

The School Plan for Student Achievement

School: Stevenson Elementary School
CDS Code: 43-69591-6049464
District: Mountain View Whisman School District
Principal: Theresa Lambert, Interim Principal
Revision Date: February 13, 2023

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

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

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

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District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

We believe:

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

School Profile

Summary of Goals and Key Strategies

Goal #1: ELA (Overall Goals)

- 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 3-5)
- 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).
- By June 2023, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 62%

ELA Key Strategies:

- MVWSD Universal Data Protocol Review for RTI and differentiation
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM
- Instructional Assistant for Literacy Support
- PBL (with SIOP and communication/presentations)
- Multi-Sensory Literacy Instruction -Tiered level of support
- Books for library and classrooms
- Additional personnel for support and intervention
- Additional i-Ready practice and review time for target students

Goal #2: Math (Overall Goals)

- By June 2023, 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 3-5)
- 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).
- By June 2023, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 61%.

Key Strategies:

- After School Tutoring -Tiered level of support
- MVWSD Universal Data Cycle Protocol for data review
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM -Tiered level of support
- Grade level planning time for math enrichment
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (with SIOP and communication/presentations)
- Additional personnel for support and intervention
- Additional iReady time for target students

Goal #3: English Learners (Overall Goals)

- By June 2023, the percentage of students who are At-Risk of becoming LTEL or LTEL scoring at least one overall level higher (or maintaining a 4) will increase from 88% to 100%.
- 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.
- By June 2023, 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 74% to 76%

English Learners Key Strategies:

- SIOP Strategies
- Designated ELD Instruction
- Learning A-Z (ELL Edition) Supplemental Resource
- Review/Train teachers ELPAC Assessments and Scoring
- SIOP strategies in PBL projects
- Parent Workshops
- EL, Newcomer, and RFEP progress monitoring
- Additional grade level planning time
- Additional practice of English language skills in the 'morning class'

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

- 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.
- 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.

Key Strategies:

- Sown to Grow
- ImPACT (Similar to Project Cornerstone) Lessons
- Responsive Classroom SEL Practices
- Train classified and certificated staff with SEL strategies
- CHAC Counseling services for students

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

- By June 2023, the average student attendance rate for the school will be at or above 97%.
- 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.
- By June 2023, 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
- SEL ImPACT Program/Stevenson Values (Monthly)
- Classroom Buddies

- MVWSD Better Together: Belong Lessons
- Hire recess organization to assist with recess games and activities
- After School Enrichment
- 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) 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 2022 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 was used to develop the Single Plan for School Achievement. The data collected from these assessments are being used to direct instruction during the 2022-2023 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 4 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 four 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)/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.

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 2022 school year, Stevenson is provided extra funds for learning recovery - Program 201.

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 Hispanic/Latino students, socio-economically disadvantaged students, and students with disabilities. There are pockets of success but we have not been able to replicate that success with all of our students. 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 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 or at-risk intervention supervisor 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	70	89	0	0	89	0	0	89	0.0	0.0	100.0
Grade 4	65	65	85	0	0	85	0	0	85	0.0	0.0	100.0
Grade 5	66	66	55	0	0	54	0	0	54	0.0	0.0	98.2
All Grades	201	201	229	0	0	228	0	0	228	0.0	0.0	99.6

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2534.5			78.65			14.61			5.62			1.12
Grade 4			2548.5			55.29			25.88			10.59			8.24
Grade 5			2584.0			64.81			20.37			5.56			9.26
All Grades	N/A	N/A	N/A			66.67			20.18			7.46			5.70

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			62.92			34.83			2.25
Grade 4			43.53			54.12			2.35
Grade 5			42.59			51.85			5.56
All Grades		+	50.88			46.05			3.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			55.06			41.57			3.37
Grade 4			48.24			45.88			5.88
Grade 5			55.56			37.04			7.41
All Grades			52.63			42.11			5.26

