The School Plan for Student Achievement

School: Benjamin Bubb Elementary

CDS Code: 43 69591 6047955

District: Mountain View Whisman

Principal: Mariko Kobata

Revision Date: December 7, 2023

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

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

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

Benjamin Bubb Elementary school serves 339 students in grades kindergarten to 5th grade. Our school consists of 15% English Learner, 15% students with disabilities, and 16% socioeconomically disadvantaged students. We have the only mild to moderate specialized academic instruction classes in the district.

GOAL 1: ACADEMIC ACHIEVEMENT: ENGLISH LANGUAGE ARTS

By June 2024,

- there will be a 2-percentage point increase (from 80% to 82%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5)

*we will maintain 100% for Asian students,
*a 2-percentage point increase (from 84% to 86%) for White students,
*a 6-percentage point increase (from 41% to 47%) for Hispanic students,
*a 7-percentage point increase (from 31% to 38%) for socioeconomically disadvantaged students,
*a 8-percentage point increase (from 19% to 27%) for students with disabilities,
*a 2-percentage point increase (from 83% to 85%) for English-only students, and

- 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments.

Key Strategies:
*Adjusting Response to Instruction (RTI)
*iReady Instructional Program
*Integrated ELD
*Designated ELD
*MTSS including: Universal Data Protocol Cycles, COST and SST
*WIN (What I Need) Time
*Differentiation
*Public Presentations of Learning
*Personalized Professional Development

*K-2 supplemental materials that focus on foundational reading skills.

GOAL 2: ACADEMIC ACHIEVEMENT: MATH

By June 2024,

- there will be a 2-percentage point increase (from 76% to 78%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5),

*a 1-percentage point increase (from 96% to 97%) for Asian students,
 *a 2-percentage point increase (from 85% to 82%) for White students,
 *a 3-percentage point increase (from 66% to 69%) for Hispanic students,
 *a 8-percentage point increase (from 20% to 28%) for socioeconomically disadvantaged students,
 *a 8-percentage point increase (from 23% to 31%) for students with disabilities,
 *a 2-percentage point increase (from 81% to 83%) for English-only students, and

- 100% of students will meet their yearly growth targets in Math as measured by the i-Ready diagnostic assessments.

Key Strategies:
Core Instructional Changes:
*Adjusting Response to Instruction (RTI)
*iReady Instructional Program
*Integrated ELD
*Designated ELD
*Data Review Meetings and Universal Data Protocol Cycles
*WIN (What I Need) Time
*Differentiation
*Public Presentations of Learning
*Personalized Professional Development

GOAL 3: ACADEMIC ACHIEVEMENT: ENGLISH LANGUAGE LEARNERS

By June 2024:

- 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. (Currently there are 6 students that scored a Level 4)
- the percentage of English Learners scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 43% to 47%,
- the number of students who are At-Risk of becoming LTEL will decrease by 20%, from 5 to 4.
- there will be a 2-percentage point increase (from 80% to 82%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Key Strategies:
*iReady Instructional Program
*Integrated ELD (focus on lesson preparation, key vocabulary, and feedback)
*Designated ELD Learning Cycles (pre-assessment, targeted instructions, post-assessment)
*Learning A-Z ELL edition materials
*Data Review Meetings
*RFEP Monitoring
Newcomer English Learner groups
Individual English Learner student-parent-school progress meetings
Family Engagement and Education
Interpretation/Translation
Personalized Professional Development

GOAL 4: SOCIAL EMOTIONAL HEALTH AND WELLNESS

By June 2024, there will be:

- a 2-percentage point increase (from 82% to 84%) in the number of families who agree or strongly agree their students receive the social emotional support that they need,
- a 3-percentage point increase (from 73% to 76%) in the number of students who who agreed or strongly agreed the students at my school are treated with respect , as measured by the district Local Control Accountability Plan (LCAP)/Climate survey,
- a 4-percentage point increase (from 59.8% to 63.8%) in the number of students who utilize the Sown to Grow Student Check In as measured by the Sown to Grow report,
- a 3-percentage point increase (from 70.0% to 73.0%) in the number of teacher feedback responses as measured by the Sown to Grow report,
- a 2-percentage point decrease from 80% to 78% for white student group as measured by the school suspension disproportionality data, and
- a 3-percentage point increase from 73% to 76% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:
Welcome Week and Revisit Days
Positive Behavior Supports, BUBB Way, and Cub Kudos
Weekly morning meetings
Structured recess games and activities
Student leadership
Classroom-home communication
School wide Social Emotional Learning programs
Regular student-teacher check ins
Public Presentations of Learning
Sown to Grow feedback and check-ins
Sown to Grow Teacher Resource Page

GOAL 5: INCLUSIVE AND WELCOMING CULTURE

By June 2024:

- the Average Daily Attendance rate will be at least 97%,
- the overall chronic absenteeism rate for subgroups will decrease by 1% from 8% to 7% based on District Chronic Absenteeism data, and
- there will be a 2-percentage point increase (from 85% to 87%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

Key Strategies:
Principal's Coffees
Weekly morning meetings
Social media posts
Classroom newsletters/communication at least 2 times a month
School Attendance Review Team (SART) procedures
Family Events
Interpretation/Translation
Parent University Extension Series

Comprehensive Needs Assessment Components

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

<p style="text-align:center;">**Analysis of Current Instructional Program**</p>

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

At Bubb Elementary School, staff is committed to providing students with a high quality education. Teachers use California State Standards (CSS) to guide their instruction in English Language Arts and Mathematics and Next Generation Science Standards (NGSS) in science. In order to monitor students' progress, teachers administer curriculum-embedded assessments and iReady assessments, and modify their instruction to meet students' needs. Teachers regularly collaborate with grade level colleagues to analyze student achievement data and identify strengths and weaknesses. Teachers and staff also utilize the district's Universal Data Protocol to analyze and act on data. Based on this information, teachers develop goals for their students and work with their colleagues and school administration to monitor students' attainment of these goals.

In Spring 2023, teachers across California administered the Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). Bubb staff use this data to measure student growth, analyze instructional programs, and create continuous improvement goals. Teachers also administered the iReady Diagnostic tests in the fall, winter, and spring of 2022-23. February 2023, teachers, staff, parents, and 5th grade students took a district Local Control Accountability Plan (LCAP) survey, which Bubb staff used as data from which to create goals.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, TCI Social Studies, TCI science). Teachers also administer district benchmark assessments and analyze results in order to monitor student progress and inform instruction.

