners (Overall Goals)
a. By May 2024, the percentage of students who are At-Risk of becoming LTEL will decrease 100%, from 1 student to 0 students.

b. By May 2024, we will maintain 100% of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

c. By May 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify, and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 48% to 53%

Key actions:
- SIOP Strategies - Focus on comprehensible input
- Designated ELD Instruction
- Learning A-Z (ELL Edition) Supplemental Resource
- Review/Train teachers ELPAC Assessments and Scoring
- SIOP strategies in PBL projects
- Parent Workshops
- EL, Newcomer, and RFEP progress monitoring
- OLEs to build background knowledge and vocabulary
- Additional grade level planning time

Goal #4: Social-Emotional Health and Wellness (Overall Goals)
Parent Goal from LCAP Survey May 2023 Data
By June 2024, there will be a 2 percentage point increase from 82% to 84% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

Student Goal from LCAP Survey May 2023 Data
By June 2024, there will be a 3 percentage point increase from 74% to 77% in the number of students who agreed or strongly agreed that my school treats students with respect as measured by the LCAP/Climate Survey.
By June 2024, there will be a 3 percentage point increase from 74% to 77% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

By June 2024 Sown to Grow student check-in rate will increase from 59% to 64% as measured by the Sown to Grow report.
By June 2024 Sown to Grow teacher feedback rate will increase from 43.4% to 49.1% as measured by the Sown to Grow report.

Suspension Goal: 22-23 School Year 11 suspensions total
By June 2024, there will be a 8% point decrease from 27% to 19% for the Hispanic Latino student group measured by the school suspension disproportionality data.
By June 2024, there will be a 6% point decrease from 45% to 39% for the White student group as measured by the school suspension disproportionality data.
By June 2024, there will be a 7% point decrease from 36% to 29% for the EL student group as measured by the school suspension disproportionality data.

Key actions:
- Implement Districtwide Behavior Response Standards
- Sown to Grow consistent implementation
- ImPACT (Similar to Project Cornerstone) Lessons and Activities 2x monthly
- Responsive Classroom SEL Practices, including morning and closing meetings

- Train classified and certificated staff with SEL strategies
- CHAC Counseling Classroom Sessions and individual or group services for students

Goal #5: Inclusive and Welcoming Culture (Overall Goals)

Attendance Goal:

By June 2024, the average student attendance rate for the school will be at or above 97%.

Chronic Absenteeism Goal:
- By June 2024, the school-wide overall chronic absenteeism rate will decrease 1 percentage point from 6.93% to 5.93 % based on District Chronic Absenteeism data.

Welcoming Environment Goal:

By June 2024, there will be a 2% increase (from 85% to 87%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey

Key Actions:
- Parent Partnerships and Volunteers
- Student Leadership Team
- Junior Coach Program
- SEL ImPACT Program/Stevenson Values (Monthly)
- Classroom Buddies
- MVWSD Better Together: Belong Lessons
- Hire recess organization to consult with recess games and activities
- After School Enrichment (PactPALS)
- Grade Level/Classroom Meetings
- Grade Level/Classroom social events
- Staff and Parent Equity Working Group

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

    Stevenson staff is committed to providing a high quality, well-rounded education to all students. At Stevenson, the staff uses data from district benchmarks, curriculum-embedded assessments, teacher observations, and the results from the California Assessment of Student Performance and Progress (CAASPP) and the district assessments to understand student needs. Teachers use the data collected to differentiate instruction for individual students and guide whole class instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

    Data from our 2023 Smarter Balanced Assessment Consortium (SBAC) as part of the CAASPP system to grades three, four, and five and our district's i-Ready Reading and Math diagnostics from 2022-2023 was used to develop the Single Plan for School Achievement. The data collected from these assessments are being used to direct instruction during the 2023-2024 school year. School goals were created in collaboration with the School Site Council, English Language Advisory Committee, and teachers around areas of improvement found in the results. Teachers in all grades will also use common formative and summative assessments throughout the year to monitor student progress. The data gathered during the school year will drive the school's Response to Instruction program that is used on a weekly basis at all grade levels. Students that are high achieving or in need of second chance teaching will be grouped by ability to dive deeper or provide additional instruction in content areas.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

    Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Stevenson Elementary school has no misassigned teachers, no out of field teachers, and 2 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

The District Educational Services department coordinates the staff development plan. Six professional days are planned annually to update and extend adult learning. The emphasis continues to be the implementation of the California State Standards (CSS) and differentiation: knowledge of each grade level's standards, and instructional strategies that ensure building and applying knowledge in all content areas.

There are currently 2 teachers that are participating in the new teacher induction program. The District partners with the Santa Cruz Silicon Valley New Teacher Center to support new teachers. The teachers that are part of this program receive additional professional development and coaching, as well as support to clear their preliminary credentials.

Teachers will receive professional development with multi-sensory instruction, social-emotional learning, Project Based Learning, and Responsive Classroom.

Stevenson also has a full-time instructional coach to provide ongoing support to teachers.

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

Teachers at Stevenson collaborate on a weekly basis to plan, refine curriculum, and meet individual student needs.   Teachers also meet with the school's STEAM (Science, Technology, Engineering, Art, Math) teachers to collaborate on projects being taught during RTI (Response to Intervention)/STEAM time.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

At Stevenson Elementary, all students have the opportunity to be successful. Teachers use researched-based teaching practices including Response to Instruction to ensure that students attain academic and social success. During Response to Instruction rotation time, classroom teachers will provide small group instruction to students who need second chance teaching and extension lessons to those who have mastered the standard. By continually monitoring students, teachers can provide additional help to those that struggle in particular areas. Teachers provide this additional help during small group instruction or individual conferences during the school day as well as differentiated groupings during core instructional time. There is a need to increase communication to parents about their child's progress in RTI.

Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Stevenson Elementary has a part-time School and Community Engagement Facilitator who assists families of under achieving students. The facilitator acts as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. They serve as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

During a typical school year, Stevenson greatly benefits from its supportive parents. Stevenson encourages all parents to volunteer at school and participate in one of the school's committees. Parents are encouraged to connect with teachers and classroom coordinators to ensure that the needs of the classroom are well aligned with each parents' strengths.   If a parent is not available to volunteer in the classroom, there are multiple options for parents to become involved outside of the classroom by providing classroom support or organizing events.

9. Services provided by categorical funds that enable underperforming students to meet standards

    Stevenson is not a Title I school, and as a result, we benefit from funding provided through the Local Control Funding Formula. The District provides each school an allocation to support students through the Targeted Student Support Program (TSSP). This funding is used to pay for intervention and supports for students that score below standard.