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			35.96			60.67			3.37
Grade 4			32.94			62.35			4.71
Grade 5			33.33			62.96			3.70
All Grades			34.21			61.84			3.95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			50.56			48.31			1.12
Grade 4			27.06			68.24			4.71
Grade 5			37.04			57.41			5.56
All Grades			38.60			57.89			3.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Grade 3 had most students that exceeded standards - 78.65%
2. In Reading - Understanding of literary and non-fictional texts continues to be area of focus as we move up grade levels.
3. Research and Inquiry proficiency was higher in grade 4 and grade 5.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	70	89	0	0	89	0	0	89	0.0	0.0	100.0
Grade 4	65	65	85	0	0	85	0	0	85	0.0	0.0	100.0
Grade 5	66	66	55	0	0	55	0	0	55	0.0	0.0	100.0
All Grades	201	201	229	0	0	229	0	0	229	0.0	0.0	100.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2538.8			79.78			15.73			1.12			3.37
Grade 4			2556.4			55.29			27.06			9.41			8.24
Grade 5			2601.7			69.09			16.36			7.27			7.27
All Grades	N/A	N/A	N/A			68.12			20.09			5.68			6.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			77.53			20.22			2.25
Grade 4			64.71			28.24			7.06
Grade 5			69.09			25.45			5.45
All Grades			70.74			24.45			4.80

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			80.90			15.73			3.37
Grade 4			55.29			32.94			11.76
Grade 5			60.00			29.09			10.91
All Grades			66.38			25.33			8.30

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			68.54			28.09			3.37
Grade 4			55.29			40.00			4.71
Grade 5			45.45			50.91			3.64
All Grades			58.08			37.99			3.93

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Grade 3 has most students that 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 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
Grade K	*	*	*	6
Grade 1	*	*	*	*
Grade 2	*	*	*	6
Grade 3	*	*	*	6
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				24

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
All Grades	12.50	8.33	41.67	37.50	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
All Grades	4.17	16.67	25.00	54.17	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
All Grades	20.83	20.83	41.67	16.67	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
All Grades	58.33	33.33	8.33	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
All Grades	66.67	25.00	8.33	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
All Grades	29.17	45.83	25.00	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
All Grades	25.00	62.50	12.50	24

Conclusions based on this data:

1. Speaking and listening domains have more students that are at Well-Developed level.
2. Overall Language and Oral Language have majority of the students in Level 1 and Level 2.
3. 29.17% of students were well developed in the Reading domain.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Stevenson Elementary School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Stevenson Elementary School Overall	89%	9%	2%
Asian	92%	7%	1%
Hispanic/Latino	53%	32%	15%
White	92%	6%	2%
SWD	53%	26%	21%
Not SWD	92%	7%	1%
SED	68%	18%	14%
Not SED	90%	8%	2%
EL	63%	26%	11%
EO	89%	9%	2%
IFEP	97%	3%	0%
RFEP	97%	3%	0%
0	89%	11%	0%
1	81%	19%	0%
2	90%	8%	2%
3	98%	0%	2%
4	86%	10%	5%
5	87%	7%	5%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Stevenson Elementary School Overall	67%	33%
Asian	71%	29%
Hispanic/Latino	44%	56%
White	70%	30%
SWD	71%	29%
Not SWD	67%	33%
SED	46%	54%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	69%	31%
EL	45%	55%
EO	67%	33%
IFEP	77%	23%
RFEP	69%	31%
0	64%	36%
1	69%	31%
2	64%	36%
3	74%	26%
4	66%	34%
5	66%	34%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Stevenson Elementary School Overall	88%	10%	2%
Asian	91%	8%	1%
Hispanic/Latino	47%	35%	18%
White	92%	7%	1%
SWD	60%	31%	9%
Not SWD	90%	8%	2%
SED	57%	29%	14%
Not SED	90%	9%	1%
EL	55%	34%	11%
EO	87%	11%	2%
IFEP	98%	1%	1%
RFEP	100%	0%	0%
0	77%	23%	0%
1	83%	17%	0%
2	87%	11%	2%
3	99%	1%	0%
4	88%	6%	6%

