

# 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:** December 7, 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:

**Contact Person:** Theresa Lambert  
**Position:** Principal  
**Phone Number:** 650-903-6950  
**Address:** 750 San Pierre Way  
Mountain View, CA 94043  
**E-mail Address:** tlambert@mvwsd.org

**The District Governing Board approved this revision of the SPSA on December 7, 2023.**

## Table of Contents

|  |    |
|--|----|
| District Mission and Vision .....                          | 3  |
| School Profile.....  | 3  |
| Comprehensive Needs Assessment Components .....            | 6  |
| Data Analysis .....  | 6  |
| Analysis of Current Instructional Program .....            | 7  |
| Description of Barriers and Related School Goals .....     | 9  |
| School and Student Performance Data .....                  | 10 |
| CAASPP Results (All Students) .....                        | 10 |
| ELPAC Results .....  | 14 |
| iReady Diagnostic 3 Results .....                          | 17 |
| Planned Improvements in Student Performance .....          | 23 |
| School Goal #1 .....                                       | 23 |
| School Goal #2 .....                                       | 33 |
| School Goal #3 .....                                       | 40 |
| School Goal #4 .....                                       | 45 |
| School Goal #5 .....                                       | 52 |
| Summary of Expenditures in this Plan .....                 | 60 |
| Total Allocations and Expenditures by Funding Source ..... | 60 |
| Total Expenditures by Object Type.....                     | 61 |
| Total Expenditures by Object Type and Funding Source ..... | 62 |
| Total Expenditures by Goal .....                           | 63 |
| School Site Council Membership .....                       | 64 |
| ELAC Membership .....                                      | 65 |
| Recommendations and Assurances.....                        | 66 |

## 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.



## Funding

### 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    | 68    | 0                    | 89    | 68    | 0                         | 89    | 68    | 0.0                           | 100.0 | 100.0 |
| Grade 4                                | 65                     | 85    | 89    | 0                    | 85    | 89    | 0                         | 85    | 89    | 0.0                           | 100.0 | 100.0 |
| Grade 5                                | 66                     | 55    | 80    | 0                    | 54    | 79    | 0                         | 54    | 79    | 0.0                           | 98.2  | 98.8  |
| All Grades                             | 201                    | 229   | 237   | 0                    | 228   | 236   | 0                         | 228   | 236   | 0.0                           | 99.6  | 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 | 2511.1 |                     | 78.65 | 64.71 |                | 14.61 | 13.24 |                       | 5.62  | 14.71 |                    | 1.12  | 7.35  |
| Grade 4                              |                  | 2548.5 | 2596.4 |                     | 55.29 | 78.65 |                | 25.88 | 14.61 |                       | 10.59 | 1.12  |                    | 8.24  | 5.62  |
| Grade 5                              |                  | 2584.0 | 2609.3 |                     | 64.81 | 68.35 |                | 20.37 | 25.32 |                       | 5.56  | 1.27  |                    | 9.26  | 5.06  |
| All Grades                           | N/A              | N/A    | N/A    |                     | 66.67 | 71.19 |                | 20.18 | 17.80 |                       | 7.46  | 5.08  |                    | 5.70  | 5.93  |

| Reading<br>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 | 45.59 |                       | 34.83 | 50.00 |                  | 2.25  | 4.41  |  |  |  |
| Grade 4  |                  | 43.53 | 68.54 |                       | 54.12 | 29.21 |                  | 2.35  | 2.25  |  |  |  |
| Grade 5  |                  | 42.59 | 55.70 |                       | 51.85 | 37.97 |                  | 5.56  | 6.33  |  |  |  |
| All Grades   |                  | 50.88 | 57.63 |                       | 46.05 | 38.14 |                  | 3.07  | 4.24  |  |  |  |