    Stevenson's PTO Foundation provides extra monetary support that directly impacts classroom instruction. The PTO Foundation helps fund Off-Site Learning Experiences (Field Trips), classroom supplies, teacher professional development, and technology among other items.

Description of Barriers and Related School Goals

At Stevenson, we strive to meet the needs of all students both academically and socially. Stevenson believes it is our job to help every student reach their full potential and provide supports to reach students where they are.

The barriers that we face when reaching our school goals are addressing the needs of our Hispanic/Latino students, socio-economically disadvantaged students, and students with disabilities. These subgroups of students at Stevenson are a small percentage in comparison to the student population. To help increase awareness, Stevenson will continue to monitor English Learner progress and other students that are not meeting grade-level standards.

In general, English learner students at Stevenson reclassify in kinder, first, and second grade which indicates that most students language needs are being met. If students do not reclassify in the early grades there are relatively small numbers at the upper-grade. Having fewer students in the upper grades make doing rotations with English learner students for English language development not possible across the grade level. However, teachers provide both integrated and designated English Language Development within their classrooms in small groups or with individual students.

An additional barrier is training for the many new staff that have joined the school over the past few years and also training the parents that joined the school during the pandemic years. Many staff have not had the background training in SIOP, Responsive Classroom, and Project Based Learning and are implementing while learning these strategies. The parents that joined during the pandemic did not have the benefit of learning from the parents who had been at the school for several years and as such ramping up of the previously established parent-provided supports is taking extensive work.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	89		0	89		0	89		0.0	100.0	
Grade 4	65	85		0	85		0	85		0.0	100.0	
Grade 5	66	55		0	54		0	54		0.0	98.2	
All Grades	201	229		0	228		0	228		0.0	99.6	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2534.5			78.65			14.61			5.62			1.12	
Grade 4		2548.5			55.29			25.88			10.59			8.24	
Grade 5		2584.0			64.81			20.37			5.56			9.26	
All Grades	N/A	N/A	N/A		66.67			20.18			7.46			5.70	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		62.92			34.83			2.25	
Grade 4		43.53			54.12			2.35	
Grade 5		42.59			51.85			5.56	
All Grades		50.88			46.05			3.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		55.06			41.57			3.37	
Grade 4		48.24			45.88			5.88	
Grade 5		55.56			37.04			7.41	
All Grades		52.63			42.11			5.26	

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.96			60.67			3.37	
Grade 4		32.94			62.35			4.71	
Grade 5		33.33			62.96			3.70	
All Grades		34.21			61.84			3.95	

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.56			48.31			1.12	
Grade 4		27.06			68.24			4.71	
Grade 5		37.04			57.41			5.56	
All Grades		38.60			57.89			3.51	

Conclusions based on this data:

1. Grade 3 had the fewest students that met or exceeded standards

2. In Reading - Understanding of non-fictional texts continues to be area of focus at each grade.

3. In Writing - Conventions score averages at all grades were significantly lower than both Organization and Purpose, and Evidence and Elaboration

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	89		0	89		0	89		0.0	100.0	
Grade 4	65	85		0	85		0	85		0.0	100.0	
Grade 5	66	55		0	55		0	55		0.0	100.0	
All Grades	201	229		0	229		0	229		0.0	100.0	

* 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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2538.8			79.78			15.73			1.12			3.37	
Grade 4		2556.4			55.29			27.06			9.41			8.24	
Grade 5		2601.7			69.09			16.36			7.27			7.27	
All Grades	N/A	N/A	N/A		68.12			20.09			5.68			6.11	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		77.53			20.22			2.25	
Grade 4		64.71			28.24			7.06	
Grade 5		69.09			25.45			5.45	
All Grades		70.74			24.45			4.80	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		80.90			15.73			3.37	
Grade 4		55.29			32.94			11.76	
Grade 5		60.00			29.09			10.91	
All Grades		66.38			25.33			8.30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		68.54			28.09			3.37	
Grade 4		55.29			40.00			4.71	
Grade 5		45.45			50.91			3.64	
All Grades		58.08			37.99			3.93	

Conclusions based on this data:

1. Grade 3 has the fewest students that met or exceeded standards.

2. Communication and Reasoning domain continues to be a focus as students move up grade levels.

School and Student Performance Data

ELPAC Results

| ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals | | | | | | | | | |
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	13	*	*		29	37.9%	6.9%	17.24%

| ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals | | | | | | | | | |
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K				*			*	100.0%	100.00%	100.00%
1	*	*	*	*	*		14	50.0%	0.00%	14.29%
2			*	*			*	50.0%	0.00%	0.00%
3	*	*		*			*	50.0%	25.00%	25.00%
4			*	*			*	60.0%	0.00%	20.00%
5			*			*	*	33.3%	0.00%	0.00%

| 2023 ELPAC Summative Overall Level | | | | | |
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	14
Grade 1	*			*	*
Grade 2	*	*	*		*
Grade 3			*	*	*
Grade 4		*	*	*	*
Grade 5	*	*	*	*	17
Grand Total	*	*	17	16	45

| 2023 ELPAC Summative Oral Language Level | | | | | |
Grade Level	1	2	3	4	Grand Total
Grade K		*	*	*	14

2023 ELPAC Summative Oral Language Level					
Grade 1			*	*	*
Grade 2			*	*	*
Grade 3			*	*	*
Grade 4		*		*	*
Grade 5	*	*	*	*	17
Grand Total	*	*	18	22	45

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	14
Grade 1	*			*	*
Grade 2	*	*	*		*
Grade 3		*	*	*	*
Grade 4	*	*		*	*
Grade 5	*	*	*	*	17
Grand Total	*	16	14	*	45

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K		*	*		14
Grade 1		*	*		*
Grade 2		*	*		*
Grade 3			*		*
Grade 4	*	*			*
Grade 5	*	*	12		17
Grand Total	*	14	29		45

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K		*	*		14
Grade 1		*	*		*
Grade 2		*	*		*
Grade 3		*	*		*
Grade 4		*	*		*
Grade 5	*	*	*		17
Grand Total	*	25	18		45

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	*	*	*		14
Grade 1	*		*		*
Grade 2	*	*			*
Grade 3	*	*	*		*
Grade 4	*	*	*		*
Grade 5	*	11	*		17
Grand Total	11	21	13		45

Grade Level	2023 ELPAC Summative Writing Level				
	1	2	3	4	Grand Total
Grade K	*	11	*		14
Grade 1	*		*		*
Grade 2	*	*			*
Grade 3		*	*		*
Grade 4		*	*		*
Grade 5	*	*	*		17
Grand Total	*	22	17		45

Conclusions based on this data:

1. 1st and 3rd grades had students who decreased by 1 or 2 levels.