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

Teachers at Bubb Elementary regularly review data from curriculum-embedded assessments, iReady, and benchmark assessments during weekly collaboration meetings and monthly data review meetings. Based on data discussions and planning during the universal data cycles (UDC), instruction is modified through strategies such as reteaching, small group instruction, blended learning, Response to Instruction (RTI), What I Need (WIN) time cross-grade level rotations, and Designated ELD. Coordination of Services Team (COST) is utilized to adjust instruction when a student needs more specific instruction.

RTI at Bubb means targeted instruction in language arts and math through Second Chance Teaching. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into a Second Chance Teaching group--either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two STEAM teachers provide two periods of hands-on Science while the classroom teacher provides two periods of Second Chance Teaching with their classroom each week, for both enrichment and intervention for students. By the end of each week, each Bubb student will have participated in daily first initial teaching in language arts and two periods of Second Chance Teaching with their classroom teacher, and two periods of science. We used this Second Chance Teaching model with our students last year for language arts and found many positive benefits: we noticed that more students in the lower grades were meeting standards on foundational literacy skills than in the past years, students were developing a more positive academic mindset, and teachers were able to get to know all their students at a deeper level.

During WIN time, students across grades 1-2 and across grades 3-5 regroup and learn with new classmates and a new teacher. The groupings are based on assessment data and are adjusted each trimester:
*English Learners receive Designated English Language Development (D-ELD). All English Learners took a language screening assessment at the beginning of the year. Staff used the screener data, in conjunction with the English Learner Proficiency Assessments for California (ELPAC) data, to create targeted instruction. During D-ELD, teachers teach 3-5 week cycles focused on a language skill, with a pre-assessment, targeted lesson and language objectives, and a post assessment.
*Non-English Learners who did not meet proficiency on phonics on their i-Ready assessment were given a phonics screener and then receive targeted phonics instruction.
*All other non-English Learners were placed in cross-grade level groups based on i-Ready data for targeted development in vocabulary. The instructional focus of these groups may change in trimesters 2 and 3 based on data.

This year, in addition to Second Chance Teaching, students will be using the iReady Instructional program for personalized learning to meet their identified needs. Students will receive pinpointed, targeted instruction at their level. Teachers monitor iReady data weekly and will intervene when a student is unable to grasp the concepts through iReady.

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). Bubb 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". There are 4 teachers who are currently participating in the new teacher Induction program administered by Mountain View Whisman School District personnel.

Teachers in Mountain View Whisman School District have been provided with ongoing professional learning on administering SBE-adopted instructional materials. Bubb teachers also participated in district provided professional development focused on building teacher knowledge and capacity with Differentiation, Equity, SIOP, MTSS and Health and Wellness. Teachers participate in site-based professional learning on CSS aligned instructional strategies, Designated and Integrated ELD, school safety, and social emotional learning. At Bubb, teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings and collaboration meetings. District instructional coaches regularly meet with Bubb staff members to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies. At Bubb we also have a teacher to support our newcomers.

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

Teachers at Bubb Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through peer coaching.

For the 2023-24 school year, the emphasis for professional development and coaching will be on:
*Data-based decision making (universal data cycle, MTSS, COST, RTI, WIN time and Designated ELD),
*Academic challenge and support for all students (SIOP/Integrated-ELD, Public Presentations of Learning, Enrichment)
*Social emotional learning and support. (Allyship)

Bubb student data shows that English learners perform at a lower level than their English fluent peers on benchmark and state assessments and student achievement data suggests that some students continue to have unfinished learning while other students continue to exceed standards.

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

Teachers share effective practices with colleagues to create an environment of continuous growth, celebration, and academic excellence. Staff works to ensure there is an alignment of curriculum to content standards. All students are provided with grade level standards-based adopted curriculum. Our staff embraces life-long learning with professional learning to enhance application of research-based strategies to implement grade level curriculum.

Our master schedule was designed to provide for the recommended instructional minutes in language arts and mathematics and the required instructional minutes for physical education and English Language Development. It was also designed to maximize mainstreaming opportunities for students in our specialized academic instruction classes. The master schedule allows for dedicated Tier 2 intervention periods in every grade level. In addition, targeted students receive additional support during the school day.

Opportunity and Equal Educational Access

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

At Bubb Elementary, all students have the opportunity to be successful. In all of our classrooms, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the Second Chance Teaching (RTI) block and WIN time.

<u>Parental Involvement</u>

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

    The parents of Bubb Elementary School are an integral part to our continued success. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Family Events (Science and Math Nights, Outdoor Movie Nights, International Potluck, etc.), Walkathon, Read a Thon, and parent-teacher-student conferences. Teachers, Principal, the At Risk Intervention Supervisor (ARIS) and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff. We have a Spanish translator on staff to translate parent-home communication.

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)

    Bubb School does not receive federal funding.

<u>Funding</u>

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

    Each year, Bubb Elementary's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Bubb, funds have been used to purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Bubb also receives donations through the Parent Teacher Association to support school day and after school enrichment programs.

Description of Barriers and Related School Goals

At Bubb we believe that all students deserve the best school experience possible. At. our core we believe that each student is multi-faceted and we need to educate the whole child. As we analyzed our data and our program last year, we realized that an area of need was addressing the amount of progress that each of our subgroups are making. According to iReady, our Hispanic/Latino, socially disadvantaged, and students with disabilities are making progress, they are not progressing at the same rate as other students.