| Writing<br>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 | 48.53 |                       | 41.57 | 41.18 |                  | 3.37  | 10.29 |
| Grade 4   |                  | 48.24 | 57.30 |                       | 45.88 | 37.08 |                  | 5.88  | 5.62  |
| Grade 5   |                  | 55.56 | 63.29 |                       | 37.04 | 31.65 |                  | 7.41  | 5.06  |
| All Grades  |                  | 52.63 | 56.78 |                       | 42.11 | 36.44 |                  | 5.26  | 6.78  |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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   |                  | 35.96 | 30.88 |                       | 60.67 | 64.71 |                  | 3.37  | 4.41  |
| Grade 4   |                  | 32.94 | 35.96 |                       | 62.35 | 62.92 |                  | 4.71  | 1.12  |
| Grade 5   |                  | 33.33 | 27.85 |                       | 62.96 | 67.09 |                  | 3.70  | 5.06  |
| All Grades  |                  | 34.21 | 31.78 |                       | 61.84 | 64.83 |                  | 3.95  | 3.39  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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  |                  | 50.56 | 45.59 |                       | 48.31 | 47.06 |                  | 1.12  | 7.35  |
| Grade 4  |                  | 27.06 | 59.55 |                       | 68.24 | 39.33 |                  | 4.71  | 1.12  |
| Grade 5  |                  | 37.04 | 50.63 |                       | 57.41 | 45.57 |                  | 5.56  | 3.80  |
| All Grades   |                  | 38.60 | 52.54 |                       | 57.89 | 43.64 |                  | 3.51  | 3.81  |

**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    | 68    | 0                    | 89    | 68    | 0                         | 89    | 68    | 0.0                           | 100.0 | 100.0 |
| Grade 4                                | 65                     | 85    | 89    | 0                    | 85    | 89    | 0                         | 85    | 89    | 0.0                           | 100.0 | 100.0 |
| Grade 5                                | 66                     | 55    | 80    | 0                    | 55    | 79    | 0                         | 55    | 79    | 0.0                           | 100.0 | 98.8  |
| All Grades                             | 201                    | 229   | 237   | 0                    | 229   | 236   | 0                         | 229   | 236   | 0.0                           | 100.0 | 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                              |                  | 2538.8 | 2518.9 |                     | 79.78 | 63.24 |                | 15.73 | 22.06 |                       | 1.12  | 7.35  |                    | 3.37  | 7.35  |
| Grade 4                              |                  | 2556.4 | 2606.2 |                     | 55.29 | 84.27 |                | 27.06 | 12.36 |                       | 9.41  | 1.12  |                    | 8.24  | 2.25  |
| Grade 5                              |                  | 2601.7 | 2617.8 |                     | 69.09 | 72.15 |                | 16.36 | 10.13 |                       | 7.27  | 10.13 |                    | 7.27  | 7.59  |
| All Grades                           | N/A              | N/A    | N/A    |                     | 68.12 | 74.15 |                | 20.09 | 14.41 |                       | 5.68  | 5.93  |                    | 6.11  | 5.51  |

| 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 | 63.24 |                       | 20.22 | 29.41 |                  | 2.25  | 7.35  |
| Grade 4                                       |                  | 64.71 | 85.39 |                       | 28.24 | 12.36 |                  | 7.06  | 2.25  |
| Grade 5                                       |                  | 69.09 | 68.35 |                       | 25.45 | 27.85 |                  | 5.45  | 3.80  |
| All Grades                                    |                  | 70.74 | 73.31 |                       | 24.45 | 22.46 |                  | 4.80  | 4.24  |

| 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 | 67.65 |                       | 15.73 | 26.47 |                  | 3.37  | 5.88  |
| Grade 4  |                  | 55.29 | 76.40 |                       | 32.94 | 21.35 |                  | 11.76 | 2.25  |
| Grade 5  |                  | 60.00 | 55.70 |                       | 29.09 | 39.24 |                  | 10.91 | 5.06  |
| All Grades   |                  | 66.38 | 66.95 |                       | 25.33 | 28.81 |                  | 8.30  | 4.24  |

| Communicating Reasoning<br>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 | 58.82 |                       | 28.09 | 38.24 |                  | 3.37  | 2.94  |
| Grade 4  |                  | 55.29 | 74.16 |                       | 40.00 | 23.60 |                  | 4.71  | 2.25  |
| Grade 5  |                  | 45.45 | 62.03 |                       | 50.91 | 31.65 |                  | 3.64  | 6.33  |
| All Grades   |                  | 58.08 | 65.68 |                       | 37.99 | 30.51 |                  | 3.93  | 3.81  |

**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 |

| 2023 ELPAC Summative Writing Level |   |    |    |   |             |
|------------------------------------|---|----|----|---|-------------|
| Grade 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:**