2. Kindergarten had the highest percentage of students who maintained a 4 or increased by at least one level.

3. Oral Language is a relative strength compared to Written Language. 89% of students scored a 3 or 4 in Oral Language vs fewer than 53% of students scoring a 3 or 4 in Written Language.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	**Met**	**Not Met**
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023			
RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

Stevenson Elementary School

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Stevenson Elementary School Overall	88%	8%	3%
Asian	92%	5%	2%
Hispanic/Latino	63%	25%	13%
White	89%	9%	2%
SWD	62%	21%	18%
Not SWD	91%	7%	2%
SED	66%	20%	15%
Not SED	91%	7%	2%
EL	63%	23%	14%
EO	89%	8%	3%
IFEP	99%	1%	0%
RFEP	88%	12%	0%
0	91%	9%	0%
1	83%	17%	0%
2	83%	11%	6%
3	90%	3%	7%
4	97%	1%	2%
5	85%	10%	5%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Stevenson Elementary School Overall	73%	27%
Asian	75%	25%
Hispanic/Latino	58%	42%
White	72%	28%
SWD	64%	36%
Not SWD	74%	26%
SED	68%	32%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	74%	26%
EL	74%	26%
EO	73%	27%
IFEP	77%	23%
RFEP	64%	36%
0	77%	23%
1	80%	20%
2	77%	23%
3	76%	24%
4	62%	38%
5	70%	30%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Stevenson Elementary School Overall	88%	10%	2%
Asian	92%	8%	1%
Hispanic/Latino	64%	28%	9%
White	89%	9%	1%
SWD	59%	32%	10%
Not SWD	91%	8%	1%
SED	66%	24%	10%
Not SED	90%	9%	1%
EL	63%	30%	7%
EO	88%	10%	2%
IFEP	96%	4%	0%
RFEP	95%	5%	0%
0	84%	16%	0%
1	86%	14%	0%
2	86%	13%	1%
3	85%	12%	3%
4	98%	1%	1%

Math - Diagnostic 3 2022-2023			
5	88%	8%	5%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Stevenson Elementary School Overall	67%	33%
Asian	66%	34%
Hispanic/Latino	60%	40%
White	68%	32%
SWD	59%	41%
Not SWD	68%	32%
SED	66%	34%
Not SED	67%	33%
EL	65%	35%
EO	65%	35%
IFEP	71%	29%
RFEP	74%	26%
0	61%	39%
1	61%	39%
2	67%	33%
3	69%	31%
4	74%	26%
5	69%	31%

Conclusions based on this data:

1. Overall, 88% of students in Math and 89% of students in ELA scored at level tier 1.

2. In both Math and ELA, there is a gap in the percentage of students that are SED, ELs, SWD, and Hispanic/Latino students compared to their peers.

3. RFEP students performed better in Math than in Reading.

Planned Improvements in Student Performance

<u>School Goal #1</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts
● **School Goal 1.a - CAASPP Goal** ● **School Goal 1.b - One Year's Growth Goal**

CAASPP Goal - ELA:
CAASPP: By June 2024, there will be a 1 percentage point increase (from 89% to 90%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).

CAASPP Subgroup Goals: By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 4 percentage point increase from 64% to 68%.
- Socio-Economically Disadvantaged (SED): There will be a 3 percentage point increase from 68% to 71%..
- Asian: There will be a 1% percentage point increase from 94% to 95%.
- Hispanic/Latino: There will be a 4% percentage point increase from 55% to 60%.
- White: There will be a 1% percentage point increase from 91% to 92%.

i-Ready Goals - Reading (Annual Typical Growth):
i-Ready Growth: By June 2024, 100% of students will meet or exceed their yearly growth target as measured by Annual Typical Growth on iReady diagnostic assessments K-5.

ELA Key Strategies:
- MVWSD Universal Data Protocol
- Use of grade-level wide data collection document and consistent and frequent team analysis of individual student data
- Additional planning time for grade level teams
- Sheltered Instruction Observation Protocols (SIOP) -focus on Comprehensible Input
- RTI instruction in ELA/STEAM
- PBL (with SIOP integration and communication focus in presentations)
- Multi-Sensory Literacy Instruction -Tiered level of support
- Goal Setting with students using Annual Typical Growth data
- Non-fiction books for library and classrooms
- Targeted tutoring for Tier 3 students and for focus students
- Additional i-Ready practice and review time for target students
- Several OLE's per grade to make hands on and real life connections to priority skills and standards

Data Used to Form this Goal:

- California Assessment of Student Performance and Progress (CAASPP) May 2023 - Mathematics and ELA using the Universal Data Protocol.
- i-Ready Reading Diagnostic May 2023

Findings from the Analysis of this Data:

CAASPP: By June 2023, there will be a 1 percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8). - Goal Met - Increase from 87% to 89%

CAASPP Subgroup Goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 5 percentage point increase from 47% to 52%.
Goal Exceeded- Increase from 47% to 63.7%

- Socio-Economically Disadvantaged (SED): There will be a 3 percentage point increase from 65% to 68%.
Goal Met - Increase from 65% - 68.4%

- Asian: There will be a 1% percentage point increase from 94% to 95%.
Goal Not Met - Maintained at 94.1%

- Hispanic/Latino: There will be a 3% percentage point increase from 50% to 53%. -
Goal Exceeded - Increase from 50% to 55.5%

- White: There will be a 1% percentage point increase from 88% to 89%.
Goal Exceeded - Increase from 88% to 91%

i-Ready Goals - Reading (Annual Typical Growth):
i-Ready Growth: By June 2023, there will be a 3-percentage point increase (from 67% to 70%) in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).
Goal Met - Increase from 67% to 73%
By June 2023, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 62%.
Goal Met (Stevenson 73%)

i-Ready Subgroup goals: By June 2023 all subgroups will make the following gains for their Annual Typical Growth:
- Students with Disabilities (SWD): There will be a 5% percentage point increase from 53% to 58%.
Goal Exceeded: Increase from 53% to 64%

- Socio-Economically Disadvantaged (SED): There will be a 5% percentage point increase from 51% to 56%.
Goal Exceeded: 51% - 68%

- Asian: There will be a 3% percentage point increase from 68% to 71%.
Goal Exceeded: 68% to 75%

- Hispanic/Latino: There will be a 4% percentage point increase from 54% to 58%.
Goal Met: 54% to 58%

- White: There will be a 4% percentage point increase from 66% to 70%.
Goal Exceeded: 66% to 72%

Overall Findings:
- Schoolwide percentage of students meeting or exceeding standards increased for both CAASPP and i-Ready.

