

The School Plan for Student Achievement

School: Stevenson Elementary School
CDS Code: 43-69591-6049464
District: Mountain View Whisman School District
Principal: Ryan Santiago
Revision Date: December 9, 2021

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

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

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The District Governing Board approved this revision of the SPSA on December 9, 2021.

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School Vision and Mission

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 citizens.

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

Resilience

Community

Collaboration

Innovation

School Profile

Stevenson Elementary School, one of Mountain View Whisman District's choice schools, is committed to educating the whole child in a collaborative community. Stevenson has been leading the region as a model for progressive education since 1996 and was founded on the fundamental belief in the importance of teachers, children, and parents working together to create a vibrant learning environment. Stevenson is committed to providing a balanced education that teaches to the whole child, incorporating the intellectual, creative, social, physical, and emotional growth of our students. At Stevenson, we believe that by utilizing a developmental approach grounded in hands-on education, students will realize their full potential as independent thinkers, life-long learners, and responsible citizens.

Summary of Goals and Key Strategies

Goal #1: ELA (Overall Goals)

- By June 2022, 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 3-5).
- By June 2022, there will be a 4-percentage point decrease (from 44% to 40%) in the number of students not meeting their yearly typical growth targets in Reading as measured by the iReady diagnostic assessments (K-5).
- By June 2022, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 57% as measured by iReady.

ELA Key Strategies:

- After School Tutoring (District Organized) - Tiered level of support
- Trimester (D1, D2, and D3) Data Review by Grade Level Teams
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM
- Differentiation
- i-Ready Instruction (Standards Mastery Assessments) - Tiered Level of Support
- PBL (w/ SIOP and communication/presentations)
- Multi-Sensory Literacy Instruction -Tiered level of support
- Books for library and classrooms

Goal #2: Math (Overall Goals)

- By June 2022, there will be a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8)
- By June 2022, there will be a 5-percentage point decrease (from 46% to 41%) in the number of students not meeting their yearly typical growth targets in Math as measured by the i-Ready diagnostic assessments. (K-8).

- By June 2022, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 48% as measured by iReady.

Math Key Strategies:

- After School Tutoring (District Organized)-Tiered level of support
- Trimester (D1, D2, and D3) Data Review by Grade Level Teams
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM -Tiered level of support
- Differentiation based on district and school assessments
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (w/ SIOP and communication/presentations)

Goal #3: English Learners (Overall Goals)

- By June 2022, there will be a reduction of At-Risk Long Term English Learners of at least one student (8 to 7) as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores)
- By June 2022, there will be a 1 percentage point increase (from 87% to 88%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.
- By June 2022, at least 8 of the 10 (80%) English Learners that scored a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.

English Learners Key Strategies:

- SIOP Strategies EL Data Monitoring Forms
- Designated ELD Instruction (preview and review academic demands of core content lessons & Learning A-Z Assessments & Instruction)
- Learning A-Z (ELL Edition)
- Review/Train teachers ELPAC Assessments and Scoring
- Classroom EL (and at-risk students) data and instructional strategies form for progress monitoring.
- Parent Workshops
- EL, Newcomer, and RFEP progress monitoring

Goal #4: Social-Emotional Health and Wellness (Overall Goals)

- By June 2022, there will be a 3-percentage point increase from 68% to 71% 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
- By June 2022, there will be a 3-percentage point increase from 73% to 76% 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.

Key Strategies:

- Orientation Week
- ImpACT (Similar to Project Cornerstone) Lessons
- Responsive Classroom SEL Practices
- Train classified and certificated staff with SEL strategies
- Align SEL practices to the new Transformational Social Emotional Learning Competencies
- CHAC Counseling services for students
- Provide, analyze, and determine actions from District's Health and Wellness Survey

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

- By June 2022, the average student attendance rate for the school will be at or above 97%.
- By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 2% (8 students) to 1.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.
- By June 2022, there will be a 2% increase (from 77% to 79%) 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 Strategies:

- Student Leadership Team

- Stevenson Values (Monthly)
- Classroom Buddies
- Better Together Lessons
- Bucket Filling Lessons
- After School Enrichment
- Orientation Week (Playworks and Bucket Filling)
- Virtual Classroom Teacher-led parent meetings
- Virtual classroom social events
- Staff and Parent Equity Working Group
- Provide, analyze, and determine actions from District's Health and Wellness Survey

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) 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 2019 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 2021 was used to develop the Single Plan for School Achievement. The data collected from these assessments are being used to direct instruction during the 2021-2022 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 6 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 six 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, and Project Based Learning.

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) 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 with the Science, Technology, Engineering, Art, and Math (STEAM) 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.

Parental Involvement

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

Stevenson Elementary has a 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. For the 2021 school year, Stevenson is provided extra funds for learning recovery.

Each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not roll over and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in the site's needs assessment including after-school learning support and social emotional learning.