In this year's site plan we have action items to provide remediation for our struggling students, additional practice for on level students, and enrichment for above grade level students. In this year's site plan, we have action items to revise our RTI system so that it is more individualized (through the use of iReady and teacher intervention), flexible, and addresses unfinished learning from the previous school years affected by the global pandemic. In addition to RTI time, we added an additional WIN time block, in which students receive Designated ELD, phonics instruction, or math/reading enrichment based on their data. We also have an SEL program to continue the welcoming climate that the Bubb community prides itself on.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	73	57	0	73	53	0	73	53	0.0	100.0	93.0
Grade 4	72	64	67	0	63	67	0	63	67	0.0	98.4	100.0
Grade 5	64	63	63	0	62	62	0	62	62	0.0	98.4	98.4
All Grades	201	200	187	0	198	182	0	198	182	0.0	99.0	97.3

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2509.9	2467.8		65.75	54.72		13.70	15.09		8.22	9.43		12.33	20.75
Grade 4		2558.5	2548.3		71.43	65.67		11.11	19.40		4.76	4.48		12.70	10.45
Grade 5		2595.7	2609.0		64.52	72.58		19.35	11.29		3.23	1.61		12.90	14.52
All Grades	N/A	N/A	N/A		67.17	64.84		14.65	15.38		5.56	4.95		12.63	14.84

	Reading — Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.42	43.40		38.36	41.51		8.22	15.09
Grade 4		57.14	52.24		36.51	41.79		6.35	5.97
Grade 5		56.45	58.06		33.87	32.26		9.68	9.68
All Grades		55.56	51.65		36.36	38.46		8.08	9.89

	Writing — Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.42	39.62		31.51	35.85		15.07	24.53
Grade 4		50.79	43.28		38.10	47.76		11.11	8.96
Grade 5		46.77	64.52		40.32	24.19		12.90	11.29
All Grades		50.51	49.45		36.36	36.26		13.13	14.29

| Listening
Demonstrating effective communication skills | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.77	24.53		61.64	62.26		9.59	13.21
Grade 4		39.68	31.34		49.21	64.18		11.11	4.48
Grade 5		29.03	38.71		64.52	53.23		6.45	8.06
All Grades		32.32	31.87		58.59	59.89		9.09	8.24

| Research/Inquiry
Investigating, analyzing, and presenting information | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		53.42	30.19		38.36	52.83		8.22	16.98
Grade 4		52.38	40.30		41.27	44.78		6.35	14.93
Grade 5		58.06	51.61		29.03	32.26		12.90	16.13
All Grades		54.55	41.21		36.36	42.86		9.09	15.93

Conclusions based on this data:

1. Listening and Research/Inquiry are relative areas of strength, indicating that it is important to continue provide students opportunities to gather data from multiple sources and work on collaborative research and/or inquiry projects.
2. Writing is an area of relative weakness, supporting the need for additional staff development.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	65	73	57	0	73	55	0	73	55	0.0	100.0	96.5
Grade 4	72	64	67	0	64	67	0	64	67	0.0	100.0	100.0
Grade 5	64	63	63	0	62	63	0	62	63	0.0	98.4	100.0
All Grades	201	200	187	0	199	185	0	199	185	0.0	99.5	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2499.3	2473.1		58.90	50.91		24.66	9.09		4.11	12.73		12.33	27.27
Grade 4		2559.1	2557.1		68.75	61.19		10.94	20.90		6.25	8.96		14.06	8.96
Grade 5		2589.3	2619.3		67.74	76.19		11.29	4.76		8.06	4.76		12.90	14.29
All Grades	N/A	N/A	N/A		64.82	63.24		16.08	11.89		6.03	8.65		13.07	16.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		61.64	52.73		24.66	21.82		13.70	25.45
Grade 4		73.44	65.67		12.50	23.88		14.06	10.45
Grade 5		67.74	77.78		16.13	11.11		16.13	11.11
All Grades		67.34	65.95		18.09	18.92		14.57	15.14

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.16	43.64		32.88	30.91		10.96	25.45
Grade 4		65.63	56.72		18.75	32.84		15.63	10.45
Grade 5		56.45	69.84		29.03	14.29		14.52	15.87
All Grades		59.30	57.30		27.14	25.95		13.57	16.76

| Communicating Reasoning
Demonstrating ability to support mathematical conclusions | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.68	43.64		36.99	34.55		12.33	21.82
Grade 4		67.19	58.21		21.88	32.84		10.94	8.96
Grade 5		54.84	66.67		29.03	22.22		16.13	11.11
All Grades		57.29	56.76		29.65	29.73		13.07	13.51

Conclusions based on this data:

1. The majority of Bubb students are meeting or exceeding standards; however, there is a significant percentage of students who are not meeting standards.
2. Communicating reasoning remains an area of need, indicating that language support in math is needed.

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
*	*	19	12	*	*	35	42.9%	25.7%	20.00%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K		*	*	*			*	40.0%	20.00%	20.00%
1			*	*	*		*	57.1%	42.86%	28.57%
2			*	*			*	28.6%	28.57%	28.57%
3			*	*	*		*	83.3%	33.33%	16.67%
4			*				*	0.00%	0.00%	0.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	11
Grade 1	*	*	*	*	*
Grade 2	*	*	*		*
Grade 3	*		*	*	*
Grade 4	*		*		*
Grade 5	*	*	*	*	15
Grand Total	18	14	14	*	56

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	11
Grade 1	*		*	*	*

2023 ELPAC Summative Oral Language Level					
Grade 2	*	*	*	*	*
Grade 3			*	*	*
Grade 4	*	*		*	*
Grade 5	*	*	*	*	15
Grand Total	15	*	13	20	56

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		11
Grade 1	*	*	*	*	*
Grade 2	*	*			*
Grade 3	*		*	*	*
Grade 4	*	*	*		*
Grade 5	*	*	*	*	15
Grand Total	23	17	12	*	56

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K		*	*		11
Grade 1	*	*	*		*
Grade 2	*	*	*		*
Grade 3		*	*		*
Grade 4	*	*			*
Grade 5	*	*	*		15
Grand Total	*	32	17		56

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		11
Grade 1	*	*	*		*
Grade 2	*	*	*		*
Grade 3		*	*		*
Grade 4	*		*		*
Grade 5	*	*	*		15
Grand Total	20	19	17		56

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		14

2022 ELPAC Summative Reading Level				
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*		*
Grade 4	*	*	*	*
Grand Total	22	15	*	47

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*			11
Grade 1	*	*	*		*
Grade 2	*	*	*		*
Grade 3	*	*	*		*
Grade 4	*	*	*		*
Grade 5	*	*	*		15
Grand Total	17	23	16		56

Conclusions based on this data:

1. Even students within the same ELPAC overall level have a different profile for their subscores. D-ELD needs to be targeted to their specific domain needs.