How the School will Evaluate the Progress of this Goal:
The school will monitor i-Ready diagnostics as well as district and classroom summative/formative assessments in English Language Arts, Universal Data Cycle documents, observations and feedback on the use of RTI. During Response to Intervention teachers will use common summative and formative assessments to understand student progress and adjust for areas of need during the year. Once adjustments have taken place teachers will monitor student improvement through the Response to Intervention process after each cycle.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Response to Instruction (Tiered Level of Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. • Each classroom will rotate twice a week, in small groups for RTI, and for students to receive STEAM instruction. • While some students are with the STEAM teacher, the remaining students across the grade level will be grouped according to need and will deploy to a specific teacher to receive tiered level of instruction that extends or supports their learning in the target standard. Evidence: RTI groupings and schedule, RTI pre and post assessments,	August 2023- May 2024	Principal, Teachers, Instructional Coach	No expenditure needed			
MVWSD Universal Data Protocol for RTI and Differentiation in core instruction Implement the data protocol process using district assessments as well as pre and post assessments for target skills.	August 2023-May 2024	Principal, Teachers, and Instructional Coach	No Expenditure Needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction Evidence: UDC documents, data collection Google docs, lesson plans detailing differentiated instruction						
Provide 2 sessions of "Morning Class" 3x weekly for students on iReady ELA or Math, focusing on SED, EL, SWD, Hispanic subgroups and also students who did not meet their ATG last school year. Students will have additional time on their individual iReady path or on assigned lessons from classroom teacher, supervised by school staff. Evidence: Morning class attendance logs, iReady progress reports, classroom progress reports	October - Dec 2023 and Feb - April 2024	Principal, Teachers	Hourly Rate Materials and Supplies	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	School Allocation TSSP	3,000 900
Additional Planning time for focus student action plans, differentiated strategies during core instruction small group time, and scaffolds during PBL time. Evidence: Grade Level Team collaboration notes	Sept - May 2024	Principal, Grade Level Teams	Teacher Hourly Pay	1000-1999: Certificated Personnel Salaries	TSSP School Allocation	2200 5000
Project Based Learning (Curriculum Enrichment for all and SIOP/differentiated) • PBL projects align and integrate ELA grade level standards. • Grade levels to review PBL units and develop SIOP	August 2023- May 2024	Principal, Teachers, Coach, and PBL Coaches	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies within each unit. • Grade level teams will reflect and analyze PBL projects with PBL Coaches for rigor and to develop critical thinking, collaboration, and communication/presentation skills. • Grade levels to implement at least three projects during the school year. • Grade levels to host at least two PBL Exhibition nights during the school year. • Provide professional development to teachers and principal in Project Based Learning. Evidence: Exhibition Night presentations, PBL project plans for each grade level, PBL Coaches logs			PBL Coach hourly pay	1000-1999: Certificated Personnel Salaries	Donations - PTA	2,400
Multi-sensory instruction for phonics and reading (K-2nd) • K-2nd grade teachers to receive professional development in multi-sensory instruction. • K-2nd grade teachers to supplement ELA phonics instruction to include multi-sensory strategies. Evidence: Lesson plans, classroom observation	August 2023 to May 2024	Principal, and Teachers	Teacher Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	3,500
					School Allocation	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Site Based Professional Development at staff meetings and district-wide PD days and optional lunch sessions Evidence: Staff Meeting Agendas	August 2023-May 2024	Principal, Coach, Design Team	Materials and Supplies	4000-4999: Books And Supplies	School Allocation	1500
Student i-Ready Goals • Monitor i-Ready annual typical growth after D2 and D3. • Students create goals to meet Annual Typical Growth for both ELA and Math and receive teacher feedback on those goals • With teacher guidance, students create personalized actions to meet goals. Evidence: Student goal documents	September 2023 - May 2024	Principal, Teachers, and Coach	No expenditure needed			
Increase non-fiction reading to build comprehension of information text. Students will check out one non-fiction and one fiction book each week from the library. Evidence: library reports, increase in achievement in informational comprehension	September 2023- May 2024	Library Clerk, Classroom Teacher	No expenditure needed			
At least once a trimester, teachers will meet as a grade-level team to analyze student writings and determine the next steps for language support and the writing process for different text types. Evidence: Grade Level Team collaboration notes	November 2023- May 2024	Principal, Teachers, and Coach	No expenditure needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase books and materials for the library and classrooms • Books aligned with social-emotional learning • Books that have diverse/inclusion stories/characters • Non-fiction books that are high interest, low-level readers. • Non-fiction books related to PBL projects Evidence: purchase orders	October 2023 - May 2024	Principal, Teachers, and Librarian	Books for libraries and classrooms	4000-4999: Books And Supplies	Donations - PTA	1,000
• Ensure students have access to school materials, resources and supplies for classroom instruction. • Staff compensation for school committees and meetings beyond regular working hours Evidence: timesheets, teacher surveys, student surveys	August 2023-May 2024	Principal	Resources and materials Teacher compensation	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	School Allocation Donations - PTA	14,800 2,000
Analyze data from benchmarks, observations, and feedback and revise site plan as needed. Evidence: SSC agendas and minutes, Staff Meeting agendas and minutes	August 2022-May 2023	Principal, Teachers, Instructional Coach	No expenditure needed			
Implement new or revised strategies based on revision of plan.	Oct 2023 - May 2024	Principal, Teachers	No expenditure needed			

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math
● **School Goal 2.a - CAASPP Goal**
● **School Goal 2.b - One Year's Growth Goal**

CAASPP Goal - Math:
- By June 2024, there will be a 1-percentage point increase (from 89% to 90%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-5).

CAASPP Subgroup Goals: By June 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 4% percentage point increase from 63% to 67%.
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 63% to 67%.
- Asian: There will be a 1% percentage point increase from 94% to 95%.
- Hispanic/Latino: There will be a 4% percentage point increase from 56% to 60%.
- White: There will be a 1% percentage point increase from 89% to 90%.

i-Ready Goals - Math (Typical Annual Growth):
- By June 2024, 100% of students will meet their yearly growth target in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).