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 their 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 socioeconomically disadvantaged students. There are pockets of success but we have not been able to replicate that success with all of our students. The socioeconomically disadvantaged population at Stevenson is 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 to reaching our goals is the number of new staff and new teachers we have each year. When a new staff member is brought on it typically takes two years for them to become fully trained in District and site needs such as social-emotional learning practices and project-based learning. Our engagement facilitator has been new each year at Stevenson which is a challenge in building rapport and relationships with our most at-risk families.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	48	72	69	48	72	69	48	72	98.6	100	100
Grade 4	66	62	56	66	61	56	66	61	56	100	98.4	100
Grade 5	59	64	57	57	64	57	57	64	57	96.6	100	100
All Grades	195	174	185	192	173	185	192	173	185	98.5	99.4	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2489.2	2502.9	2519.1	57.97	60.42	72.22	24.64	25.00	13.89	11.59	10.42	9.72	5.80	4.17	4.17
Grade 4	2538.3	2551.2	2554.8	53.03	59.02	67.86	30.30	27.87	17.86	9.09	4.92	8.93	7.58	8.20	5.36
Grade 5	2603.6	2620.3	2614.2	68.42	76.56	66.67	17.54	17.19	22.81	10.53	6.25	7.02	3.51	0.00	3.51
All Grades	N/A	N/A	N/A	59.38	65.90	69.19	24.48	23.12	17.84	10.42	6.94	8.65	5.73	4.05	4.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57.97	60.42	66.67	34.78	33.33	27.78	7.25	6.25	5.56
Grade 4	50.00	68.85	69.64	42.42	26.23	28.57	7.58	4.92	1.79
Grade 5	64.91	70.31	68.42	31.58	26.56	26.32	3.51	3.13	5.26
All Grades	57.29	67.05	68.11	36.46	28.32	27.57	6.25	4.62	4.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.93	54.17	52.78	47.83	37.50	41.67	7.25	8.33	5.56
Grade 4	45.45	55.74	50.00	45.45	36.07	44.64	9.09	8.20	5.36
Grade 5	66.67	71.88	64.91	24.56	25.00	28.07	8.77	3.13	7.02
All Grades	51.56	61.27	55.68	40.10	32.37	38.38	8.33	6.36	5.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	46.38	52.08	55.56	49.28	47.92	43.06	4.35	0.00	1.39
Grade 4	42.42	50.82	50.00	53.03	40.98	50.00	4.55	8.20	0.00
Grade 5	59.65	62.50	50.88	36.84	37.50	45.61	3.51	0.00	3.51
All Grades	48.96	55.49	52.43	46.88	41.62	45.95	4.17	2.89	1.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.03	54.17	68.06	47.83	39.58	26.39	10.14	6.25	5.56
Grade 4	46.97	57.38	50.00	48.48	36.07	48.21	4.55	6.56	1.79
Grade 5	57.89	75.00	68.42	38.60	20.31	31.58	3.51	4.69	0.00
All Grades	48.44	63.01	62.70	45.31	31.21	34.59	6.25	5.78	2.70

Conclusions based on this data:

1. Grade cohorts made positive growth, from 2018 to 2019 ELA CAASPP results.
2. There was an overall 2-percent decrease in the number of students meeting or exceeding standards from 2018-2019 ELA CAASPP results.
3. 3rd Grade proficiency increased by 1% from 2018 to 2019. 4th grade and 5th grade proficiency decreased from 2018-2019.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	70	48	72	70	48	72	70	48	72	100	100	100
Grade 4	66	62	56	66	61	56	66	61	56	100	98.4	100
Grade 5	59	64	57	57	64	57	57	64	57	96.6	100	100
All Grades	195	174	185	193	173	185	193	173	185	99	99.4	100

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2513.6	2511.2	2532.3	60.00	58.33	68.06	25.71	33.33	20.83	10.00	6.25	9.72	4.29	2.08	1.39
Grade 4	2564.8	2564.1	2559.2	63.64	57.38	53.57	21.21	31.15	33.93	13.64	6.56	8.93	1.52	4.92	3.57
Grade 5	2606.7	2627.1	2604.0	70.18	87.50	68.42	15.79	4.69	17.54	10.53	6.25	8.77	3.51	1.56	5.26
All Grades	N/A	N/A	N/A	64.25	68.79	63.78	21.24	21.97	23.78	11.40	6.36	9.19	3.11	2.89	3.24

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	65.71	75.00	81.94	28.57	16.67	15.28	5.71	8.33	2.78			
Grade 4	74.24	70.49	75.00	21.21	24.59	21.43	4.55	4.92	3.57			
Grade 5	73.68	89.06	73.68	19.30	7.81	17.54	7.02	3.13	8.77			
All Grades	70.98	78.61	77.30	23.32	16.18	17.84	5.70	5.20	4.86			

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72.86	66.67	73.61	22.86	31.25	23.61	4.29	2.08	2.78
Grade 4	60.61	59.02	53.57	36.36	36.07	42.86	3.03	4.92	3.57
Grade 5	68.42	71.88	59.65	24.56	25.00	35.09	7.02	3.13	5.26
All Grades	67.36	65.90	63.24	27.98	30.64	32.97	4.66	3.47	3.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.86	72.92	77.78	30.00	25.00	15.28	7.14	2.08	6.94
Grade 4	65.15	68.85	51.79	28.79	24.59	44.64	6.06	6.56	3.57
Grade 5	61.40	70.31	59.65	33.33	28.13	38.60	5.26	1.56	1.75
All Grades	63.21	70.52	64.32	30.57	26.01	31.35	6.22	3.47	4.32

Conclusions based on this data:

1. Grade level cohorts decreased in percentage of students meeting proficiency from 2018 to 2019 Math CAASPP results.
2. There was an overall 3-percent decrease in the number of students meeting or exceeding standards from 2018-2019 Math CAASPP results.
3. Each grade level decreased in the number of students meeting proficiency from 2018-2019 in Math CAASPP results.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	66.67	16.67	0.00	16.67	6
1	33.33	33.33	0.00	33.33	3
2	50.00	50.00	0.00	0.00	6
3	16.67	50.00	16.67	16.67	6
4	0.00	100.00	0.00	0.00	1
5	0.00	50.00	50.00	0.00	2
All Grades	37.50	41.67	8.33	12.50	24

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	66.67	16.67	16.67	0.00	6
1	33.33	0.00	66.67	0.00	3
2	50.00	50.00	0.00	0.00	6
3	33.33	33.33	16.67	16.67	6
4	100.00	0.00	0.00	0.00	1
5	100.00	0.00	0.00	0.00	2
All Grades	54.17	25.00	16.67	4.17	24

Written Language					
Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	33.33	33.33	16.67	16.67	6
1	33.33	33.33	0.00	33.33	3
2	0.00	83.33	16.67	0.00	6
3	16.67	16.67	50.00	16.67	6
4	0.00	0.00	0.00	100.00	1
5	0.00	50.00	0.00	50.00	2
All Grades	16.67	41.67	20.83	20.83	24

Listening Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	0.00	16.67	83.33	6
1	0.00	66.67	33.33	3
2	0.00	33.33	66.67	6
3	33.33	33.33	33.33	6
4	0.00	0.00	100.00	1
5	0.00	50.00	50.00	2
All Grades	8.33	33.33	58.33	24