2. There is an increased number of newcomer EL students, indicating a need for emerging language support.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

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

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

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

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

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

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

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

Benjamin Bubb Elementary

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Benjamin Bubb Elementary Overall	78%	10%	11%
Asian	97%	3%	0%
Hispanic/Latino	45%	20%	35%
White	82%	9%	8%
SWD	32%	16%	52%
Not SWD	87%	9%	4%
SED	33%	21%	45%
Not SED	89%	8%	3%
EL	33%	25%	42%
EO	84%	9%	7%
IFEP	98%	2%	0%
RFEP	90%	6%	3%
0	93%	7%	0%
1	71%	21%	9%
2	73%	14%	14%
3	74%	7%	19%
4	85%	9%	6%
5	78%	4%	18%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Benjamin Bubb Elementary Overall	71%	29%
Asian	82%	18%
Hispanic/Latino	51%	49%
White	75%	25%
SWD	45%	55%
Not SWD	76%	24%
SED	51%	49%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	76%	24%
EL	46%	54%
EO	75%	25%
IFEP	80%	20%
RFEP	74%	26%
0	77%	23%
1	70%	30%
2	64%	36%
3	72%	28%
4	67%	33%
5	78%	22%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Benjamin Bubb Elementary Overall	77%	15%	9%
Asian	94%	6%	0%
Hispanic/Latino	37%	34%	29%
White	84%	10%	6%
SWD	28%	30%	42%
Not SWD	86%	12%	2%
SED	28%	42%	30%
Not SED	88%	8%	4%
EL	34%	40%	26%
EO	83%	10%	7%
IFEP	96%	4%	0%
RFEP	81%	16%	3%
0	83%	17%	0%
1	64%	31%	5%
2	75%	15%	10%
3	70%	21%	9%
4	89%	3%	8%

Math - Diagnostic 3 2022-2023			
5	79%	4%	16%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Benjamin Bubb Elementary Overall	69%	31%
Asian	79%	21%
Hispanic/Latino	57%	43%
White	69%	31%
SWD	44%	56%
Not SWD	74%	26%
SED	46%	54%
Not SED	75%	25%
EL	58%	42%
EO	70%	30%
IFEP	80%	20%
RFEP	65%	35%
0	69%	31%
1	60%	40%
2	69%	31%
3	75%	25%
4	57%	43%
5	84%	16%

Conclusions based on this data:

1. Overall, most students are meeting or exceeding standards on iReady and exceeding the district average; however, subgroup data shows a big discrepancy between Hispanic and other ethnicities, and SWD, SED and non-SWD and non-SED.

2. There was an increase in students meeting their annual typical growth targets, indicated that previous strategies to provide personalized and targeted instruction were effective.

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**

By June 2024, there will be:

- a 2-percentage point increase (from 80% to 82%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5)

*we will maintain 100% for Asian students,
*a 2-percentage point increase (from 84% to 86%) for White students,
*a 6-percentage point increase (from 41% to 47%) for Hispanic/Latino students,
*a 7-percentage point increase (from 31% to 38%) for socioeconomically disadvantaged students,
*a 8-percentage point increase (from 19% to 27%) for students with disabilities,
*a 2-percentage point increase (from 83% to 85%) for English-only students, and

- 100% of students will meet their yearly growth targets in Reading as measured by the i-Ready diagnostic assessments.

Key Strategies:
*Adjusting Response to Instruction (RTI)
*iReady Instructional Program
*Integrated ELD
*Designated ELD
*MTSS including: Universal Data Protocol Cycles, COST and SST
*WIN (What I Need) Time
*Differentiation
*Public Presentations of Learning
*Personalized Professional Development
*K-2 supplemental materials that focus on foundational reading skills.

Data Used to Form this Goal:
CAASPP data and iReady Data

Findings from the Analysis of this Data:

2022-23 CAASPP ELA Goals
Overall: 82% to 84% meeting or exceeding standard
Goal not met: decreased to 80%

Asian: 91% to 92%
Goal met: increased to 100%

White: 91% to 92%
Goal not met: decreased to 84%

Hispanic/Latino: 45% to 51%
Goal not met: decreased to 41%

SED: 42% to 48%
Goal not met: decreased to 31%

SWD 30% to 37%
Goal not met: decreased to 19%

2022-23 iReady Reading Annual Typical Growth Goals
Overall: 72% to 75% meeting or exceeding ATG
Goal not met: decreased to 71%

Asian: 80% to 82%
Goal met: increased to 82%

White: 73% to 76%
Goal not met: increased to only 75%

Hispanic/Latino: 57% to 61%
Goal not met: decreased to 51%

SED: 58% to 62%
Goal not met: decreased to 51%

SWD 70% to 73%
Goal not met: decreased to 45%

For 2022-23, Bubb school exceeded the District Annual Typical Growth at 71%. The district's annual typical growth was 61%.

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle Protocols, benchmark, iReady, and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI) and WIN time.