Key Strategies:
- After School Tutoring -Tiered level of support
- MVWSD Universal Data Cycle Protocol for data review and ongoing collaborative analysis of math data by grade level teams
- Sheltered Instruction Observation Protocols (SIOP)-focus on comprehensible input
- RTI instruction/STEAM -Tiered level of support
- Additional grade level planning time for math
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (with SIOP and communication/presentations)
- Additional iReady time for target students (individual path to fill gaps)

Data Used to Form this Goal:
● California Assessment of Student Performance and Progress (CAASPP) May 2023 - Mathematics
● i-Ready Math Diagnostic May 2023

Findings from the Analysis of this Data:

CAASPP 2023 Goal - Math:
There will be a 1-percentage point increase (from 88% to 89%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).
Goal Met : 89%

CAASPP 2023 Subgroup Goals:
CAASPP Subgroup Goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 6% percentage point increase from 36% to 42%.
Goal Exceeded: Increase to 63%

- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 64% to 68%.
Goal Not Met: Decrease from 64% to 63%

- Asian: There will be a 1% percentage point increase from 95% to 96%.
Goal Not Met: Decrease from 95% to 94%

- Hispanic/Latino: There will be a 4% percentage point increase from 59% to 63%.
Goal Not Met: Decrease from 59% to 56%

- White: There will be a 1% percentage point increase from 88% to 89%.
Goal Not Met: Maintained at 88%

i-Ready Goals - Math (Typical Annual Growth):
- By June 2023, there will be a 4-percentage point increase (from 65% to 69%) in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).
Goal Not Met: Increase to 67%

- By June 2023, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 61%.
Goal Met

i-Ready Subgroup goals: By June 2023 all subgroups will make the following gains in meeting Tier 1 proficiency:
- Students with Disabilities (SWD): There will be a 4% percentage point increase from 60% to 64%.
Goal Not Met: Decrease to 59%

- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 47% to 51%.
Goal Exceeded: Increase to from 47% to 66%

- Asian: There will be a 1% percentage point increase from 91% to 92%.
Goal Met: Increase from 91% to 92%

- Hispanic/Latino: There will be a 4% percentage point increase from 56% to 60%.
Goal Exceeded: Increase from 56% to 64%

- White: There will be a 1% percentage point increase from 92% to 93%.
Goal Not Met: Decrease from 92% to 89%

How the School will Evaluate the Progress of this Goal:
The school will monitor i-Ready diagnostics as well as district and classroom summative/formative assessments in Mathematics using the Universal Data Protocol and grade level team collaborative data collection and analysis of formative and summative assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MVWSD Universal Data Protocol for RTI and Differentiation in core instruction Implement the data protocol process using district assessments as well as pre and post assessments for target skills. Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction Evidence: UDC documents, data collection Google docs, lesson plans detailing differentiated instruction	October 2023-May 2024	Principal, Teachers, SPED Teachers, and Instructional Coach	No Expenditures Needed			
Provide Morning Class 3x weekly for students below grade level on iReady ELA or Math focusing on EL, SWD, Hispanic, and SWD subgroups Students will have additional time on their individual iReady path or on assigned lessons from classroom teacher, supervised by school staff. Evidence: Attendance logs, iReady progress reports	February - May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	Donations - PTA	1,000
Additional Math support with classroom teacher in small groups weekly (opposite gardening and cooking) Evidence: Weekly plans and	October 2023 -May 2024	Principal, Teachers	No expenditure necessary			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
schedules						
Additional Grade level planning time to develop math enrichment lessons and activities. • Materials and resources for supplemental math resources. Evidence: timesheets, grade level collaboration notes	September 2023-May 2024	Principal, Coach, and Teachers	Teacher Compensation Materials and Resources	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	TSSP School Allocation	1,500 1,100
Tutoring for identified students in small groups before or after school to support students to meet their Annual Typical Growth goal. Evidence: attendance logs, timesheets, tutoring plans	October 2023 - May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	TSSP	3,000
Students monitor their i-Ready Annual Typical Growth after D2 and D3 and create goals to meet Annual Typical Growth for Math. • Students create personalized actions to meet goals. Evidence: goal setting documents	October 2023 - May 2024	Principal, Teachers, and Coach	No Expenditures Needed			
Implement SIOP instructional practices within math lessons, focusing on vocabulary, interactions, and comprehensible input Evidence: Classroom observation	August 2023-May 2024	Principal, Teachers, Instructional Coach	No Expenditures Needed			
• Ensure students have access to school materials, resources and supplies for classroom instruction.	August 2023-May 2024	Principal	Materials and Resources Teacher Compensation	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	School Allocation Donations - PTA	10000 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Staff compensation for school committees and meetings. Evidence: timesheets, student and teacher surveys						
Analyze data from benchmarks, observations, and feedback and revise site plan as needed.	August 2023-May 2024	Principal, Teachers, Instructional Coach	No expenditure needed			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 3: Academic Achievement - English Language Learners
    ● **School Goal 3.a - LTEL/At-RIsk Goal**
    ● **School Goal 3.b - RFEP Goal**
    ● **School Goal 3.c - ELPAC Goal**

a. By June 2024, the percentage of students who are At-Risk of becoming LTEL will decrease 100%, from 1 student to 0 students.
 	
b. By June 2024, we will maintain 100% of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.
 	
c. By June 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify, and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 51% to 56%.
 	
Key actions:
    ● SIOP Strategies - Focus on comprehensible input
    ● Designated ELD Instruction
    ● Learning A-Z (ELL Edition) Supplemental Resource
    ● Review/Train teachers ELPAC Assessments and Scoring
    ● SIOP strategies in PBL projects
    ● Parent Workshops
    ● EL, Newcomer, and RFEP progress monitoring
    ● Additional grade level planning time
    ● OLEs to build background knowledge and vocabulary

Data Used to Form this Goal:
i-Ready Reading Diagnostic 3 May 2023 Summative English Language Proficiency Assessments for California May 2023 (ELPAC) CAASPP May 2023

Findings from the Analysis of this Data:
LTEL/At-Risk Goal: By June 2023, the percentage of students who are At-Risk of becoming LTEL scoring at least one overall level higher (or maintaining a 4) will increase from 88% to 100%. GOAL MET RFEP Goal: By June 2023, there will be a 1-percentage point increase (from 91% to 92%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. Goal Exceeded: 91% to 100% ELPAC Goal: By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify GOAL MET and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 74% to 76%. GOAL Not Met - 51%, 15 out of 29 students increased one level or more or maintained a 4.