Speaking Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	16.67	16.67	66.67	6
1	0.00	66.67	33.33	3
2	0.00	16.67	83.33	6
3	16.67	33.33	50.00	6
4	0.00	0.00	100.00	1
5	0.00	0.00	100.00	2
All Grades	8.33	25.00	66.67	24

Reading Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	16.67	50.00	33.33	6
1	33.33	33.33	33.33	3
2	0.00	50.00	50.00	6
3	33.33	50.00	16.67	6
4	100.00	0.00	0.00	1
5	50.00	50.00	0.00	2
All Grades	25.00	45.83	29.17	24

Writing Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21

Conclusions based on this data:

1. 12.5% percent of student were at level 4 in overall language.
2. 20% of the students were at level 4 in the written domain.
3. 25% of students were well developed in the reading domain.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)		
SWD	36%	64%
Socio-Economically Disadvantaged (SED)		
	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

Stevenson Elementary School

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	87%	10%	3%	
Ethnicity Subgroups				
Asian	92%	7%	1%	100%
Hispanic/Latino	58%	26%	16%	100%
White	88%	11%	2%	100%
Grand Total	87%	10%	3%	100%
Students with Disability (SWD)				
SWD	65%	20%	15%	100%
Not SWD	88%	10%	2%	100%
Grand Total	87%	11%	3%	100%
Socio-Economically Disadvantaged (SED)				
SED	58%	21%	21%	100%
Not SED	89%	10%	1%	100%
Grand Total	87%	11%	3%	100%
EL Status Subgroup Data				
EL	64%	18%	18%	100%
EO	86%	12%	2%	100%
IFEP	94%	5%	1%	100%
RFEP	88%	10%	2%	100%
Grand Total	87%	11%	3%	100%

Reading - Diagnostic 3 (May 2021)
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Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	89%	9%	2%	
Ethnicity Subgroups				
Asian	91%	9%	0%	100%
Hispanic/Latino	67%	19%	14%	100%
White	92%	6%	2%	100%
Grand Total	89%	9%	2%	100%
Students with Disability (SWD)				
SWD	57%	19%	24%	100%
Not SWD	91%	8%	1%	100%
Grand Total	89%	9%	2%	100%
Socio-Economically Disadvantaged (SED)				
SED	64%	16%	20%	100%
Not SED	91%	8%	1%	100%
Grand Total	89%	9%	2%	100%
EL Status Subgroup Data				
EL	70%	17%	13%	100%
EO	89%	10%	1%	100%
IFEP	94%	3%	2%	100%
RFEP	87%	11%	2%	100%
Grand Total	89%	9%	2%	100%
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0	33%		67%	
1	61%		39%	
2	51%		49%	
3	62%		38%	
4	45%		55%	
5	70%		30%	
6				
7				
8				

Reading - Diagnostic 3 (May 2021)		
Grand Total	53%	47%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	59%	41%
EL Status Subgroup Data	Met	Not Met
EL	58%	42%
EO	52%	48%
IFEP	52%	48%
RFEP	61%	39%
Grand Total	53%	47%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	58%	42%
Hispanic/Latino	46%	54%
White	51%	49%
Grand Total	53%	47%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	28%	72%
1	53%	47%
2	72%	28%
3	63%	37%
4	54%	46%
5	50%	50%
6		
7		
8		
Grand Total	54%	46%
Students with Disability (SWD)	Met	Not Met
SWD	30%	70%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	41%	59%
EL Status Subgroup Data	Met	Not Met
EL	50%	50%
EO	55%	45%
IFEP	49%	51%
RFEP	65%	35%
Grand Total	54%	46%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	56%	44%
Hispanic/Latino	39%	61%
White	55%	45%
Grand Total	54%	46%

Conclusions based on this data:

1. Overall, 87% 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 and FEP students are at or above level compared to their peers.

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:

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

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts

- **School Goal 1.a - CAASPP Goal**
- **School Goal 1.b - One Year's Growth Goal**

CAASPP Goal - ELA:

(1) By June 2022, 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 3-5).

CAASPP Subgroup Goals: By June 2022 all subgroups will make the following gains:

- (2) Students with Disabilities (SWD): There will be a 4% percentage point increase from 60% to 64%.
- (3) Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 62% to 66%.
- (4) English Only (EO): There will be a 2% percentage point increase from 83% to 85%.

CAASPP Ethnicity Subgroup Goals:

- (5) Asian: There will be a 1% percentage point increase from 90% to 91%.
- (6) Hispanic/Latino: There will be a 2% percentage point increase from 83% to 85%.
- (7) White: There will be a 2% percentage point increase from 85% to 87%.

i-Ready Goals - Reading (Annual Typical Growth):

- (8) By June 2022, there will be a 4-percentage point decrease (from 44% to 40%) in the number of students not meeting their yearly typical growth targets in Reading as measured by the iReady diagnostic assessments (K-5).
- (9) By June 2022, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 57% as measured by iReady.

i-Ready Subgroup goals: By June 2022 all subgroups will make the following gains:

- (10) Students with Disabilities (SWD): There will be a 4% percentage point increase from 57% to 61%.
- (11) Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 64% to 68%.
- (12) English Only (EO): There will be a 1% percentage point increase from 89% to 90%.

i-Ready Ethnicity Subgroups:

- (13) Asian: There will be a 1% percentage point increase from 91% to 92%
- (14) Hispanic/Latino: There will be a 3% percentage point increase from 67% to 70%.
- (15) White: There will be a 1% percentage point increase from 92% to 93%.

Key Strategies:

- After School Tutoring (District Organized) - Tiered level of support
- Trimester (D1, D2, and D3) Data Review by Grade Level Teams
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM
- Differentiation
- i-Ready Instruction (Standards Mastery Assessments) - Tiered Level of Support
- PBL (w/ SIOP and communication/presentations)
- Multi-Sensory Literacy Instruction -Tiered level of support
- Books for library and classrooms

Data Used to Form this Goal:

California Assessment of Student Performance and Progress (CAASPP) May 2019 - English Language Arts
 i-Ready Reading Diagnostic May 2021
 Summative English Language Proficiency Assessments for California (ELPAC)

Findings from the Analysis of this Data:

Findings Comparing Data from CAASPP ELA 2018-2019

- In English Language Arts, students in grades three through five slightly decreased in the number of students meeting or exceeding proficiency. Grade five had a 5% decrease.
- In math, students in grades three through five slightly decreased in the number of students meeting or exceeding proficiency. Grade five had a 6% decrease. Overall there was a decrease in the percentage of students meeting proficiency. The 5th-grade students decreased more than 3rd and 4th grade.
- ELA: Goal from the previous CAASPP was not met. Moved from 89% to 87%.
- Math: Goal from the previous CAASPP was not met. Moved from 91% to 88%.