What short-term outcomes will you expect? Teachers will regroup for RtI and WIN time 2-3 weeks after iReady and ELPAC data has been gathered. Teachers will conduct data review meetings (universal data cycle protocol) within the first month of school to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?
Students will be regrouped during dedicated second chance teaching time (RTI time and WIN time) based on data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.
Students will complete at least 30-45 minutes a week of iReady lessons.
Students will meet at least 40% of their Annual Typical Growth by November Diagnostic 2 iReady Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue WIN Time to move students forward in their annual typical growth: Regroup students across Grades 1-2 and 3-5 based on iReady and ELPAC data Non-ELs not proficient on iReady phonics take a phonics screener and are placed in a Sounds Sensible or SPIRE phonics intervention group Other Non-ELs will rotate between vocabulary, reading, math, or informational text enrichment groups Evidence: Collaboration logs, lesson plans, classroom observations	Aug-May	Principal Teachers	Supplemental resources during WIN time to support reading instruction (SPIRE/Sounds Sensible, Word Nerds Vocabulary Study, class sets of novels, etc.)	4000-4999: Books And Supplies	School Allocation	2000
Utilize Razkids, Reading A-Z ELL Edition licenses, and SPIRE/Sounds Sensible, CoreKnowledge in grades k-2 to support reading instruction and move students forward with their annual typical growth.	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor Data and intervene as needed Evidence: Usage Data, collaboration logs, lesson plans, classroom observations						
Intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based data and priority standards Evidence: Collaboration logs, pacing guides, benchmark assessments, lesson plans, classroom observations	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Provide dedicated STEAM instruction to all students aligned to NGSS	Aug-June	Teachers	2 Dedicated STEM teachers--district provided			
Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely to move students forward with their annual typical growth. Evidence: Lesson plans, Second Chance Teaching/STEAM groupings, collaboration logs, Second Chance data, iReady data, classroom observations	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Apply Sheltered Instruction Observation Protocol (SIOP) techniques, focusing on comprehensible input and focusing on the question "How do we know the students learned it?" and continuing the work with objectives	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and assessments. Evidence: Classroom observation data, lesson plans/pacing guides, assessment						
Conduct regular classroom walkthroughs Evidence: calendar of walkthroughs, individual and group feedback	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Utilize iReady Instructional ELA program to provide personalized instruction Monitor data weekly Provide teacher directed intervention and enrichment based on data Evidence: usage data	Aug-May	Principal Teachers	iReady Challenges incentives	4000-4999: Books And Supplies	School Allocation	500
Use MVWSD's Universal Data Cycle to conduct data review meetings. Teachers use data and make adjustments as needed. This will help students to move forward with their annual typical growth. Evidence: Protocol forms, data review notes, collaboration logs	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Site-Based Professional Development: Data-driven decision making, Academic challenge and support for all students Evidence: staff meeting agendas	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personalized Professional Development for Teachers, Librarian, and Special Education Instructional Assistants This can be done virtually. Evidence: Participant notes	Nov-May	Principal Teachers	On demand, virtual Professional Development from BER (Bureau of Educational Research)	5800: Professional/Consulting Services And Operating Expenditures	TSSP	2000
			Teacher hourly pay for PD	1000-1999: Certificated Personnel Salaries	TSSP	1900
			Classified staff hourly pay	2000-2999: Classified Personnel Salaries	TSSP	400
Grade Levels implement at least one Public Presentations of Learning: Culmination of learning Presentation to a public audience (pomp and circumstance, presentation may include a product, students must present what they learned) Feedback from the public Evidence: presentations, collaboration logs	Oct-May	Principal Teachers	Materials for Public Presentations of Learning	4000-4999: Books And Supplies	TSSP	2000
In order to build a culture of reading, families can attend literacy events and students have literacy opportunities at school. Evidence: morning announcements have the staff talking about their childhood favorite book or genre, assemblies from authors, Book Break	Aug-May	PTA	PTA expense	4000-4999: Books And Supplies	Donations - PTA	400
Analyze data from benchmarks, observations, and feedback and revise plan as needed Evidence: data review notes, collaboration logs, site council	Aug-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
agendas and minutes						
Implement new or revised strategies based on revision of plan	Oct-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

<div align="center">

School Goal #2

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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**
By June 2024, there will be: ● a 2-percentage point increase (from 76% to 78%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5), *a 1-percentage point increase (from 96% to 97%) for Asian students, *a 2-percentage point increase (from 85% to 87%) for White students, *a 7-percentage point increase (from 31% to 38%) for Hispanic students, *a 8-percentage point increase (from 21% to 29%) for socioeconomically disadvantaged students, *a 8-percentage point increase (from 23% to 31%) for students with disabilities, *a 2-percentage point increase (from 81% to 83%) for English-only students, and ● 100% of students will meet their yearly growth targets in Math as measured by the i-Ready diagnostic assessments. Key Strategies: *Adjusting Response to Instruction (RTI) *iReady Instructional Program *Integrated ELD *Designated ELD *Data Review Meetings and Universal Data Cycles *WIN (What I Need) Time *Differentiation *Public Presentations of Learning

Data Used to Form this Goal:
CAASPP iReady

Findings from the Analysis of this Data:

2022-23 CAASPP Math Goals
Overall: 81% to 83% meeting or exceeding standard
Goal met: decreased to 76%

Asian: 96% to 96.4%
Goal maintained: at 96%

White: 89% to 90%
Goal not met: decreased to 85%

Hispanic/Latino: 39% to 45%
Goal not met: decreased to 31%

SED: 38% to 44%
Goal not met: decreased to 21%

SWD 21% to 29%
Goal not met: increased only to 23%

2022-23 iReady Math Annual Typical Growth Goals
Overall: 69% to 72% meeting or exceeding ATG
Goal maintained: at 69%

Asian: 77% to 79%
Goal met: increased to 79%

White: 72% to 75%
Goal not met: decreased to 69%

Hispanic/Latino: 47% to 52%
Goal met: increased to 57%

SED: 52% to 57%
Goal not met: decreased to 46%

SWD 50% to 55%
Goal not met: decreased to 44%

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle Protocols, benchmark, iReady, and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI) and WIN time.