Math - Diagnostic 3 2021-2022

5	91%	4%	5%
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Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Stevenson Elementary School Overall	65%	35%
Asian	68%	32%
Hispanic/Latino	53%	47%
White	66%	34%
SWD	66%	34%
Not SWD	65%	35%
SED	50%	50%
Not SED	66%	34%
EL	55%	45%
EO	62%	38%
IFEP	74%	26%
RFEP	77%	23%
0	44%	56%
1	69%	31%
2	47%	53%
3	80%	20%
4	67%	33%
5	80%	20%

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:

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

Strategic Plan Goal Area #1:

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

School Goal 1: Academic Achievement - English Language Arts

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

CAASPP Goal - ELA:

CAASPP: By June 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).

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%.
- Socio-Economically Disadvantaged (SED): There will be a 3 percentage point increase from 65% to 68%.
- English Only (EO): There will be a 1 percentage point increase from 88% to 89%.
- English Learners (EL): There will be a 6 percentage point increase from 27% to 34%
- Reclassified Fluent English Proficient : There will be a 1 percentage point increase from 88% to 89%
- Asian: There will be a 1% percentage point increase from 94% to 95%.
- Hispanic/Latino: There will be a 4% percentage point increase from 64% to 68%.
- White: There will be a 1% percentage point increase from 88% to 89%.

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).

By June 2023, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 62%.

i-Ready Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 4% percentage point increase from 55% to 59%.
- Socio-Economically Disadvantaged (SED): There will be a 3% percentage point increase from 70% to 73%.
- English Only (EO): There will be a 1% percentage point increase from 89% to 90%.
- Asian: There will be a 1% percentage point increase from 96% to 97%
- Hispanic/Latino: There will be a 4% percentage point increase from 59% to 63%.
- White: There will be a 1% percentage point increase from 94% to 95%.

ELA Key Strategies:

- MVWSD Universal Data Protocol Review for RTI
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM
- Instructional Assistant for Literacy Support
- PBL (with SIOP and communication/presentations
- Multi-Sensory Literacy Instruction -Tiered level of support
- Books for library and classrooms
- Additional personnel for support and intervention
- Additional i-Ready practice and review time for target students

Data Used to Form this Goal:

- California Assessment of Student Performance and Progress (CAASPP) May 2019 - Mathematics and ELA using the Universal Data Protocol.
- i-Ready Reading Diagnostic May 2022

Findings from the Analysis of this Data:

CAASPP 2022 ELA Goals: 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 Not Met (Maintained 87%)

CAASPP 2022 Subgroup Goals:

- Students with Disabilities (SWD): There will be a 4% percentage point increase from 60% to 64%. - Goal Not Met (Decreased to 47%)
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 62% to 66%. Goal Not Met (3% Increase to 65%)
- English Only (EO): There will be a 2% percentage point increase from 83% to 85%. Goal Met (5% Increase to 88%)
- Asian: There will be a 1% percentage point increase from 90% to 91%. Goal Met (4% increase to 94%)
- Hispanic/Latino: There will be a 2% percentage point increase from 83% to 85%. Goal Not Met (Decrease to 64%)
- White: There will be a 2% percentage point increase from 85% to 87%. Goal Met (3% increase to 88%)

i-Ready 2022 Goals - Reading (Annual Typical Growth):

i-Ready Growth: By June 2022, there will be a 4-percentage point decrease (from 44% to 40%) in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments. (K-5). Goal Met (Decreased to 32%)

By June 2022, Stevenson Elementary school will meet or exceed the District's Annual Growth average of 57%. Goal Met (68% Annual Growth)

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

- Students with Disabilities (SWD): There will be a 4% percentage point increase from 57% to 61%. Goal Not Met (Decreased to 55%)
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 64% to 68%. Goal Met (Increased 6% to 70%)
- English Only (EO): There will be a 1% percentage point increase from 89% to 90%. Goal Not Met (Maintained 89%)
- Asian: There will be a 1% percentage point increase from 91% to 92%. Goal Met (5% increase to 96%)
- Hispanic/Latino: There will be a 3% percentage point increase from 67% to 70%. Goal Not Met (Decreased to 59%)
- White: There will be a 1% percentage point increase from 92% to 93%. Goal Not Met (2% increase to 94%)