Data from i-Ready Reading Diagnostic 3 from May 2021

- There is a 19% gap in the number of English Learner Students that met or exceeded standards compared to all students in the school.
- There is a 25% gap in the number of Socio-Economically disadvantaged students that met or exceeded standards compared to all students in the school.
- There is a 32% gap in the number of students with disabilities that met or exceeded standards compared to all students in the school.
- There is a 20% gap in the number of Hispanic/Latino students that met or exceeded standards compared to all students in the school.
- In grades 1st-5th, 20% or more of students in each grade did not demonstrate mastery of standard RI.9 (Integrating Two Texts).
- In kindergarten, 26% of students did not demonstrate standards mastery in standard RF.2 (Phonemic Awareness).
- In grades K-5th at 10% or more of students in each grade did not demonstrate mastery of standard L.6 (Domain Specific and General Academic Vocabulary).

Data From Summative English Language Proficiency Assessments for California (ELPAC) May 2021

- 48% of English Language Learners scored a level 4 (highest level).
- Reading Domain - 71% of English Learners scored at a level 2 or lower (out of 3 levels).
- Written Language Domain - 42% of English Learners scored at a level 2 or lower (out of 4 levels).

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.

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

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"> Each classroom will rotate twice a week, in small groups for RTI, and for students to receive STEAM instruction. The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive tiered level of instruction that extends in their learning or help with standards that students did not demonstrate mastery. No matter what level a student is at, all students will receive STEAM instruction and tiered instruction twice a week during their Response to Instruction rotations. 	August 2021- June 2022	Principal, Teachers, Instructional Coach	No expenditure, part of staff's regular responsibilities			0
<p>Standards Mastery Assessments for RTI and Differentiation</p> <ul style="list-style-type: none"> What do students need to know? Grade levels will identify priority standards 	October 2021-June 2022	Principal, Teachers, SPED Teachers, and Instructional Coach	Teacher Planning Time (75%)	1000-1999: Certificated Personnel Salaries	School Allocation	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided by the district or units taught that align to core content instruction.</p> <ul style="list-style-type: none"> How will we know that students have learned it? Grade levels will use i-Ready Standards Mastery Assessments for pre-assessment and post-assessments. How will we respond? Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction (Tiered Level of Instruction). 						
Each teacher identifies 2-4 students in their classroom to closely monitor data and determine instructional practices. The teacher will document on a recording sheet at least once a month and discuss instructional practices and strategies with grade-level colleagues, instructional coach, and principal.	August 2021-June 2022	Principal, Teachers. Resource teacher, and Coach	No Expenditure Needed			0
STEAM Professional Development STEAM teachers, the Instructional Coach, and the Principal will receive professional development by Discovery Education throughout the year.	August 2021-May 2022	Principal, STEAM teachers, and Instructional Coach	District Funded			0
Project Based Learning (Curriculum Enrichment for all and SIOP/differentiated)	November 2021-June 2022	Principal, Teachers, and Coach	Teacher Planning Time	1000-1999: Certificated Personnel Salaries	Program 201	3,400

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"> PBL projects align and integrate ELA grade level standards. Grade levels to review PBL units and develop SIOP strategies within each unit. Grade level teams will reflect and analyze PBL projects with PBL Coach (and outside consultant virtually) for rigor and to develop critical thinking, collaboration, and communication/presentation skills. Grade levels to implement at least two projects during the school year. Grade levels to host at least two PBL Exhibition nights during the school year. Provide professional development to teachers and principal in Project Based Learning. 			PBL Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	3,500
			Teacher Compensation for PBL Professional Development	1000-1999: Certificated Personnel Salaries	Program 201	3,000
<p>Multi-sensory instruction for phonics and reading (K-1st)</p> <ul style="list-style-type: none"> K-2nd grade teachers to receive professional development in multi-sensory instruction. K-2nd grade teachers to supplement ELA phonics instruction to include multi-sensory strategies. K-2nd grade teachers to provide progress 	November 2021 to June 2022	Principal, and Teachers	Teacher Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	6,300
			Teacher Compensation for Professional Development	1000-1999: Certificated Personnel Salaries	Program 201	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monitoring assessments throughout the school year.						
<p>After School Virtual Tutoring for All Students as part of our District's Learning Recovery Plan</p> <ul style="list-style-type: none"> • Provide online after-school tiered levels of tutoring for all students. • Provide on-site virtual tutoring for priority students 2-3 times per week. 	October 2021- November 2022	Principal, Teachers, Classified Staff	District Funded			0
<p>Student i-Ready Goals</p> <ul style="list-style-type: none"> • Monitor i-Ready annual typical growth after D2 and D3. • Students create goals to meet annual typical growth for both ELA. • Students create personalized actions to meet goals. 	August 2021 - June 2022	Principal, Teachers, and Coach	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.	November 2021- June 2022	Principal, Teachers, and Coach	No expenditure needed			
<p>Analyze data from district benchmarks during grade level collaboration meetings and/or provide extra planning time</p> <ul style="list-style-type: none"> • Determine next instructional actions to meet students' needs 	November 2021- May 2022	Principal, Teachers, and Coach	Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
after each trimester.						
Purchase books for the library and classrooms <ul style="list-style-type: none"> Books aligned with social-emotional learning Books that have diverse/inclusion stories/characters Non-fiction books that are high interest, low-level readers. 	November 2021-June 2022	Principal, Teachers, and Librarian	Books for libraries and classrooms (75%)	4000-4999: Books And Supplies	Program 201	5,000
<ul style="list-style-type: none"> Ensure students have access to school materials, resources and supplies for classroom instruction. Staff compensation for school committees and meetings. 	August 2021-June 2022	Principal	Resources and materials (75%)	4000-4999: Books And Supplies	School Allocation	8,000
			Teacher compensation	1000-1999: Certificated Personnel Salaries	School Allocation	1,750
Analyze data from benchmarks, observations, and feedback and revise site plan as needed.	August 2021-May 2022	Principal, Teachers, Instructional Coach	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:

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

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

CAASPP Goal - Math:

(1) By June 2022, there will be a 1-percentage point increase (from 87% to 88%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).