- 1st and 3rd grades had students who decreased by 1 or 2 levels.
- Kindergarten had the highest percentage of students who maintained a 4 or increased by at least one level.
- 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 |
| <b>MVWSD Overall</b>             | 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<br>Students meeting their yearly growth targets | Met | Not Met |
|---|-----|---------|
| <b>MVWSD Overall</b>  | 61% | 39%     |
| Asian   | 71% | 29%     |
| Hispanic/Latino   | 50% | 50%     |
| White   | 67% | 33%     |

| Reading Annual Typical Growth 2022-2023<br>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 |
| <b>MVWSD Overall</b>          | 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% |

| <b>Math Annual Typical Growth 2022-2023<br/>Students meeting their yearly growth targets</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|
| <b>MVWSD Overall</b>   | 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%            |

| <b>Math Annual Typical Growth 2022-2023<br/>Students meeting their yearly growth targets</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|
| 8  | 48%        | 52%            |

**Stevenson Elementary School**

| <b>Reading - Diagnostic 3 2022-2023</b>    |               |               |               |
|--|---------------|---------------|---------------|
|  | <b>Tier 1</b> | <b>Tier 2</b> | <b>Tier 3</b> |
| <b>Stevenson Elementary School Overall</b> | 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%            |

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

| <b>Reading Annual Typical Growth 2022-2023<br/>Students meeting their yearly growth targets</b> | <b>Met</b> | <b>Not Met</b> |
|---|------------|----------------|
| 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%            |

| <b>Math - Diagnostic 3 2022-2023</b>       |               |               |               |
|--|---------------|---------------|---------------|
|  | <b>Tier 1</b> | <b>Tier 2</b> | <b>Tier 3</b> |
| <b>Stevenson Elementary School Overall</b> | 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% |
|---|-----|----|----|

| <b>Math Annual Typical Growth 2022-2023<br/>Students meeting their yearly growth targets</b> | <b>Met</b> | <b>Not Met</b> |
|--|------------|----------------|
| <b>Stevenson Elementary School Overall</b>   | 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

### School Goal #1

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:

|   |
|---|
| <b>School Goal 1: Academic Achievement - English Language Arts</b>  |
| <b>LCAP Goal 1:</b>   |
| 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

The School District's Student Achievement

27 of 66

11/27/23

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

CAASPP: All students met or exceeded the minimum percentage of students meeting or exceeding standards.