Overall Findings:

- Schoolwide proficiency maintained or increased for both CAASPP and i-Ready
- Students with Disabilities and Hispanic/Latino students did not meet goals.
- Socio-Economically Disadvantaged students met and exceeded goals.
- All other sub-groups maintained or met goals

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
<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 	August 2022- June 2023	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
Instruction rotations.						
<p>MVWSD Universal Data Protocol 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 common formative 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). <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 after each trimester. 	September 2022-June 2023	Principal, Teachers, and Instructional Coach	No Expenditure Needed			
<p>Provide "Morning Class" 3x weekly for students below grade level on iReady ELA or Math, focusing on SED, EL, SWD, Hispanic subgroups. Students will have additional time on</p>	February - May 2023	Principal, Teachers	Hourly Rate	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
their individual iReady path or on assigned lessons from classroom teacher, supervised by school staff.			Materials	4000-4999: Books And Supplies	Program 201	200
Contract with Hey Tutor to provide classroom assistance and intervention - 2 adults	February - June 2023	Principal	Contracted Services	5800: Professional/Consulting Services And Operating Expenditures	Program 201	22,000
					TSSP	4,700
<p>Project Based Learning (Curriculum Enrichment for all and SIOP/differentiated)</p> <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) 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. 	September 2022-June 2023	Principal, Teachers, and Coach	Funded by PTO			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Multi-sensory instruction for phonics and reading (K-2nd)</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. 	August 2022 to June 2023	Principal, and Teachers	Teacher Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Program 201	3,500
<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. 	November 2022 - June 2023	Principal, Teachers, and Coach	No expenditure needed			
<p>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.</p>	November 2022- June 2023	Principal, Teachers, and Coach	No expenditure needed			
<p>Purchase books and materials for the library and classrooms</p> <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. 	October 2022-June 2023	Principal, Teachers, and Librarian	Books for libraries and classrooms	4000-4999: Books And Supplies	Program 201	10,000

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"> Ensure students have access to school materials, resources and supplies for classroom instruction. Staff compensation for school committees and meetings. 	August 2022-June 2023	Principal	Resources and materials (75%)	4000-4999: Books And Supplies	School Allocation	15,000
			Teacher compensation	1000-1999: Certificated Personnel Salaries	School Allocation	5,000
Analyze data from benchmarks, observations, and feedback and revise site plan as needed.	August 2022-May 2023	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:

- By June 2023, 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 3-5).

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%.
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 64% to 68%.
- English Only (EO): There will be a 1% percentage point increase from 89% to 90%.
- RFEF: There will be a 1% percentage point increase from 91% to 92%.
- EL: There will be a 6% point increase from 36% to 42%.
- Asian: There will be a 1% percentage point increase from 95% to 96%.
- Hispanic/Latino: There will be a 4% percentage point increase from 59% to 63%.
- White: There will be a 1% percentage point increase from 88% to 89%.

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

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%.
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 47% to 51%.
- English Only (EO): There will be a 1% percentage point increase from 87% to 88%.
- RFEF : 100% of the students were proficient in 2022.
- EL: There will be a 5 percentage point increase from 55% to 60%
- Asian: There will be a 1% percentage point increase from 91% to 92%.
- Hispanic/Latino: There will be a 4% percentage point increase from 56% to 60%.
- White: There will be a 2% percentage point increase from 92% to 93%.