CAASPP Subgroup Goals: By June 2022 all subgroups will make the following gains:

- (2) Students with Disabilities (SWD): There will be a 3% percentage point increase from 73% to 76%.
- (3) Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 62% to 66%.
- (4) English Only (EO): There will be a 2% percentage point increase from 87% to 89%.

CAASPP Ethnicity Subgroup Goals:

- (5) Asian: There will be a 1% percentage point increase from 88% to 89%.
- (6) Hispanic/Latino: There will be a 2% percentage point increase from 83% to 85%.
- (7) White: There will be a 2% percentage point increase from 85% to 87%.

i-Ready Goals - Math (Typical Annual Growth):

- (8) By June 2022, there will be a 5-percentage point decrease (from 46% to 41%) in the number of students not meeting their yearly typical growth targets in Math as measured by the i-Ready diagnostic assessments. (K-8).
- (9) By June 2022, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 48% as measured by iReady.

i-Ready Subgroup goals: By June 2022 all subgroups will make the following gains:

- (10) Students with Disabilities (SWD): There will be a 3% percentage point increase from 65% to 68%.
- (11) Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 58% to 62%.
- (12) English Only (EO): There will be a 1% percentage point increase from 86% to 87%.

i-Ready Ethnicity Subgroups:

- (13) Asian: There will be a 1% percentage point increase from 92% to 93%.
- (14) Hispanic/Latino: There will be a 4% percentage point increase from 58% to 62%.
- (15) White: There will be a 2% percentage point increase from 88% to 90%.

Key Strategies:

- After School Tutoring (District Organized)-Tiered level of support
- Trimester (D1, D2, and D3) Data Review by Grade Level Teams
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM -Tiered level of support
- Differentiation based on district and school assessments
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (w/ SIOP and communication/presentations)

Data Used to Form this Goal:

California Assessment of Student Performance and Progress (CAASPP) May 2019 - Mathematics
i-Ready Math Diagnostic May 2021

Findings from the Analysis of this Data:

Findings Comparing Data from CAASPP Math 2018-2019

- In math, students in grades three through five slightly decreased in the number of students meeting or exceeding proficiency. Grade five had a 6% decrease. Overall there was a decrease in the percentage of students meeting proficiency. The 5th-grade students decreased more than 3rd and 4th grade.
- Math: Goal from the previous CAASPP was not met. Moved from 91% to 88%.

Data from i-Ready Math Diagnostic 3 from May 2021

- There is a 23% gap in the number of English Learner Students that met or exceeded standards compared to all students in the school.
- There is a 29% gap in the number of Socio-Economically disadvantaged students that met or exceeded standards compared to all students in the school.
- There is a 22% gap in the number of students with disabilities that met or exceeded standards compared to all students in the school.
- There is a 25% gap in the number of Hispanic/Latino students that met or exceeded standards compared to all students in the school.
- In grades 4th & 5th, 47% or more of students in each grade did not demonstrate mastery of standard NF.1 (Understanding Fractions).
- In grades 4th & 5th, 75% of students did not demonstrate standards mastery in standard NBT.1 (Place Value).

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.

During Response to Intervention teachers will use common summative and formative assessments to understand student progress and adjust for areas of need during the year. Once adjustments have taken place teachers will monitor student improvement through the Response to Intervention process after each cycle.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Response to Instruction (Tiered Level of Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. <ul style="list-style-type: none"> • Each classroom will rotate twice a week, in small groups for RTI, and for students to receive STEAM instruction. • The grouping of students will be done by the grade level teachers based on 	August 2021- June 2022	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
<p>the students' ability level in target areas and will change at least every six weeks.</p> <ul style="list-style-type: none"> • While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive tiered level of instruction that extends in their learning or help with standards that students did not demonstrate mastery. • No matter what level a student is at, all students will receive STEAM instruction and tiered instruction twice a week during their Response to Instruction rotations. 						
<p>Standards Mastery Assessments for RTI and Differentiation</p> <ul style="list-style-type: none"> • What do students need to know? Grade levels will identify priority standards provided by the district or units taught that align to core content instruction. • How will we know that students have learned it? Grade levels will use i-Ready Standards Mastery Assessments for pre-assessment and post-assessments. • How will we respond? 	October 2021-June 2022	Principal, Teachers, SPED 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
Grade levels will review the data to determine instructional needs and differentiation strategies during core content instruction and RTI instruction (Tiered Level of Instruction).						
Each teacher identifies 2-4 students in their classroom to closely monitor data and determine instructional practices. The teacher will document on a recording sheet at least once a month and discuss instructional practices and strategies with grade-level colleagues, instructional coach, and principal.	August 2021-June 2022	Principal, Teachers. Resource teacher, and Coach	No Expenditures Needed			
<p>Project Based Learning (Curriculum Enrichment for all and SIOP/differentiated)</p> <ul style="list-style-type: none"> PBL projects align and integrate math grade level standards. Grade levels to review PBL units and develop SIOP strategies within each unit. Grade level teams will reflect and analyze PBL projects with PBL Coach (and outside consultant) for rigor and to develop critical thinking, collaboration, and communication/presentation skills. Grade levels to implement at least two projects during the school year. 	November 2021-June 2022	Principal, Teachers, and Coach	Teacher Planning Time	1000-1999: Certificated Personnel Salaries	Program 201	3,400
			PBL Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	3,500
			Teacher Compensation to attend PBL Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	3,000