What short-term outcomes will you expect? Teachers will regroup for RtI and WIN time approximately 2-3 weeks after iReady and ELPAC data is gathered. Teachers will conduct data review meetings (universal data cycle) within the first month of school to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?
Students will be regrouped during dedicated second chance teaching time (RTI time and WIN time) based on data. Students will show improvement based on post-assessment data and successful lesson completion on iReady.
Students will complete at least 30-45 minutes a week of iReady lessons.
Students will meet at least 40% of their Annual Typical Growth by November Diagnostic 2 iReady Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue WIN Time: Regroup students across Grades 1-2 and 3-5 based on iReady and ELPAC data Non-ELs in grades 3-5 will receive math enrichment or intervention around problem solving. Evidence: Collaboration logs, lesson plans, classroom observations	Aug-May	Principal Teachers	Supplemental resources during WIN time to support math instruction (i.e. Touch Math)	4000-4999: Books And Supplies	School Allocation	2000
Intentional planning using the SIOP framework, and intentional planning for reteaching, pre-teaching, or differentiating based data and priority standards Evidence: Collaboration logs, pacing guides, benchmark assessments, lesson plans, classroom observations, UDC	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Refine Response to Instruction (RTI) process to make it more directed, responsive, and timely) Evidence: Lesson plans, Second Chance Teaching/STEAM groupings, WIN groupings, collaboration logs, Second Chance data, iReady data, classroom observations	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Apply Sheltered Instruction Observation Protocol (SIOP) techniques, focusing on comprehensible input and focusing on the question "How do we know the students learned it?" and continuing the work with objectives and assessments. Evidence: Classroom observation data, lesson plans/pacing guides, assessment	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Conduct regular classroom walkthroughs Evidence: calendar of walkthroughs, individual and group feedback	Aug-May	Principal	No expenditures, part of regular staff responsibilities			
Provide differentiated math instruction based on pre-assessment and exit ticket data to move students forward with their annual typical growth Pre-assess at the beginning of a module. Students who have demonstrated mastery complete daily problem sets and exit tickets to practice skills and	Aug-May	Principal Teachers	Enrichment materials (such as Marcy Cook)	4000-4999: Books And Supplies	School Allocation	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
verify understanding and supplemental problem solving and number sense materials. Students not yet demonstrating mastery will have more direct instruction and small group time with the teacher. Evidence: collaboration logs, assessment data, lesson plans, classroom observations						
Utilize iReady Instructional math program to provide personalized instruction Monitor data weekly Provide teacher directed intervention and enrichment based on data Evidence: usage data	Aug-May	Principal Teachers	iReady Challenges incentives	4000-4999: Books And Supplies	Donations - PTA	250
Monthly Data Review Meetings, using MVWSD's Universal Data Cycle to help students to move forward with their annual typical growth. Evidence: Protocol forms, data review notes, collaboration logs	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Site-Based Professional Development: Data-driven decision making, academic challenge and support for all students to help move students forward with their annual typical growth. Evidence: staff meeting agendas	Aug-May	Principal Teachers Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development for Teachers and Special Education Instructional Assistants (this could be site based from the district BCBA) Evidence: Participant notes, handouts	Oct-May	Principal Teachers Classified Staff	On demand, virtual Professional Development from BER (Bureau of Educational Research)	5800: Professional/Consulting Services And Operating Expenditures	TSSP	2000
			Teacher hourly pay for PD	1000-1999: Certificated Personnel Salaries	TSSP	1900
			Classified hourly pay for PD	2000-2999: Classified Personnel Salaries	TSSP	400
Implement school-wide Problem of the Month to focus on Standards for Mathematical Practice Evidence: student work	Oct-May	Principal Teachers	Motivational Prizes (PTA expense)			
Families can attend school wide math and/or science night Evidence: master calendar	Nov-May	Principal PTA	PTA Expense			
Continental Math Club supervised by classroom teacher Open to all interested 4th and 5th graders Evidence: contest results, master calendar	Nov-May	Teacher	Continental Math Materials	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	600
			Teacher Hourly Rate	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	2750
Analyze data from benchmarks, observations, and feedback and revise plan as needed Evidence: data review notes, collaboration logs, site council	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
agendas and minutes						
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #3

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

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

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

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

By June 2024:

- 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. (Currently there are 8 students that scored a Level 4)
- the percentage of English Learners scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 43% to 49%,
- the number of students who are At-Risk of becoming LTEL will decrease by 20%, from 5 to 4.
- there will be a 2-percentage point increase (from 80% to 82%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

Key Strategies:
*SIOP Comprehensible Input Techniques
*iReady Instructional Program
*Integrated ELD (focus on lesson preparation, key vocabulary, and feedback)
*Designated ELD Learning Cycles (pre-assessment, targeted instructions, post-assessment)
*Learning A-Z ELL edition materials
*Data Review Meetings
*RFEP Monitoring
Newcomer English Learner groups
Individual English Learner student-parent-school progress meetings
Family Engagement and Education
Interpretation/Translation
Professional Development for designated ELD rotations/classes

Data Used to Form this Goal:
CAASPP ELA ELPAC Summative Spring 2023 and Initial Reclassification rates

Findings from the Analysis of this Data:

2022-23 CAASPP RFEP Goal
CAASPP ELA: 90% to 91% of RFEP students meeting or exceeding
Goal not met: decreased to 88%

2022-23 ELPAC Goal
All English Learners will increase an ELPAC level (or maintain a 4) from 54% to 58.6%
Goal not met: 42.9% of ELs increased a level or maintained a level 4

Reclassify
Goal Met: All students who scored ELPAC 4 reclassified

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, CFA, and CAASPP data, observations and feedback on the use of SIOP strategies in all content lessons focusing on comprehensible input and designated ELD instruction

Weekly progress monitoring in collaboration and/or staff meetings and the UDC

What short-term outcomes will you expect? Students will show improvement on CFAs in ELA and math, students will meet daily language objectives
All teachers will implement a 3-5 week Designated ELD cycle by September.

What early evidence of change will demonstrate the school is on track? Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hand-on activities. Student post-assessment scores for Designated ELD cycles increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue WIN Time: Regroup students across Grades 1-2 and 3-5 based on iReady and ELPAC data ELs are placed in D-ELD groups based on ELPAC levels Implement 5-7 week D-ELD cycles 1. Pre-assess 2. Identify area of need and language/learning objectives 3. Teach for 5-7 weeks, focused on	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the objectives 4. Post-assessment 5. Analyze and identify next area of need and objectives Evidence: Collaboration logs, lesson plans, classroom observations, assessment data						
Utilize Supplemental Designated ELD curriculum in addition to core Benchmark Advance Curriculum (Grammar Gallery, English 3D, Academic Vocabulary Toolkit, Reading A-Z ELL Edition, Hands on Learning	Aug-May	Principal Teachers Coach	Hands on Learning (Kinder)	5800: Professional/Consulting Services And Operating Expenditures	TSSP	500
Apply Sheltered Instruction Observation Protocol (SIOP) techniques, focusing on comprehensible input and focusing on the question "How do we know the students learned it?" and continuing the work with objectives and assessments. Evidence: Classroom observation data, lesson plans/pacing guides, assessment, CFAs	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Conduct SIOP implementation walkthroughs. Provide written feedback to staff and overall trends at staff meetings Evidence: Walkthrough data	Aug-May	Principal EL TOSA	No expenditures, part of regular staff responsibilities			
Use MVWSD's Universal Data Cycle, with focus on ELs and RFEPs	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: Protocol forms, data review notes, collaboration logs Individual family-student-principal data review meetings for all EL students • Review language and reading progress (ELPAC and reading scores) • Review reclassification criteria • Set goals and action items to increase an ELPAC level and increase reading levels Evidence: meeting notes, calendar						
Newcomer English Learner group is provided with 80 minutes of extra EL time with a district hired EL TOSA Evidence: schedule of Newcomer teacher	Aug-May	District Expense	No expenditures, provided by the district			
Site-Based Professional Development: Data-driven decision making, Academic challenge and support for all students	Aug-June	Principal Teachers	No expenditures, part of regular staff responsibilities			
Professional Development for Teachers through outside company and/or district ELD TOSA Special Education Instructional Assistants professional development Evidence: participant notes, handouts	Aug-May	Teachers Principal	On demand, virtual Professional Development from BER (Bureau of Educational Research) District provided EL PDs	5000-5999: Services And Other Operating Expenditures	TSSP	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teacher hourly pay for PD	1000-1999: Certificated Personnel Salaries	TSSP	1000
			Classified hourly pay for PD	1000-1999: Certificated Personnel Salaries	TSSP	200
Analyze data from benchmarks, observations, and feedback and revise plan as needed