Key Strategies:

- After School Tutoring -Tiered level of support
- MVWSD Universal Data Cycle Protocol for data review
- Sheltered Instruction Observation Protocols (SIOP)
- RTI instruction/STEAM -Tiered level of support
- Grade level panning time for math enrichment
- i-Ready Instruction (Standards Mastery Assessments) -Tiered level of support
- PBL (with SIOP and communication/presentations)
- Additional personnel for support and intervention
- Additional iReady time for target students

Data Used to Form this Goal:

- California Assessment of Student Performance and Progress (CAASPP) May 2019 - Mathematics and ELA
- i-Ready Math Diagnostic May 2022

Findings from the Analysis of this Data:**CAASPP 2022 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 (1% increase to 88%)

CAASPP 2022 Subgroup Goals:

- Students with Disabilities (SWD): There will be a 3% percentage point increase from 73% to 76%. Goal not met (Decreased to 36%)
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 62% to 66%. Goal not met (2% increase to 64%)
- English Only (EO): There will be a 2% percentage point increase from 87% to 89%. Goal met (2% increase to 89%)
- RFEP: There will be a 1% percentage point increase from 91% to 92%.
- EL : There will be a 6% percentage point increase from 36% to 42%.
- Asian: There will be a 1% percentage point increase from 88% to 89%. Goal met (7% increase to 95%)
- Hispanic/Latino: There will be a 2% percentage point increase from 83% to 85%. Goal not met (Decreased to 59%)
- White: There will be a 2% percentage point increase from 85% to 87%. Goal met (3% increase to 88%)

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

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). Goal met (11% decrease to 35%)

Stevenson Elementary school will meet or exceed the District's Annual Growth average of 48% as measured by iReady. Goal met (65% met annual growth)

i-Ready 2022 Subgroup goals:

- Students with Disabilities (SWD): There will be a 3% percentage point increase from 65% to 68%. Goal not met (Decreased to 63%)
- Socio-Economically Disadvantaged (SED): There will be a 4% percentage point increase from 58% to 62%. Goal not Met (decreased to 57%)
- English Only (EO): There will be a 1% percentage point increase from 86% to 87%. Goal met (2% increase to 88%)
- Asian: There will be a 1% percentage point increase from 92% to 93%. Goal not met (maintained 92%)
- Hispanic/Latino: There will be a 4% percentage point increase from 58% to 62%. Goal not met (Decreased to 56%)
- White: There will be a 2% percentage point increase from 88% to 90%. Goal met (6% increase to 94%)

Overall Findings:

- Schoolwide proficiency maintained or increased for both CAASPP and i-Ready
- Students with Disabilities and Hispanic/Latino students did not meet goals.
- Socio-Economically Disadvantaged students maintained around the same proficiency. Did not meet goals.
- All other sub-groups maintained or met goals

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.

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"> • 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 (ELA or Math) and will change at least every six - eight weeks aligned with the District Data Cycles • 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 	August 2022- June 2023	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
instruction twice a week during their Response to Instruction rotations.						
MVWSD Universal Data Protocol for RTI and Differentiation <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 common formative 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). 	October 2022-June 2023	Principal, Teachers, SPED Teachers, and Instructional Coach	No Expenditures Needed			
Provide Morning Class 3x weekly for students below grade level on iReady ELA or Math focusing on EL, SWD, Hispanic, and SWD subgroups Students will have additional time on their individual iReady path or on assigned lessons from classroom teacher, supervised by school staff.	February - June 2023	Principal, Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries		1,000
Contract with Hey Tutor to provide classroom assistance and	March -May 2023	Principal, Teachers	Cost detailed in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
intervention - 2 -3 adults						
Grade level planning time to develop math enrichment lessons and activities. <ul style="list-style-type: none"> Materials and resources for supplemental math resources. 	October 2022-June 2023	Principal, Coach, and Teachers	Teacher Compensation	1000-1999: Certificated Personnel Salaries	TSSP	1,500
			Materials and Resources	4000-4999: Books And Supplies	School Facility	4824
Virtual Tutoring for Tier 2 fourth and fifth grade students <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 2022-November 2023	Principal and Coach	Teacher/Staff Compensation	2000-2999: Classified Personnel Salaries	Program 201	
Students monitor their i-Ready annual typical growth after D2 and D3. <ul style="list-style-type: none"> Students create goals to meet annual typical growth for Math. Students create personalized actions to meet goals. 	August 2022 - June 2023	Principal, Teachers, and Coach	No Expenditures Needed			0
Implement SIOF instructional practices within math lessons	August 2022-June 2023	Principal, Teachers, Instructional Coach	No Expenditures Needed			
<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 	August 2022-May 2022	Principal	Materials and Resources (75%)	4000-4999: Books And Supplies	School Allocation	13,015
			Teacher Compensation	1000-1999: Certificated Personnel Salaries	School Allocation	3,200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meetings.						
Analyze data from benchmarks, observations, and feedback and revise site plan as needed.	August 2022-May 2023	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
a. By June 2023, the percentage of students who are At-Risk of becoming LTEL or LTEL scoring at least one overall level higher (or maintaining a 4) will increase from 88% to 100%.
b. 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.
c. By June 2023, 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 74% to 76%.
Key actions: <ul style="list-style-type: none">● SIOP Strategies● Designated ELD Instruction● Learning A-Z (ELL Edition) Supplemental Resource● Review/Train teachers ELPAC Assessments and Scoring● SIOP strategies in PBL projects● Parent Workshops● EL, Newcomer, and RFEP progress monitoring● Additional grade level planning time