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"> Grade levels to host at least two PBL Exhibition nights during the school year. Provide professional development to teachers and principal in Project Based Learning. 						
<p>After School Virtual Tutoring for All Students as part of our District's Learning Recovery Plan</p> <ul style="list-style-type: none"> Provide online after-school tiered levels of tutoring for all students. Provide on-site virtual tutoring for priority students 2-3 times per week. 	October 2021- November 2022	Principal and Coach	No expenditure, part of regular staff responsibility.			
<p>Students monitor their i-Ready annual typical growth after D2 and D3.</p> <ul style="list-style-type: none"> Students create goals to meet annual typical growth for Math. Students create personalized actions to meet goals. 	August 2021 - June 2022	Principal, Teachers, and Coach	No Expenditures Needed			0
<p>Math Enrichment</p> <ul style="list-style-type: none"> Teachers and principal research math enrichment resources for students Based on data, purchase and implement math enrichment resources Students are able to use 	October 2021-June 2022	Principal, Teachers, Instructional Coach	Purchase Math enrichment resources (75%)	4000-4999: Books And Supplies	School Allocation	8,135

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
during the school day and after school						
<ul style="list-style-type: none"> Ensure students have access to school materials, resources and supplies for classroom instruction. Staff compensation for school committees and meetings. 	August 2021-May 2022	Principal	Materials and Resources (75%)No expenditure needed	4000-4999: Books And Supplies	School Allocation	9,000
			Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	3,000
Analyze data from benchmarks, observations, and feedback and revise site plan as needed.	August 2021-May 2022	Principal, Teachers, Instructional Coach	No expenditure needed			

Planned Improvements in Student Performance

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
LTEL/At-Risk Goal: (1) By June 2022, there will be a reduction of At-Risk Long Term English Learners of at least one student (8 to 7) as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores)
RFEP Goal: (2) By June 2022, there will be a 1 percentage point increase (from 87% to 88%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.
ELPAC Goal: (3) By June 2022, at least 8 of the 10 (80%) English Learners that scored a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.
Key actions: <ul style="list-style-type: none">● SIOP Strategies EL Data Monitoring Forms● Designated ELD Instruction (preview and review academic demands of core content lessons & Learning A-Z Assessments & Instruction)● Learning A-Z (ELL Edition)● Review/Train teachers ELPAC Assessments and Scoring● Classroom EL (and at-risk students) data and instructional strategies form for progress monitoring.● Parent Workshops● EL, Newcomer, and RFEP progress monitoring

Data Used to Form this Goal:
i-Ready Reading Diagnostic 3 May 2021 Summative English Language Proficiency Assessments for California (ELPAC)
Findings from the Analysis of this Data:
i-Ready Reading Diagnostic 3 May 2021 <ul style="list-style-type: none"> There is a 19% gap in the number of English Learner Students that met or exceeded standards compared to all students in the school. There is a 2% gap in the number of RFEP students that met or exceeded standards compared to all students in the school <p>Data From Summative English Language Proficiency Assessments for California (ELPAC) May 2021</p> <ul style="list-style-type: none"> 48% of English Language Learners scored a level 4 (highest level). Reading Domain - 71% of English Learners scored at a level 2 or lower (out of 3 levels). Written Language Domain - 42% of English Learners scored at a level 2 or lower (out of 4 levels). 9 of the 15 students from Kindergarten to Second Grade scored a level 2 or lower in the Reading Domain. 12 of the 12 students from Kindergarten to Second Grade scored a level 3 or lower the Writing Domain 8 English Learners are At Risk of being Long Term English Learners
How the School will Evaluate the Progress of this Goal:
School will use i-Ready Diagnostics, Learning A-Z ELL assessments, and classroom assessments to determine English Learner progress.

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"> Provide additional time for instructional planning Provide EL professional development for teachers (Examples: Learning A-Z ELL and trainings recommended by district office) 	August 2021 - June 2022	Principal, Teachers, Instructional Coach,	Planning time for teachers Professional Development	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	TSSP TSSP	1,000 1,000
Learning A-Z ELL Edition Assessments and Instructional Resources will be provided throughout the school year. <ul style="list-style-type: none"> Teachers will review data and determine EL instructional needs. 	August 2021-May 2022	Principal, Teachers, Instructional Coach	District Funded			

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"> Teacher will give direct instruction lessons based on the data. Use of teacher-led Learning A-Z instruction lessons based from assessments. Use of online instruction assigned to students by teacher based on data of the EL assessment. 						
Provide English Language Development <ul style="list-style-type: none"> At least 150 minutes of - Designated English Language Development in small groups. Implement Shelter Instruction Observation Protocols (SIOP) with Integrated English Language Development: (1)Lesson Preparation and Component (2) Student Interactions (3) Key Vocabulary Emphasized (4) Activities provided for students to apply content (5) Content Objectives (6) Language Objectives 	August 2021-June 2022	Principal, Teachers, Instructional Coach	No Expenditure Needed			
Teachers will collaborate on SIOP features and will incorporate them into Project Based Learning units.	November 2021-June 2022	Principal, Teachers, and Instructional Coach	Grade Level Planning Time	1000-1999: Certificated Personnel Salaries	TSSP	2,220
Each teacher identifies the EL students in their classroom to closely monitor data and determine	August 2021-June 2022	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
instructional practices. The teacher will collaborate on instructional practices and strategies with grade-level colleagues, instructional coach, and principal.						
Research and contract with an outside agency to provide additional staff for tutoring/intervention.	October 2021-June 2022	Principal	Tutor/Intervention Position	5000-5999: Services And Other Operating Expenditures	TSSP	5,000
Conduct EL, Newcomer, and RFEP progress monitoring using district benchmarks, common formative assessments. Make adjustments to support students as needed.	August 2021-June 2022	Principal, Instructional Coach, Teachers, and EL Coordinator	No expenditures needed			
Provide teachers with professional learning on the English Language assessment ELPAC.	November 2021-June 2022	Principal, Instructional Coach, Teachers, and EL Coordinator	No Expenditures needed			
Survey EL and RFEP parents to determine parent workshops. Provide at least two parent workshops during the school year.	October 2021-June 2022	Principal, Teachers, and SCEF	Teacher Compensation	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,136
Review and revise plan as needed	October 2021-June 2022	Principal and Teachers	No Expenditures Needed			