Evidence: data review notes, collaboration logs, site council agendas and minutes | Nov-May | Principal Teachers School Site Council | No expenditures, part of regular staff responsibilities | | | |
| Implement new or revised strategies based on revision of plan | Nov-May | Principal Teachers | No expenditures, part of regular staff responsibilities | | | |

Planned Improvements in Student Performance

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School Goal #4

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

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

Strategic Plan Goal Area #2:
Student Social Emotional Health

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

By June 2024, there will be:

- a 2-percentage point increase (from 82% to 84%) in the number of families who agree or strongly agree their students receive the social emotional support that they need, and
- a 3-percentage point increase (from 73% to 76%) in the number of students who who agreed or strongly agreed the students at my school are treated with respect , as measured by the district Local Control Accountability Plan (LCAP)/Climate survey.
- a 4-percentage point increase (from 60% to 64%) in the number of students who utilize the Sown to Grow Student Check In as measured by the Sown to Grow report.
- a 3-percentage point increase (from 70% to 73%) in the number of teacher feedback responses as measured by the Sown to Grow report.
- a 2-percentage point decrease from 80% to 78% for white student group as measured by the school suspension disproportionality data, and
- a 3-percentage point increase from 73% to 76% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:
Welcome Week Activities
Positive Behavior Supports, BUBB Way, and Cub Kudos
Weekly morning meetings
Structured recess games and activities
Student leadership
Classroom-home communication
Schoolwide Social Emotional Learning programs
Regular student-teacher check ins
Public Presentations of Learning
Sown to Grow feedback and check-ins
Sown to Grow Teacher Resource Page

Data Used to Form this Goal:
LCAP and Sown to Grow Check -In and Feedback Data

Findings from the Analysis of this Data:

Multi-year data shows that family scores range from the high 70s to the low 80s and from 21-22 to 22-23 the score increased from 77%-82%.
Student scores are stable over the past couple of years.

Bubb Elementary School began use of the Sown to Grow platform during the 2022-23 school year. During year one implementation, the baseline Student Check-In rate was 59.8% as measured by the Sown to Grow report. The baseline Teacher Feedback rate was 70% as measured by the Sown to Grow report.

How the School will Evaluate the Progress of this Goal:

Monthly Sown to Grow usage/engagement reports, LCAP/Climate Survey data, monthly meeting data, incorporation of Sown to Grow into Coordination of Services Team (COST) and Universal Data Cycle Meetings.

What short- term outcomes will you expect?
School rules and expectations visible around the school, staff awarding Cub Kudos daily
SEL lessons in the classroom
SEL connections in the weekly morning meeting

What early evidence of change will demonstrate the school is on track?
Students receiving Cub Kudos and meeting weekly school goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use the BUBB way, which positively states school rules and expectations matrix for all common areas of the school. Continuously teach, rehearse, reinforce, and review expectations and rules to support behavior. Create and implement Cub Kudos positive behavior recognition program Evidence: Expectations matrix visible, BUBB way data, morning meeting videos	Aug-May	Principal Teachers At Risk Intervention Supervisor (ARIS) Classified Staff	Student Motivational Prizes (Cub Kudos)	4000-4999: Books And Supplies	Donations - PTA	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Welcome Week and Revisit days Welcome Week: • Supplies for school wide games	Aug-May	Principal Teachers Classified Staff	No expenditures			
Structured recess games and activities Evidence: master calendar	Aug-May	Principal ARIS	Contracts with vendors such as Run for Fun, PYT	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	7000
Student Leadership: spirit committee, sunshine committee, No Place For Hate Leaders Evidence: master calendar	Aug-May	Principal At Risk Intervention Supervisor	District hourly staff	1000-1999: Certificated Personnel Salaries	Donations - PTA	2000
Schoolwide SEL materials Respect Differences digital program from Soul Shoppe with follow up grade level, in-person assemblies Evidence: master calendar, usage/access data	November -April	Principal Teachers	Contract with Soul Shoppe	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	4500
			Contract with Soul Shoppe	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	4400
Implement monthly digital citizenship lessons (K-5) Evidence: master calendar, lesson plans	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All classes assigned a Bubb Buddy class which meets at least monthly Evidence: master calendar, collaboration notes	Aug-May	Principal Teachers	Supplies for Buddy activities	4000-4999: Books And Supplies	Donations - PTA	1000
Whole class SEL lessons from CHAC Kindergarten and K-1 SAI class: Connection Circle Grades 1, 3, and 5: Whole Classroom program Grades 2 and 4: Back Together! Arts based program Evidence: master calendar	Aug-Jan	Teachers	District expense			
Monthly parent-led Project Cornerstone lessons with classroom follow up Evidence: lesson plans	Sept-May	Teachers	No expenditures, part of regular staff responsibilities			
Monthly lessons to support MVWSD's Better Together initiative. This year's focus is Allyship. Evidence: lesson plans, student work	Sept-May	Principals Teachers	No expenditures, part of regular staff responsibilities			
Site-Based Professional Development: Social emotional learning and support such as positive behavior supports and MVWSD's Behavior Response Standards	Aug-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Evidence: staff meeting agendas						
Social Emotional Student Check-In and Teacher Response weekly through the Sown to Grow platform.	Sept-May	Principal Teachers	No expenditures, part of regular staff responsibilities			
Use of the District Wide Behavior Response standards, referral system, and matrix are being used to ensure that the whole child is being considered when looking at behavior	Aug-May	Principals Teachers At Risk	No Expenditures, part of regular staff responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed Evidence: data review notes, collaboration logs, site council agendas and minutes	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