Data Used to Form this Goal:
i-Ready Reading Diagnostic 3 May 2022 Summative English Language Proficiency Assessments for California May 2022 (ELPAC)
Findings from the Analysis of this Data:
<p>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 (7 to 6) as measured by state criteria (ELPAC proficiency, years as an EL, and CAASPP scores). Met Goal (Reduced LTELs to 1 student)</p> <p>RFEP Goal: (2) By June 2022, there will be a 1 percentage point increase (from 89% to 90%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP. Met Goal (2% increased to 91%)</p> <p>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. Goal Met (All 10 students reclassified).</p>
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)	August 2022 - June 2023	Principal, Teachers, Instructional Coach,	Teacher Compensation	1000-1999: Certificated Personnel Salaries	TSSP	1,000
			Professional Development	5800: Professional/Consulting Services And Operating Expenditures	TSSP	1,000
Provide ongoing PD in SIOP strategies: Interactions, Vocabulary, and Differentiation at Staff Meetings and also through district ELD workshop series	October 2022 - June 2023	Principal, Coach, Teachers	Teacher Compensation, hourly	1000-1999: Certificated Personnel Salaries	TSSP	2,000
Provide English Language Development <ul style="list-style-type: none"> At least 150 minutes 	August 2022-June 2023	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
weekly of -Designated English Language Development in small groups.						
Teachers will collaborate on SIOP features and will incorporate them into Project Based Learning units and core subject areas. Additional Planning Time	November 2022-June 2023	Principal, Teachers, and Instructional Coach	Teacher Hourly	1000-1999: Certificated Personnel Salaries	Program 201	775
Provide additional practice of English skills 3x weekly in Morning iReady class, special attendance encouragement for ELPAC Level 3 students	Feb - May 2023	Principal, Teachers	Cost detailed in Goal 1			
Implement Shelter Instruction Observation Protocols (SIOP) with Integrated English Language Development: (1)Content and Language Objectives (2) Key Vocabulary Emphasized (4) Higher Order Thinking Questions	August 2022-June 2023	Principal, Teachers, and Instructional Coach	No expenditures needed			
Conduct EL, Newcomer, and RFEP progress monitoring using district benchmarks, common formative assessments. Make adjustments to support students as needed.	August 2022-June 2023	Principal, Instructional Coach, Teachers, and EL Coordinator	No expenditures needed			
Provide teachers with professional learning on the English Language assessment ELPAC.	November 2022-June 2023	Principal, Instructional Coach, Teachers, and EL Coordinator	No Expenditures needed			
Provide at least two English Learner parent workshops during the school year.	October 2022-June 2023	Principal, Teachers, and SCEF	Teacher Compensation (75% Allocation)	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,146
Analyze student data from benchmarks, observations, and feedback. Review and revise plan as needed	October 2022-June 2023	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 2022 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. Student Goal from LCAP Survey May 2022 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. Key actions: <ul style="list-style-type: none">● Sown to Grow● IMPACT (Similar to Project Cornerstone) Lessons and Activities● Responsive Classroom SEL Practices● Train classified and certificated staff with SEL strategies● CHAC Counseling Classroom Sessions and 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 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. Goal Met (10% increase to 78%)