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
Parent Goal from LCAP Survey May 2021 By June 2022, there will be a 3-percentage point increase from 68% to 71% 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 2021 By June 2022, there will be a 3-percentage point increase from 73% to 76% 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.
Key actions: <ul style="list-style-type: none">● Orientation Week● ImPACT (Similar to Project Cornerstone) Lessons● Responsive Classroom SEL Practices● Train classified and certificated staff with SEL strategies● Align SEL practices to the new Transformational Social Emotional Learning Competencies● CHAC Counseling services for students● Provide, analyze, and determine actions from District's Health and Wellness Survey
Data Used to Form this Goal:
Local Control Accountability Plan (LCAP) Survey May 2021

Findings from the Analysis of this Data:

In general, students enjoy being at Stevenson and know that staff adults care about their success. Based on 2019 Hanover Survey:
 94% of students agreed or strongly agreed that they feel safe at school.
 99% of students agreed or strongly agreed that adults care about their success.
 99% of students agreed or strongly agreed that they have friends at school.

How the School will Evaluate the Progress of this Goal:

School will use the District's Health and Wellness Survey and create monthly progress monitoring surveys for SEL practices.

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"> Morning Meetings; Closing Circles; Interactive Modeling; Teacher/Student language; logical consequences, responding to student behaviors. Provide professional development for teachers with social-emotional learning strategies. 	August 2021-June 2022	Principal, Teachers, Instructional Coach	Funded by Donations PTA			
Review Stevenson's social emotional strategies and curriculum to determine how they align with California's Transformative Social Emotional Learning Competencies.	November 2021-March 2022	Principal, Teachers	No Expenditure needed			
Continue implementing ImpACT SEL lessons (similar to Project Cornerstone, but all lessons and units are aligned to Stevenson's Core Values). <ul style="list-style-type: none"> Monthly Value 	August 2021 - June 2022	Teachers Principal Coach	No Expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> At least two lessons per month based on the monthly core value Integrate core values into daily instruction and recess 						
<ul style="list-style-type: none"> Develop progress monitoring survey questions for students and staff. Questions will be aligned to core values and determine if we are making progress to SEL student goal. Survey will provided monthly to all grade levels. 	October 2021-June 2022	Principal, Teachers, and Instructional Coach	No expenditures needed			
<p>Implement Social Emotional program that was created by teachers, staff, and parents called ImPACT (previously, Stevenson partnered with Project Cornerstone) virtually.</p> <ul style="list-style-type: none"> Each month a community member will read an ImPACT book to the students that aligns to Stevenson's core values and discuss the meaning of the book. This will sometimes be followed by classroom and school-wide activities. All readers will be trained before presenting to the class. 	September 2019-June 2020	Principal Teachers Coach Parents	No expenditures needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide CHAC counseling to students.	September 2021-June 2022	Principal, SCEF	No expenditures needed			
Provide District's Health and Wellness survey. <ul style="list-style-type: none"> Analyze Data from Health and wellness survey Determine school-based actions from the Health and Wellness survey. 	October or November 2021	Principal, Teachers	No expenditures needed			
Student and Family STEAM Nights Virtually <ul style="list-style-type: none"> Provide at least two family STEAM nights based on health and safety protocols. STEAM nights will be aligned to standards and have student engagement activities that can be with parents. 	November 2021-June 2022	Principal	STEAM Events (75%)	5800: Professional/Consulting Services And Operating Expenditures	After School Enrichment - Elementary Schools	3,110
Review and revise plan as needed	October 2021-June 2022	Principal and Teachers	No Expenditures Needed			

Planned Improvements in Student Performance

School Goal #5

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

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

Strategic Plan Goal Area # 3:

Inclusive and welcoming culture

School Goal 5: Inclusive and Welcoming Culture

- **School Goal 5.a - Attendance Goal**
- **School Goal 5.b - Chronic Absenteeism Goal**
- **School Goal 5.c - Welcoming Environment Goal**

Attendance Goal:

By June 2022, the average student attendance rate for the school will be at or above 97%.

Chronic Absenteeism Goal:

By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 2% (8 students) to 1.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.

Welcoming Environment Goal:

By June 2022, there will be a 2% increase (from 77% to 79%) 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
- Stevenson Values (Monthly)
- Classroom Buddies
- Better Together Lessons
- Bucket Filling Lessons
- After School Enrichment
- Orientation Week (Playworks and Bucket Filling)
- Virtual Classroom Teacher-led parent meetings
- Virtual classroom social events
- Staff and Parent Equity Working Group
- Provide, analyze, and determine actions from District's Health and Wellness Survey

Data Used to Form this Goal:

Attendance Data (Spring 2020)

Chronic Absenteeism Rate (2020-2021)

LCAP/Climate Survey (My 2021)

Findings from the Analysis of this Data:

Attendance Data

- Overall, Stevenson had a 97% average daily attendance rate in spring of 2020.

Chronic Absenteeism Data

- 2% (8 students) of all students were chronically absent
- Students with Disabilities: 7% (2 students) of students were chronically absent
- Hispanic/Latino: 0% of students were chronically absent
- English Learners: 4% (1 student) of students were chronically absent
- RFEP: 0% of students were chronically absent
- Socio-Economically Disadvantaged: 0% of students were chronically absent

LCAP Survey Results (2021)

77% of families agreed or strongly agreed that Stevenson is a welcoming school for all families.