**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 |
| <p>Response to Instruction (Tiered Level of Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program.</p> <ul style="list-style-type: none"> <li>Each classroom will rotate twice a week, in small groups for RTI, and for students to receive STEAM instruction.</li> <li>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.</li> </ul> <p>Evidence: RTI groupings and schedule, RTI pre and post assessments,</p> | August 2023- May 2024 | Principal, Teachers, Instructional Coach     | No expenditure needed   |      |                |        |
| <p>MVWSD Universal Data Protocol for RTI and Differentiation in core instruction<br/>Implement the data protocol process using district assessments as well as pre and post assessments for target skills.</p>  | 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 |
| <p>Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction</p> <p>Evidence: UDC documents, data collection Google docs, lesson plans detailing differentiated instruction</p>  |   |   |                          |   |                   |        |
| <p>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.</p> <p>Evidence: Morning class attendance logs, iReady progress reports, classroom progress reports</p> | October - Dec 2023 and Feb - April 2024 | Principal, Teachers                         | Hourly Rate              | 1000-1999: Certificated Personnel Salaries                        | School Allocation | 3,000  |
|  |   |   | Materials and Supplies   | 4000-4999: Books And Supplies                                     | TSSP              | 900    |
| <p>Additional Planning time for focus student action plans, differentiated strategies during core instruction small group time, and scaffolds during PBL time.</p> <p>Evidence: Grade Level Team collaboration notes</p>   | Sept - May 2024                         | Principal, Grade Level Teams                | Teacher Hourly Pay       | 1000-1999: Certificated Personnel Salaries                        | TSSP              | 2200   |
|  |   |   |                          |   | School Allocation | 5000   |
| <p>Project Based Learning (Curriculum Enrichment for all and SIOP/differentiated)</p> <ul style="list-style-type: none"> <li>PBL projects align and integrate ELA grade level standards.</li> <li>Grade levels to review PBL units and develop SIOP</li> </ul>   | 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             |
| <p>strategies within each unit.</p> <ul style="list-style-type: none"> <li>Grade level teams will reflect and analyze PBL projects with PBL Coaches for rigor and to develop critical thinking, collaboration, and communication/presentation skills.</li> <li>Grade levels to implement at least three projects during the school year.</li> <li>Grade levels to host at least two PBL Exhibition nights during the school year.</li> <li>Provide professional development to teachers and principal in Project Based Learning.</li> </ul> <p>Evidence: Exhibition Night presentations, PBL project plans for each grade level, PBL Coaches logs</p> |                         |                         | PBL Coach hourly pay             | 1000-1999: Certificated Personnel Salaries                        | Donations - PTA                          | 2,400              |
| <p>Multi-sensory instruction for phonics and reading (K-2nd)</p> <ul style="list-style-type: none"> <li>K-2nd grade teachers to receive professional development in multi-sensory instruction.</li> <li>K-2nd grade teachers to supplement ELA phonics instruction to include multi-sensory strategies.</li> </ul> <p>Evidence: Lesson plans, classroom observation</p>   | August 2023 to May 2024 | Principal, and Teachers | Teacher Professional Development | 5800: Professional/Consulting Services And Operating Expenditures | Donations - PTA<br><br>School Allocation | 3,500<br><br>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<br>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 <ul style="list-style-type: none"> <li>Monitor i-Ready annual typical growth after D2 and D3.</li> <li>Students create goals to meet Annual Typical Growth for both ELA and Math and receive teacher feedback on those goals</li> <li>With teacher guidance, students create personalized actions to meet goals.</li> </ul> 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.<br>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.<br>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 <ul style="list-style-type: none"> <li>Books aligned with social-emotional learning</li> <li>Books that have diverse/inclusion stories/characters</li> <li>Non-fiction books that are high interest, low-level readers.</li> <li>Non-fiction books related to PBL projects</li> </ul> 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  |
| <ul style="list-style-type: none"> <li>Ensure students have access to school materials, resources and supplies for classroom instruction.</li> <li>Staff compensation for school committees and meetings beyond regular working hours</li> </ul> Evidence: timesheets, teacher surveys, student surveys   | August 2023-May 2024    | Principal                                | Resources and materials            | 4000-4999: Books And Supplies              | School Allocation | 14,800 |
|   |                         |  | Teacher compensation               | 1000-1999: Certificated Personnel Salaries | Donations - PTA   | 2,000  |
| Analyze data from benchmarks, observations, and feedback and revise site plan as needed.<br>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

### School Goal #2

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:

|   |
|---|
| <b>School Goal 2: Academic Achievement - Math</b>   |
| <b>LCAP Goal 1:</b>   |
| 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 2% 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 |
| <p>MVWSD Universal Data Protocol for RTI and Differentiation in core instruction<br/>Implement the data protocol process using district assessments as well as pre and post assessments for target skills.<br/>Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction</p> <p>Evidence: UDC documents, data collection Google docs, lesson plans detailing differentiated instruction</p> | October 2023-May 2024  | Principal, Teachers, SPED Teachers, and Instructional Coach | No Expenditures Needed   |  |                 |        |
| <p>Provide Morning Class 3x weekly for students below grade level on iReady ELA or Math focusing on EL, SWD, Hispanic, and SWD subgroups<br/>Students will have additional time on their individual iReady path or on assigned lessons from classroom teacher, supervised by school staff.<br/>Evidence: Attendance logs, iReady progress reports</p>   | February - May 2024    | Principal, Teachers   | Teacher Compensation     | 1000-1999: Certificated Personnel Salaries | Donations - PTA | 1,000  |
| <p>Additional Math support with classroom teacher in small groups weekly (opposite gardening and cooking)<br/>Evidence: Weekly plans and</p>  | 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  |                         |  |  |  |   |                           |
| <p>Additional Grade level planning time to develop math enrichment lessons and activities.</p> <ul style="list-style-type: none"> <li>Materials and resources for supplemental math resources.</li> </ul> <p>Evidence: timesheets, grade level collaboration notes</p>             | September 2023-May 2024 | Principal, Coach, and Teachers           | <p>Teacher Compensation</p> <p>Materials and Resources</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> | <p>TSSP</p> <p>School Allocation</p>            | <p>1,500</p> <p>1,100</p> |
| <p>Tutoring for identified students in small groups before or after school to support students to meet their Annual Typical Growth goal.</p> <p>Evidence: attendance logs, timesheets, tutoring plans</p>  | October 2023 - May 2024 | Principal, Teachers                      | Teacher Compensation                                       | 1000-1999: Certificated Personnel Salaries   | TSSP  | 3,000                     |
| <p>Students monitor their i-Ready Annual Typical Growth after D2 and D3 and create goals to meet Annual Typical Growth for Math.</p> <ul style="list-style-type: none"> <li>Students create personalized actions to meet goals.</li> </ul> <p>Evidence: goal setting documents</p> | October 2023 - May 2024 | Principal, Teachers, and Coach           | No Expenditures Needed                                     |  |   |                           |
| <p>Implement SLOP instructional practices within math lessons, focusing on vocabulary, interactions, and comprehensible input</p> <p>Evidence: Classroom observation</p>   | August 2023-May 2024    | Principal, Teachers, Instructional Coach | No Expenditures Needed                                     |  |   |                           |
| <ul style="list-style-type: none"> <li>Ensure students have access to school materials, resources and supplies for classroom instruction.</li> </ul>   | August 2023-May 2024    | Principal                                | <p>Materials and Resources</p> <p>Teacher Compensation</p> | <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>School Allocation</p> <p>Donations - PTA</p> | <p>10000</p> <p>2,000</p> |