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. Goal not met (Decreased to 69%)

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 2022-June 2023	Principal, Teachers, Instructional Coach	Funded by Donations PTO			
Sown to Grow (online platform for student check-ins) <ul style="list-style-type: none"> Provide professional learning to teachers Implement weekly student check-ins and personalized feedback. 	November 2022-March 2023	Principal, Teachers	No Expenditure needed			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 • Two lessons per month based on the monthly core value • Integrate core values into daily instruction and recess 	August 2022 - June 2023	Teachers Principal Coach	No Expenditures needed			
Provide new SEL lessons to classrooms by CHAC counselors	Sept. 2022-May 2023	Principal, Teachers, CHAC				
Provide CHAC counseling to students.	September 2022-June 2023	Principal, SCEF	No Expenditure Needed None Specified			
Review and revise plan as needed	October 2022- June 2023	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 <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
Attendance Goal: By June 2023, the average student attendance rate for the school will be at or above 97%. Chronic Absenteeism Goal: <ul style="list-style-type: none">● 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. 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. Key Actions: <ul style="list-style-type: none">● Student Leadership Team● SEL ImPACT Program/Stevenson Values (Monthly)● Classroom Buddies● MVWSD Better Together: Belong Lessons● Hire recess organization to assist with recess games and activities● After School Enrichment● Grade Level/Classroom Meetings● Grade Level/Classroom social events● Staff and Parent Equity Working Group

Data Used to Form this Goal:
Attendance Data (Spring 2021) Chronic Absenteeism Rate (2021-2022) LCAP/Climate Survey (May 2022)
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 (93.1%)
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. Goal met (increased to 39 students 8.71%)
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. Goal met (7% increase to 84%)
How the School will Evaluate the Progress of this Goal:
Will monitor school attendance each month.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement MVWSD Better Together: BELONG monthly lessons and activities	September 2022-May 2023	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 2022-May 2023	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 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. Student leadership meets weekly on Tuesdays.	October 2022-June 2023	Principal, Teachers	Teacher Compensation (75%)	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Community Meetings</p> <ul style="list-style-type: none"> Classroom Meetings: 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 - 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 - Host at least two new family orientations to provide an overview of the school and welcome new families. 	August 2022-June 2023	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 2022-June 2023	Principal, Teachers	No expenditures needed			
Friday Fever - Monthly Assemblies and Positive Picketing, grade levels rotate to provide short presentations on school value of the month.	September 2022-May 2023	Principal, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide recess activities, organized and lead by an outside organization.	October 2022-June 2023	Principal, Teachers, Classified Staff	Contract with organization	5000-5999: Services And Other Operating Expenditures	School Facility	5,000
					Donations - PTA	5,000
Parent University Sessions: provide two parent ed sessions on relevant topics: CyberSafety and Socio/emotional Wellness/Growth Mindset	Fall 2022 and Spring 2023	Principal, SCEF	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	715
Parent Partnerships and volunteers. <ul style="list-style-type: none"> Provide hands-on learning with gardening, cooking, Arts Focus sessions. Parent volunteer shifts in the classroom. Supports small group and differentiated instruction in partnership with PTO, provide orientation and training for volunteers 	August 2022-June 2023	Principal, Teachers	No expenditures needed			
Provide after-school enrichment programs to at-risk subgroup families that need financial support for student(s) to participate in after school enrichment programs in the winter/spring 2023.	March 2022-June 2022	Principal	After-school programs	5800: Professional/Consulting Services And Operating Expenditures	Program 201	6425
					After School Enrichment - Elementary Schools	1147
Classroom Socials - 3 times a year. This is an opportunity for students, teachers, and parents to come together and build community.	October 2022-June 2023	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. 	September 2022-June 2023	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
<ul style="list-style-type: none"> Considers how district/school data and community input can guide discussion and next steps towards supporting equity, diversity, and inclusion at Stevenson. 						
<p>Student and Family STEAM Nights Virtually</p> <ul style="list-style-type: none"> Provide one family STEAM night in spring 2023 based on health and safety protocols. STEAM nights will be aligned to standards and have student engagement activities that can be with parents. 	October 2022 - June 2023	Principal	Contract with organization	5000-5999: Services And Other Operating Expenditures	After School Enrichment - Elementary Schools	1,443
Provide teacher training on effective use of parent volunteers to support students during instructional time.	Jan 2023 - June 2023	Principal, Teachers, Coach				
Increase regular student attendance and decrease chronically absent rate through incentives and family support (SCEF)	Aug. 2022 - June 2023	Principal, Teachers	Materials and Supplies	4000-4999: Books And Supplies	TSSP	2,000
Review data and revise plan as needed	October 2022-June 2023					