How the School will Evaluate the Progress of this Goal:

Will monitor school attendance each month and use the district's Health and Wellness survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a safe and healthy campus for students, staff, and parents. Develop a Stevenson Fall Reopening Plan that provides information on health and safety protocols.	August 2021-September 2021. Ongoing	Principal	No expenditures needed			
Principal's Coffees, SSC, and ELAC meetings - The principal will hold regular parent meetings to address academic instruction, assessments, and health and safety protocols.	August 2021-May 2022	Principal, Certificated Staff, and Classified Staff	Staff Compensation for Committee Roles	2000-2999: Classified Personnel Salaries	School Allocation	2,000
Student leadership, organized and supervised by certificates 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. Student leadership meets weekly on	October 2021-June 2022	Principal, Teachers	Teacher Compensation (75%)	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Thursdays.						
<p>Community Meetings</p> <ul style="list-style-type: none"> Classroom Meetings (Virtual): Three times a year teachers will hold classroom meetings with parents. At the meetings, teachers will discuss academic instruction, assessments, and social-emotional implementation. Parent Ed Sessions (Virtual) - Host three Parent Ed sessions to welcome parents, provide information, participate in activities that align with our school's mission, vision, values, and school's educational philosophy. New Family Orientation Meetings (Virtual) - Host at least two new family orientations to provide an overview of the school and welcome new families. 	August 2021-June 202	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 2021-June 202	Principal, Teachers	No expenditures needed			
Teach lessons from monthly "Better Together" units provided by the school district.	August 2021-June 2022	Principals, 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>Orientation Week:</p> <ul style="list-style-type: none"> • Playworks - Cooperative gamed with Playworks coach during the first week of the school year. • Bucket Filling students and staff books. • Classroom and grade level monthly activities. • Staff meetings - Continue to focus on Bucket Filling • Provide parent workshops on Bucket Filling (Virtual) • Assemblies for students during the school year (Virtual). • Purchase school gear for students and staff with the Stingray logo and aligned to core values. 	August 2021-June 2022	Principal, Teachers, Classified Staff	Assemblies (75%)	5800: Professional/Consulting Services And Operating Expenditures	Program 202	2,000
			Bucket Filling Books and materials (75%)	4000-4999: Books And Supplies	Program 202	1,000
			Playworks Coach	5800: Professional/Consulting Services And Operating Expenditures	Program 202	3,000
			Students and staff school gear (75%)	5000-5999: Services And Other Operating Expenditures	Program 202	3,220
<p>Onboarding New Teachers lead by principal and Instructional Coach.</p> <ul style="list-style-type: none"> • New teachers will be provided with "new teacher" orientation meetings and will have bi-monthly meetings to discuss questions and review upcoming information/events at the school. 	July 2021-June 2022	Principal, Teachers, Instructional Coach	Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	2,000
<p>Determine how to provide hands-on programs (gardening, cooking, Arts Focus) with the school's safety protocols and guidance. Ensure that</p>	August 2021-June 2022	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
all students have the opportunity to participate.						
Provide after-school enrichment programs to SED students and families that need financial support for student(s) to participate in after school enrichment programs in the winter/spring 2022.	March 2022-June 2022	Principal	After-school programs (75%)	5800: Professional/Consulting Services And Operating Expenditures	Program 201	12,000
Classroom Socials - 3 times a year <ul style="list-style-type: none"> Virtual/In-person will be determined by the district's health and safety guidelines. This is an opportunity for students, teachers, and parents to come together and build community. 	October 2021-June 2022	Principal, Teachers	No expenditures needed			
Stevenson's Equity Working Group with parents and staff. <ul style="list-style-type: none"> Meets monthly to discuss Equity, Diversity, and Inclusion. Considers how district/school data and community input can guide discussion and next steps towards supporting equity, diversity, and inclusion at Stevenson. 	September 2021-June 2022	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	800
Provide District's Health and Wellness survey. <ul style="list-style-type: none"> Analyze Data from Health and Wellness Survey Determine school-based actions from health and wellness survey. 	October 2021-November 2022	Principal, Teachers, Classified Staff	No Expenditures 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"> Develop School-wide behavior expectations and norms that are aligned to Stevenson's Core Values. Teachers will discuss in classroom and students will be able to share input and suggestions on the expectations. 	September 2021-October 2021	Principal, Teachers, Classified Staff	No expenditures needed			
Review and revise plan as needed	October 2021-June 2022					

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	29,389	39,185	0.00
Program 201	34,575	46,100	0.00
Program 202	6,915	9,220	0.00
TSSP	6,915	9,220	0.00
After School Enrichment -	3,458	4,610	0.00
Parent Engagement	1,602	2,136	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	4,610.00
Parent Engagement (PIQE/FEI/PU)	2,136.00
Program 201	46,100.00
Program 202	9,220.00
School Allocation	39,185.00
TSSP	9,220.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	31,706.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	31,135.00
5000-5999: Services And Other Operating Expenditures	8,220.00
5800: Professional/Consulting Services And Operating	37,410.00

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	After School Enrichment - Elementary	1,500.00
5800: Professional/Consulting Services And	After School Enrichment - Elementary	3,110.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,136.00
1000-1999: Certificated Personnel Salaries	Program 201	12,800.00
4000-4999: Books And Supplies	Program 201	5,000.00
5800: Professional/Consulting Services And	Program 201	28,300.00
4000-4999: Books And Supplies	Program 202	1,000.00
5000-5999: Services And Other Operating	Program 202	3,220.00
5800: Professional/Consulting Services And	Program 202	5,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	12,050.00
2000-2999: Classified Personnel Salaries	School Allocation	2,000.00
4000-4999: Books And Supplies	School Allocation	25,135.00
1000-1999: Certificated Personnel Salaries	TSSP	3,220.00
5000-5999: Services And Other Operating	TSSP	5,000.00
5800: Professional/Consulting Services And	TSSP	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,450.00
Goal 2	30,035.00
Goal 3	11,356.00
Goal 4	3,110.00
Goal 5	27,520.00

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
Ryan Santiago	X				
Bryan Juliano				X	
Jeremy Manson				X	
Nimi Berman				X	
Laura Gutmann				X	
Christina Woo				X	
Amanda Clem		X			
Danielle Lyons		X			
Shamai Bassett		X			
Mayra Garcia-Mendoza			X		
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ryan Santiago	X				
Veronica Del Rio				X	
Marisol Magallon				X	
Lourdes Vernet				X	
Teresa Coughlan		X			
Numbers of ELAC Members of each category:	1	1	1	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Ryan Santiago

Typed Name of School Principal



Signature of School Principal

Date

Nimi Berman

Typed Name of SSC Chairperson



Signature of SSC Chairperson

Date