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School Goal #5

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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**

By June 2024:
 	
   • the Average Daily Attendance rate will be at least 97% or above,
   • the overall chronic absenteeism rate for subgroups will decrease by 1% from 11.02% to 10.02% based on District Chronic Absenteeism data,
   • the chronic absenteeism rate for our students with disabilities will decrease from 40.0% to 36.0% and our Hispanic/Latino students from 62.5% to 56.3% and
   • there will be a 1.0-percentage point increase (from 90.0% to 91.0%) 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:
Principal's Coffees
Weekly morning meetings
Social media posts
Classroom newsletters/communication at least 2 times a month
School Attendance Review Team (SART) procedures
Family Events
Interpretation/Translation
Parent University Extension Series

Data Used to Form this Goal:
LCAP Data

Findings from the Analysis of this Data:
The percentage of parents who feel the school creates a welcoming environment decreased slightly last school year.   The challenge for this school year is to find ways for families to be involved and welcomed. The average daily attendance rate decreased in the past year. Chronic absenteeism increased dramatically.

How the School will Evaluate the Progress of this Goal:
weekly attendance checks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Follow SART attendance process Evidence: SART letters	Aug-May	Principal Secretary At Risk Intervention Supervisor School and Community Engagement Facilitator	No expenditures, part of regular staff responsibilities			
Classroom Newsletters/ Communication at least 2 times a month on importance of attendance, and the actions in the classroom that support a welcoming environment Evidence: newsletters	Aug-May	Teachers	No expenditures, part of regular staff responsibilities			
Principal's Coffees Evidence: master calendar, agendas	Aug-May	Principal School and Community Engagement Facilitator (SCEF)	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Publish weekly morning meetings and social media posts to promote the importance of attendance and to help families feel connected to what is happening at school Evidence: morning meeting videos on school facebook page, social media posts	Aug-May	Principal Staff	No expenditures, part of regular staff responsibilities			
Conduct home Visits Evidence: calendar, home visit log	Aug-May	Principal SCEF	No expenditures, part of regular staff responsibilities			
Family Events (Walkathon, Math nights, movie nights, etc.) Evidence: master calendar, flyers	Aug-May	Principal PTA	PTA funds			
Parent University Extension Series Evidence: master calendar, attendance data	October-May	Principal SCEF Teachers	Teacher hourly pay Books and materials to support Parent U ext.	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU) Parent Engagement (PIQE/FEI/PU)	1750 1388
Interpretation and Translation for documents and meetings which may not be Spanish. Evidence: calendar, meeting notes, newsletters	Aug-May	Principal SCEF	Language Line Open PO	5800: Professional/Consulting Services And Operating Expenditures	TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support for families that are at risk of being chronically absent. Parent meetings to make a connection with families and discuss what barriers may be removed to get their student(s) to school. Including parent education, parent meetings and monthly incentives	October-May	Principal SCEF Teachers	Incentive items for families	4000-4999: Books And Supplies	School Allocation	1500
Reinforcing student attendance such as daily raffle immediately after the bell, setting a montly attendance goal, etc	October-May	Principal	Prizes for students	4000-4999: Books And Supplies	Donations - PTA	1500
Seminarios - a part of our Parent University series	October-May	SCEF	Family Education	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	379
Analyze data from benchmarks, observations, and feedback and revise plan as needed Evidence: data review notes, collaboration logs, site council agendas and minutes	Nov-May	Principal Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	Nov-May	Principal Teachers	No expenditures, part of regular staff responsibilities			

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	25,725	34,300	16,900.00
School Facility	1,050	1,400	1,400.00
TSSP	10,800	14,400	300.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School Enrichment - Elementary Schools	3,350.00
Donations - PTA	18,150.00
Parent Engagement (PIQE/FEI/PU)	3,517.00
School Allocation	17,400.00
TSSP	14,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	11,500.00
2000-2999: Classified Personnel Salaries	800.00
4000-4999: Books And Supplies	21,638.00
5000-5999: Services And Other Operating Expenditures	1,179.00
5800: Professional/Consulting Services And Operating	21,400.00

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	2,750.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	600.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	2,000.00
4000-4999: Books And Supplies	Donations - PTA	4,650.00
5800: Professional/Consulting Services And	Donations - PTA	11,500.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1,750.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,388.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	379.00
4000-4999: Books And Supplies	School Allocation	13,000.00
5800: Professional/Consulting Services And	School Allocation	4,400.00
1000-1999: Certificated Personnel Salaries	TSSP	5,000.00
2000-2999: Classified Personnel Salaries	TSSP	800.00
4000-4999: Books And Supplies	TSSP	2,000.00
5000-5999: Services And Other Operating	TSSP	800.00
5800: Professional/Consulting Services And	TSSP	5,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,200.00
Goal 2	16,900.00
Goal 3	2,500.00
Goal 4	20,400.00
Goal 5	7,517.00

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
Mariko Kobata	X				
Abby Stanford		X			
Danielle Gorospe		X			
Erika Kao		X			
Corey Tappero			X		
Parth Shukla				X	
David Sheni				X	
David Rosen				X	
Silja Paymer				X	
Sabira Ahuja				X	
Numbers of members of each category:	1	3	1	5	

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
Mariko Kobata	X				
Carol Packer		X			
Eduardo Rios Pacheco			X		
Lorena Vazquez				X	
Mara Martins				X	
Sandy Yao				X	
Numbers of ELAC Members of each category:	**1**	**1**	**1**	**3**	

Recommendations and Assurances

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

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

X   English Learner Advisory Committee

                                                        Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 19, 2023.

Attested:

Mariko Kobata

Typed Name of School Principal

Signature of School Principal

10/19/23

Date

David Rosen

Typed Name of SSC Chairperson

Signature of SSC Chairperson

10/20/23

Date