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	29,261	39,015	0.00
School Facility	7,368	9,824	0.00
Program 201	34,425	45,900	0.00
TSSP	9,150	12,200	0.00
After School Enrichment -	3,443	4,590	0.00
Parent Engagement	2,146	2,861	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
	1,000.00
After School Enrichment - Elementary Schools	4,590.00
Donations - PTA	5,000.00
Parent Engagement (PIQE/FEI/PU)	2,861.00
Program 201	45,900.00
School Allocation	39,015.00
School Facility	9,824.00
TSSP	12,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	5,000.00
1000-1999: Certificated Personnel Salaries	22,421.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	45,754.00
5000-5999: Services And Other Operating Expenditures	6,443.00
5800: Professional/Consulting Services And Operating	32,925.00

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		1,000.00
	After School Enrichment - Elementary	1,147.00
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	2,000.00
5000-5999: Services And Other Operating	After School Enrichment - Elementary	1,443.00
	Donations - PTA	5,000.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,146.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	715.00
1000-1999: Certificated Personnel Salaries	Program 201	3,775.00
4000-4999: Books And Supplies	Program 201	10,200.00
5800: Professional/Consulting Services And	Program 201	31,925.00
1000-1999: Certificated Personnel Salaries	School Allocation	9,000.00
2000-2999: Classified Personnel Salaries	School Allocation	2,000.00
4000-4999: Books And Supplies	School Allocation	28,015.00
4000-4999: Books And Supplies	School Facility	4,824.00
5000-5999: Services And Other Operating	School Facility	5,000.00
	TSSP	4,700.00
1000-1999: Certificated Personnel Salaries	TSSP	4,500.00
4000-4999: Books And Supplies	TSSP	2,000.00
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	63,400.00
Goal 2	23,539.00
Goal 3	6,921.00
Goal 5	26,530.00

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/Theresa Lambert	X				
Bryan Juliano				X	
Jeremy Manson				X	
Christina Woo				X	
Joe Young				X	
Jenny Mailhot				X	
Maja Engelhardt		X			
Jennifer So		X			
Samantha White-DeSilva		X			
Mayra Garcia-Mendoza			X		
Numbers of members of each category:	1	3	1	5	0

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

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Theresa Lambert	X				
Veronica Del Rio				X	
Marisol Magallon				X	
Alex Rochette				X	
Mayra Garcia Mendoza			X		
Numbers of ELAC Members of each category:	1	1	1	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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
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 28, 2021.

A. Chodura

Signature

Attested:

Theresa Lambert, Interim
Typed Name of School Principal

Theresa Lambert
Signature of School Principal

2/14/23
Date

Jeremy Manson
Typed Name of SSC Chairperson

Jeremy Manson
Signature of SSC Chairperson

2/14/2023
Date