| Actions to be Taken to Reach This Goal   | Timeline             | Person(s) Responsible                    | Proposed Expenditure(s) |      |                |        |
|--|----------------------|--|-------------------------|------|----------------|--------|
|  |                      |  | Description             | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> <li>Staff compensation for school committees and meetings.</li> </ul> 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:

|   |
|---|
| <b>School Goal 3 - Academic Achievement - English Language Learners</b>   |
| <b>LCAP Goal 1:</b>   |
| Develop and Implement effective and consistent instructional practices that meet the needs of all students.   |
| <b>Strategic Plan Goal Area #1:</b>   |
| Effective and consistent instructional practices that meet the needs of all students  |
| <b>School Goal 3: Academic Achievement - English Language Learners</b>  |
| <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>  |
| 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: <ul style="list-style-type: none"><li>● SIOP Strategies - Focus on comprehensible input</li><li>● Designated ELD Instruction</li><li>● Learning A-Z (ELL Edition) Supplemental Resource</li><li>● Review/Train teachers ELPAC Assessments and Scoring</li><li>● SIOP strategies in PBL projects</li><li>● Parent Workshops</li><li>● EL, Newcomer, and RFEP progress monitoring</li><li>● Additional grade level planning time</li><li>● OLEs to build background knowledge and vocabulary</li></ul> |



**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)<br>Evidence: PD attendance logs  | September 2023 - May 2024 | Principal, Teachers, Instructional Coach, | Teacher Compensation    | 1000-1999:<br>Certificated<br>Personnel Salaries<br>None Specified | TSSP           | 1,000  |
| Provide English Language Development <ul style="list-style-type: none"> <li>At least 150 minutes weekly (1st-5th) and 120 minutes weekly (K) of Designated English Language Development in small groups.</li> </ul> | 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 |
| <ul style="list-style-type: none"> <li>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.</li> </ul> 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.<br>Evidence: Grade Level Team notes, timesheets   | November 2023-May 2024                               | Principal, Teachers, and Instructional Coach | Teacher Compensation    | 1000-1999: Certificated Personnel Salaries | TSSP              | 1200   |
|   |  |  |                         |  | School Allocation | 1800   |
| Provide additional practice of English skills 3x weekly in Morning iReady class, special attendance encouragement for ELPAC Level 3 students.<br>Provide additional practice of English skills in pull-out sessions from weekly ASP program 1-2 times weekly.<br>Prioritize students At-Risk of LTEL and also 3rd grade students<br>Evidence: recruitment correspondence, attendance logs, timesheets | January 2024 - April 2024<br>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.<br>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:

|   |
|---|
| <b>School Goal 4 - Social-Emotional Health and Wellness</b>   |
| <b>LCAP Goal 2:</b>   |
| 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. <ul style="list-style-type: none"> <li>• Morning Meetings;</li> <li>• Closing Circles;</li> <li>• Interactive Modeling;</li> <li>• Teacher/Student language; logical</li> </ul> | August 2023-May 2024 | Principal, Teachers, Instructional Coach | Funded by Donations<br>PTO |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible          | Proposed Expenditure(s) |      |                |        |
|---|------------------------|--------------------------------|-------------------------|------|----------------|--------|
|   |                        |                                | Description             | Type | Funding Source | Amount |
| <p>consequences, responding to student behaviors.</p> <ul style="list-style-type: none"> <li>Provide professional development for teachers with social-emotional learning strategies.</li> </ul> <p>Evidence: Class observations, daily agendas, PD agendas</p>   |                        |                                |                         |      |                |        |
| <p>Sown to Grow (online platform for student check-ins)</p> <ul style="list-style-type: none"> <li>Provide professional learning to teachers</li> <li>Implement weekly student check-ins at the beginning of each week and provide personalized feedback throughout the week.</li> <li>Teacher Review of Sown to Grow data reports each trimester at the individual student level to determine trends in socio-emotional status.</li> <li>Design Team review of Sown to Grow overall data and monitor for maintaining in Good or Awesome status.</li> </ul> <p>Evidence: Sown to Grow usage and student reports</p> | August 2023-May 2024   | Principal, Teachers            | No Expenditure needed   |      |                |        |
| <p>Continue implementing ImpACT SEL lessons (similar to Project Cornerstone, but all lessons and units are aligned to Stevenson's Core Values).</p> <ul style="list-style-type: none"> <li>Monthly Core Value</li> </ul>  | August 2023 - May 2024 | Teachers<br>Principal<br>Coach | No Expenditures needed  |      |                |        |



| Actions to be Taken to Reach This Goal  | Timeline                  | Person(s) Responsible          | Proposed Expenditure(s)  |      |                |        |
|---|---------------------------|--------------------------------|--------------------------|------|----------------|--------|
|   |                           |                                | Description              | Type | Funding Source | Amount |
| <p>emphasis</p> <ul style="list-style-type: none"> <li>Two lessons per month based on the monthly core value</li> <li>Integrate core values into daily instruction and recess</li> </ul> <p>Evidence: Class plans, IMPACT lesson plans,</p> |                           |                                |                          |      |                |        |
| <p>Provide SEL lesson series to classrooms by CHAC counselors (ATSI Action 2.3)</p> <p>Evidence: Lesson Schedules, teacher feedback survey</p>  | August 2023-May 2024      | Principal, Teachers, CHAC      |                          |      |                |        |
| <p>Provide CHAC counseling to students.</p> <p>Evidence: caseload lists, service entry and exit data</p>  | August 2023- May 2024     | Principal, SCEF                | No Expenditure Needed    |      |                |        |
| <p>Analyze data and feedback and revise plan as needed.</p> <p>Evidence: Staff Meeting Agendas, SSC Agendas</p>   | October 2023- May 2024    | Principal and Teachers         | No expenditures needed   |      |                |        |
| <p>Review and revise plan as needed</p>   | October 2023 - May 2024   | Principal and Teachers         | No expenditure needed.   |      |                |        |
| <p>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</p> <p>Evidence: Newsletters, meeting notes</p>                      | September 2023 - May 2024 | Principal and Teachers         | no expenditures needed   |      |                |        |
| <p>Implement Schoolwide adult-student matches to provide target students (chronic absenteeism, SEL data) with additional connections at school. An adult (classified or certificated) will</p>  | 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.<br>Evidence: Staff records  |                         |                                     |                          |   |                 |        |
| Provide student assemblies with SEL focus.<br>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.<br>Consistent and common rules for playground games will be taught and reinforced to reduce peer conflicts.<br>Parent volunteers will support the yard duty team to encourage positive behavior, encourage inclusion, and redirect students who are not following rules.<br>COST process will be used to support students who are having challenges behaviorally. | 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.<br>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:

|   |
|---|
| <b>School Goal 5 - Inclusive and Welcoming Culture</b>  |
| <b>LCAP Goal 3:</b>   |
| 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.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 |
| Implement MVWSD Better Together: BELONG monthly lessons and activities integrated with ImPACT monthly curriculum. (ATSI Action 1)<br>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.<br>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           |
| <p>are at risk for being chronically absent (ATSI Action 2.1)<br/>           Hold parent, principal, and SCEF meetings for at-risk families to support them before they reach chronic absenteeism status (ATSI Action<br/>           Evidence: COST referrals and action plans, meeting schedules</p>  |                          |                       |                         |   |  |                  |
| <p>Parent U Seminario (District planned parent ed series) to support Spanish speaking parents</p>  | August 2023 - May 2024   | Principal, SCEF       | Presenter fees          | 5800: Professional/Consulting Services And Operating Expenditures | Parent Engagement (PIQE/FEI/PU)                        | 368              |
| <p>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.<br/>           Evidence: Class meeting attendance logs and slide deck presentations.</p>                                   | September 2023- May 2024 | Principal, Teachers   | Teacher Hourly          | 1000-1999: Certificated Personnel Salaries                        | Donations - PTA<br><br>Parent Engagement (PIQE/FEI/PU) | 2000<br><br>1500 |
| <p>Stevenson Equity Working Group with parents and staff.</p> <ul style="list-style-type: none"> <li>Meets regularly to discuss Equity, Diversity, and Inclusion.</li> <li>Considers how district/school data and community input can guide discussion and next steps towards supporting equity, diversity, and inclusion at Stevenson.</li> <li>collaborates with District</li> </ul> | 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 |
| <p>Equity Director</p> <ul style="list-style-type: none"> <li>Collaborate with parent groups to provide activities for families to foster sense of belonging for parents and guardians (ATSI Action 2.5)</li> </ul> <p>Evidence: Meeting Schedules, agenda, action items</p>  |                       |                             |                         |      |                |        |
| <p>Parent Partnerships and Volunteers.<br/>PACT Board Leadership<br/>Classroom Coordinators<br/>Cooking<br/>Gardening<br/>ImPACT<br/>Library<br/>Parent Ed<br/>OLEs (Offsite Learning Experience)<br/>Staff Appreciation<br/>STEAM<br/>Fundraising<br/>WAT<br/>Arts Focus<br/>New Family Liaison<br/>PactPALS<br/>PactHub<br/>Eco Committee<br/>Social Committee</p> <ul style="list-style-type: none"> <li>Provide hands-on learning with gardening, cooking, Arts Focus sessions and ImPACT SEL lessons</li> <li>Parent volunteer shifts in the classroom to support small group and differentiated instruction</li> <li>Collaborate with PACT parent leads on schoolwide events (i.e.</li> </ul> | 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 |
| <p>Rocket Day, Sparkle Dance, Cultures Day, Ice Cream Socials, Trunk or Treat, Walkathon, Holiday Boutique)</p> <p>Evidence: Event flyers, event photos, Classroom volunteer shift schedule, weekly class schedules indicating Gardening, Cooking and ImPACT times</p> <p>Collaborate with PACT Board and Parent Committee leads to provide student academic support and event planning</p> <p>Evidence: Meeting Schedules, agendas, classroom schedules</p> |                        |                            |                           |                               |                |        |
| <p>Provide teacher training on effective use of parent volunteers to support students during instructional time, during staff meetings and PD days</p> <p>Evidence: staff meeting agendas</p>  | August 2024 - May 2024 | Principal, Teachers, Coach | No expenditures necessary |                               |                |        |
| <p>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:)</p> <p>Evidence: Meeting schedule, SCEF logs, Chronic Absenteeism spreadsheet</p>           | 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<br>Evidence: Parent training attendance records, classroom volunteer records.<br>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<br>School Allocation | 3,000<br>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.<br>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

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
|  | 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**

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 43,800.00                 |
| <b>Goal 2</b>      | 18,600.00                 |
| <b>Goal 3</b>      | 7,200.00                  |
| <b>Goal 4</b>      | 17,088.00                 |
| <b>Goal 5</b>      | 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                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   | <b>0</b>           |

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                  |                            |                    |
| <b>Numbers of ELAC Members of each category:</b> | <b>1</b>  | <b>1</b>          | <b>1</b>           | <b>3</b>                   |                    |

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(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

10.23-23

DC Rochette

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 October 23, 2023.

Attested:

Theresa Lambert, Principal

Typed Name of School Principal

Theresa Lambert

Signature of School Principal

10/23/23

Date

Jenny Mailhot

Typed Name of SSC Chairperson

Jenny Mailhot

Signature of SSC Chairperson

10/23/23

Date