How the School will Evaluate the Progress of this Goal:
School will use i-Ready Diagnostics and English Learner Progress Monitoring

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
Provide EL professional development opportunities for teachers (Examples: Learning A-Z ELL and trainings recommended by district office) Evidence: PD attendance logs	September 2023 - May 2024	Principal, Teachers, Instructional Coach,	Teacher Compensation	1000-1999: Certificated Personnel Salaries None Specified	TSSP	1,000
Provide English Language Development • At least 150 minutes weekly (1st-5th) and 120 minutes weekly (K) of Designated English Language Development in small groups.	September 2023 - May 2024	Principal, Teachers, Instructional Coach	No Expenditure Needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• ELD instruction will be aligned to language acquisition stages. Teachers will receive PD in language acquisition in order to provide coherent ELD instruction specific to a student's language targets. Evidence: Class Schedules, ELD lesson plans						
Teachers will collaborate on SIOP features and will incorporate them into Project Based Learning units and core subject areas. Additional Planning Time for each grade level team will be provided. Evidence: Grade Level Team notes, timesheets	November 2023-May 2024	Principal, Teachers, and Instructional Coach	Teacher Compensation	1000-1999: Certificated Personnel Salaries	TSSP School Allocation	1200 1800
Provide additional practice of English skills 3x weekly in Morning iReady class, special attendance encouragement for ELPAC Level 3 students. Provide additional practice of English skills in pull-out sessions from weekly ASP program 1-2 times weekly. Prioritize students At-Risk of LTEL and also 3rd grade students Evidence: recruitment correspondence, attendance logs, timesheets	January 2024 - April 2024 October 2023 - May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	TSSP	1700
Implement Sheltered Instruction Observation Protocols (SIOP) with Integrated English Language Development: (1) Content and Language Objectives (2) Key	August 2023-May 2024	Principal, Teachers, and Instructional Coach	No expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Vocabulary Emphasized (3) Comprehensible Input Strategies Provide ongoing PD in SIOP strategies: Interactions, Vocabulary, Differentiation, and Comprehensible Input at Staff Meetings and also through district ELD workshop series Evidence: Principal Classroom Observation data, Staff Meeting Agendas						
Conduct EL, Newcomer, and RFEP progress monitoring using district benchmarks, common formative assessments. Make adjustments to support students as needed. Evidence: UDC Cycle documents, grade level data documents	August 2023-May 2024	Principal, Instructional Coach, Teachers, and EL Coordinator	No expenditures needed			
Provide teachers with professional learning on the English Language assessment ELPAC. Implement test readiness program to familiarize students with tasks they will encounter on the ELPAC assessment.	January 2024 - April 2024	Principal, Instructional Coach, Teachers, and EL Coordinator	No Expenditures needed			
Include parent training at ELAC meetings in home strategies to support their child's English language development and maintain their home language.	October 2023 - May 2024	Principal, Teachers, and SCEF	Teacher Compensation	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1000
Conversation Club - invite EL students to a lunch time club as an opportunity to practice their English. Club would be activity based. Club leader can be staff, or volunteers, or both. Evidence: Agendas, attendance	November 2023-April 2024	Principal	Materials and Supplies	4000-4999: Books And Supplies	TSSP	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze student data from benchmarks, observations, and feedback. Review and revise plan as needed. Evidence: Staff Meeting agendas, SSC agendas	October 2023 - May 2024	Principal and Teachers	No Expenditures needed			
Implement new or revised strategies based on revision of plan.	October 2023-May 2024	Principal, Teachers	No expenditures needed			

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.

Strategic Plan Goal Area #2:

Student Social Emotional Health

School Goal 4: Social-Emotional Health and Wellness
- **School Goal 4.a - Parent Goal**
- **School Goal 4.b - Student Goal**

Parent Goal from LCAP Survey May 2023 Data
By June 2024, there will be a 2 percentage point increase from 82% to 84% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

Student Goal from LCAP Survey May 2023 Data
By June 2024, there will be a 3 percentage point increase from 74% to 77% in the number of students who agreed or strongly agreed that my school treats students with respect as measured by the LCAP/Climate Survey.
By June 2024, there will be a 3 percentage point increase from 74% to 77% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

By June 2024 Sown to Grow student check-in rate will increase from 59% to 64% as measured by the Sown to Grow report.
By June 2024 Sown to Grow teacher feedback rate will increase from 43.4% to 49.1% as measured by the Sown to Grow report.

Suspension Goal: 22-23 School Year 11 suspensions total
By June 2024, there will be an 8% point decrease from 27% to 19% for the Hispanic Latino student group measured by the school suspension disproportionality data.
By June 2024, there will be a 6% point decrease from 45% to 39% for the White student group as measured by the school suspension disproportionality data.
By June 2024, there will be a 7% point decrease from 36% to 29% for the EL student group as measured by the school suspension disproportionality data.

Key actions:
- Sown to Grow consistent implementation
- ImPACT (Similar to Project Cornerstone) Lessons and Activities 2x monthly
- Responsive Classroom SEL Practices, including morning and closing meetings
- Train classified and certificated staff with SEL strategies
- CHAC Counseling Classroom Sessions and individual or group services for students

Data Used to Form this Goal:

Local Control Accountability Plan (LCAP) Survey May 2022

Findings from the Analysis of this Data:

Parent Goal from LCAP Survey May 2023 Data
By June 2023, there will be a 2 percentage point increase from 78% to 80% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.
GOAL MET: Increase from 78% to 82%.

Student Goal from LCAP Survey May 2023 Data
By June 2023, there will be a 3 percentage point increase from 69% to 72% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
GOAL MET: Increase from 69% to 78%.

Sown to Grow Baseline Data:
Student Check-in rate: 59 %
Teacher feedback rate: 43.4 %

Suspension Baseline Data:
22-23 School Year: Total of 11 suspensions
- 3 Asian students - (proportionate 27% of suspensions vs 37% enrollment)
- 3 Hispanic/Latino students (disproportionate 27% of suspensions vs 11% of enrollment)
- 5 White students(disproportionate 45% of suspensions vs 31% of enrollment)

- 1 SED student (proportionate 9% of suspensions vs 9% of enrollment)
- 4 EL students (disproportionate 36% of suspensions vs 10% of enrollment)
- 1 RFEP student (proportionate 9% of suspensions vs 9% of enrollment)
- 0 SWD (proportionate 0% of suspensions vs 9% of enrollment)

How the School will Evaluate the Progress of this Goal:

School will use the LCAP Survey and Sown to Grow data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Integrate academics and SEL teaching strategies into the learning environment daily. • Morning Meetings; Closing Circles; Interactive Modeling; Teacher/Student language; logical	August 2023-May 2024	Principal, Teachers, Instructional Coach	Funded by Donations PTO			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
consequences, responding to student behaviors. • Provide professional development for teachers with social-emotional learning strategies. Evidence: Class observations, daily agendas, PD agendas						
Sown to Grow (online platform for student check-ins) • Provide professional learning to teachers • Implement weekly student check-ins at the beginning of each week and provide personalized feedback throughout the week. • Teacher Review of Sown to Grow data reports each trimester at the individual student level to determine trends in socio-emotional status. • Design Team review of Sown to Grow overall data and monitor for maintaining in Good or Awesome status. Evidence: Sown to Grow usage and student reports	August 2023-May 2024	Principal, Teachers	No Expenditure needed			
Continue implementing ImPACT SEL lessons (similar to Project Cornerstone, but all lessons and units are aligned to Stevenson's Core Values). • Monthly Core Value	August 2023 - May 2024	Teachers Principal Coach	No Expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emphasis • Two lessons per month based on the monthly core value • Integrate core values into daily instruction and recess Evidence: Class plans, ImPACT lesson plans,						
Provide SEL lesson series to classrooms by CHAC counselors (ATSI Action 2.3) Evidence: Lesson Schedules, teacher feedback survey	August 2023-May 2024	Principal, Teachers, CHAC				
Provide CHAC counseling to students. Evidence: caseload lists, service entry and exit data	August 2023- May 2024	Principal, SCEF	No Expenditure Needed			
Analyze data and feedback and revise plan as needed. Evidence: Staff Meeting Agendas, SSC Agendas	October 2023- May 2024	Principal and Teachers	No expenditures needed			
Review and revise plan as needed	October 2023 - May 2024	Principal and Teachers	No expenditure needed.			
Parent Communication - include SEL topics and emphasis in class newsletters, at parent meetings ask parents to discuss their child's SEL needs as well as academics Evidence: Newsletters, meeting notes	September 2023 - May 2024	Principal and Teachers	no expenditures needed			
Implement Schoolwide adult-student matches to provide target students (chronic absenteeism, SEL data) with additional connections at school. An adult (classified or certificated) will	October 2023 - May 2024	Principal, Teachers, and Staff	No expenditure necessary			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
check-in informally with their student frequently, developing a caring relationship with the student. Evidence: Staff records						
Provide student assemblies with SEL focus. Evidence: Assembly schedule	October 2023 - May 2024	Principal	Assembly cost	5000-5999: Services And Other Operating Expenditures	School Facility	588
Integrate #BetterTogether monthly topics into Fall school event by celebrating United Against Hate week with the parent community - plan/implement community event around topic and themes (ATSI Action 1.2)	Sept - Nov 2023	Principal	No Expenditure needed			
Districtwide Behavior Response Standards will be used consistently to determine response to behavior referrals. Consistent and common rules for playground games will be taught and reinforced to reduce peer conflicts. Parent volunteers will support the yard duty team to encourage positive behavior, encourage inclusion, and redirect students who are not following rules. COST process will be used to support students who are having challenges behaviorly.	August 2023-May 2024	Principal, Yard Duty Team, Teachers	No Expenditure necessary			
Provide recess activities, organized and lead by Playworks to reduce discipline incidents during recess and lunch. Evidence: Junior Coach records, equipment purchases, discipline	August 2023 - May 2024	Principal, Yard Duty Team, Teachers	Contract cost	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	16,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
referral data						
Check in with students monthly to poll feelings regarding fairness and clarity of rules in the classroom and at recess and lunch using custom question in Sown To Grow. Review data and information at staff meetings to determine next steps. Evidence: Sown to Grow report	October 2023 - May 2024	Principal, Teachers	No expenditure needed			

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Strategic Plan Goal Area # 3:
Inclusive and welcoming culture

School Goal 5: Inclusive and Welcoming Culture

School Goal 5: Inclusive and Welcoming Culture
- **School Goal 5.a - Attendance Goal**
- **School Goal 5.b - Chronic Absenteeism Goal**
- **School Goal 5.c - Welcoming Environment Goal**

Attendance Goal:
By June 2024, the average student attendance rate for the school will be at or above 97%.

Chronic Absenteeism Goal:
- By June 2024, the school-wide overall chronic absenteeism rate will decrease 1 percentage point from 6.93% to 5.93 % based on District Chronic Absenteeism data.

Welcoming Environment Goal:
By June 2024, there will be a 2% increase (from 85% to 87%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey

Key Actions:
- Student Leadership Team
- Junior Coach Program
- SEL ImPACT Program/Stevenson Values (Monthly)
- Classroom Buddies
- MVWSD Better Together: Belong Lessons
- Hire recess organization to consult with recess games and activities
- After School Enrichment (PactPALS)
- Grade Level/Classroom Meetings
- Grade Level/Classroom social events
- Staff and Parent Equity Working Group

Data Used to Form this Goal:

Attendance Data (Spring 2023)
Chronic Absenteeism Rate (2022-2023)
LCAP/Climate Survey (May 2023)

Findings from the Analysis of this Data:

Attendance Goal:
By June 2023, the average student attendance rate for the school will be at or above 97%.
Goal Not Met: ADA 95.4% (increase from 93.1%)

Chronic Absenteeism Goal:
- By June 2023, the average chronic absenteeism rate for subgroups will decrease by 1% from 8.71% to 7.71% based on District Chronic Absenteeism data.

Goal Exceeded: Decrease from 8.71% to 6.93%

Welcoming Environment Goal:
By June 2023, there will be a 2% increase (from 84% to 86%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.
Goal Not Met: Increase from 84% to 85%

How the School will Evaluate the Progress of this Goal:

Will monitor school attendance each month, Monitor Chronic absenteeism rate for Hispanic and SWD subgroups throughout the year, LCAP survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement MVWSD Better Together: BELONG monthly lessons and activities integrated with ImPACT monthly curriculum. (ATSI Action 1) Evidence: ImPACT Lesson schedules, teacher lesson plans, student work products	September 2023-May 2024	Principal	No expenditures needed			
Principal's Coffees, SSC, and ELAC meetings - The principal will hold regular parent meetings to address academic instruction, assessments, and the importance of regular attendance. Evidence: Attendance records, meeting agendas	August 2023-May 2024	Principal, Certificated Staff, and Classified Staff	No expenditure needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student leadership, organized and supervised by certificated teaching staff will meet after school once a week to plan activities for the school and raise awareness around topics of their choice. Student leadership will be student driven and organized. Evidence: attendance records, meeting agendas	October 2023-May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	2,000
New family orientations to provide an overview of the school and welcome new families. Evidence: Flyers, attendance record	May-Aug 2024	Principal, Teachers	No expenditures needed			
Classroom Buddies - Upper grade and lower grade students will be partnered to build school-wide community. Lessons and activities will be aligned to Stevenson's Core Values.	August 2023-May 2024	Principal, Teachers	No expenditures needed			
Thursday Stingray Spirit Assemblies - Monthly Assemblies and Positive Picketing, grade levels rotate to provide short presentations on school value of the month. Evidence: Grade level presentations	September 2023-May 2024	Principal, Teachers	No expenditures needed			
Parent University Sessions: provide three parent ed sessions on relevant topics as brainstormed by parents (PACT Board, ELAC, SSC). Evidence: Parent notices, attendance records	one each trimester	Principal, SCEF	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	698
Implement COST meeting protocols to identify students who are struggling and may be disengaged from school environment - and who	October 23 - May 2024	Principal, Teachers	No expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
are at risk for being chronically absent (ATSI Action 2.1) Hold parent, principal, and SCEF meetings for at-risk families to support them before they reach chronic absenteeism status (ATSI Action Evidence:COST referrals and action plans, meeting schedules						
Parent U Seminario (District planned parent ed series) to support Spanish speaking parents	August 2023 - May 2024	Principal, SCEF	Presenter fees	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	368
Classroom Meetings - 3 times a year. This is an opportunity for students, teachers, and parents to come together and build community and for parents to learn about classroom practices and priorities. Combine with class potlucks as much as possible. Evidence: Class meeting attendance logs and slide deck presentations.	September 2023- May 2024	Principal, Teachers	Teacher Hourly	1000-1999: Certificated Personnel Salaries	Donations - PTA Parent Engagement (PIQE/FEI/PU)	2000 1500
Stevenson Equity Working Group with parents and staff. • Meets regularly to discuss Equity, Diversity, and Inclusion. • Considers how district/school data and community input can guide discussion and next steps towards supporting equity, diversity, and inclusion at Stevenson. • collaborates with District	September 2023- May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Equity Director • Collaborate with parent groups to provide activities for families to foster sense of belonging for parents and guardians (ATSI Action 2.5) Evidence: Meeting Schedules, agenda, action items						
Parent Partnerships and Volunteers. PACT Board Leadership Classroom Coordinators Cooking Gardening ImPACT Library Parent Ed OLEs (Offsite Learning Experience) Staff Appreciation STEAM Fundraising WAT Arts Focus New Family Liaison PactPALS PactHub Eco Committee Social Committee • Provide hands-on learning with gardening, cooking, Arts Focus sessions and ImPACT SEL lessons • Parent volunteer shifts in the classroom to support small group and differentiated instruction • Collaborate with PACT parent leads on schoolwide events (i.e.	July 2023 - June 2024	Principal, Teacher Liaisons	No expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Rocket Day, Sparkle Dance, Cultures Day, Ice Cream Socials, Trunk or Treat, Walkathon, Holiday Boutique) Evidence: Event flyers, event photos, Classroom volunteer shift schedule, weekly class schedules indicating Gardening, Cooking and ImPACT times Collaborate with PACT Board and Parent Committee leads to provide student academic support and event planning Evidence: Meeting Schedules, agendas, classroom schedules						
Provide teacher training on effective use of parent volunteers to support students during instructional time, during staff meetings and PD days Evidence: staff meeting agendas	August 2024 - May 2024	Principal, Teachers, Coach	No expenditures necessary			
Increase regular student attendance and decrease chronically absent rate through incentives and family support (SCEF) and regular check-in meetings with Principal and SCEF. Implement a comprehensive, integrated data system for identifying and monitoring each student's academic and non-academic needs, (identifying subgroup needs0 (ATSI Action 2.2:) Evidence: Meeting schedule, SCEF logs, Chronic Absenteeism spreadsheet	Aug. 2023 - May 2024	Principal, Teachers	Materials and Supplies	4000-4999: Books And Supplies	TSSP	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide parent education series in being an effective classroom volunteer, provide orientation and training for volunteerism partnership with PTO. 3-part series, 9 hours total plus 6 hours planning time x 2 teachers Evidence: Parent training attendance records, classroom volunteer records. Evidence: Attendance records	September 2023	Principal, Parent Ed Teacher Liaisons	Teacher hourly	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500
Teacher liaisons to parent committees to build collaborative community. Staff attendance encouraged at schoolwide social events.	September 2023 - May 2024	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	Donations - PTA	3,000
					School Allocation	500
Incorporate attendance reinforcement system in SPED pullout sessions.	October 2023 - May 2024	Principal, Special Education staff	Materials and Supplies	4000-4999: Books And Supplies	School Allocation	500
Analyze data and feedback and revise plan as needed. Evidence: Staff Meeting Agendas, SSC Agendas	October 2023 - May 2024	Principal				
Implement new or revised strategies based on revision of plan.	October 2023 - May 2024	Principal				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	**Allocation 75%**	**Allocation 100%**	**Balance (Allocations-**
School Allocation	34,500	46,000	0.00
School Facility	441	588	0.00
TSSP	10,500	14,000	0.00
Parent Engagement	3,050	4,066	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations - PTA	35,900.00
Parent Engagement (PIQE/FEI/PU)	4,066.00
School Allocation	46,000.00
School Facility	588.00
TSSP	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,000.00
1000-1999: Certificated Personnel Salaries	30,300.00
4000-4999: Books And Supplies	32,998.00
5000-5999: Services And Other Operating Expenditures	588.00
5800: Professional/Consulting Services And Operating	22,868.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Donations - PTA	12,400.00
4000-4999: Books And Supplies	Donations - PTA	1,000.00
5800: Professional/Consulting Services And	Donations - PTA	22,500.00
	Parent Engagement (PIQE/FEI/PU)	1,500.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1,500.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	698.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	368.00
	School Allocation	7,300.00
	School Allocation	5,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	5,800.00
4000-4999: Books And Supplies	School Allocation	27,900.00
5000-5999: Services And Other Operating	School Facility	588.00
1000-1999: Certificated Personnel Salaries	TSSP	10,600.00
4000-4999: Books And Supplies	TSSP	3,400.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,800.00
Goal 2	18,600.00
Goal 3	7,200.00
Goal 4	17,088.00
Goal 5	13,866.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Theresa Lambert	X				
Jenny Mailhot				X	
MacKenzie Cooper				X	
Nhung Liu				X	
Joe Young				X	
Jofish Kaye-Panttaja				X	
Maja Engelhardt		X			
Jennifer So		X			
Samantha White-DeSilva		X			
Mayra Garcia-Mendoza			X		
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

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.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Theresa Lambert	X				
				X	
Fernando Romero				X	
Alex Rochette				X	
Mayra Garcia Mendoza			X		
Numbers of ELAC Members of each category:	**1**	**1**	**1**	**3**	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s 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 School 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 **(Check those that apply):**

    X   English Learner Advisory Committee

    _____
                                                                                              Signature
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 herein 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 February 13, 2023.

Attested:

Theresa Lambert, Principal

Typed Name of School Principal	Signature of School Principal	Date

Jeremy Manson

Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date