

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
R. L. Stevenson Elementary School	19- 64337- 6012009	November 18, 2019	December XXXXXXX, 2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

- Stevenson is not a Title I school

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Through the use of district adopted curriculum and ancillary materials, all students will receive standards-based instruction delivered by highly qualified teachers in a safe and clean school setting. Teachers will administer and review all local and state mandated assessments to monitor student progress toward mastery of grade level standards. Informal and formal assessment data is used to provide targeted instruction to students below grade level. Teachers will focus on Tier I level instruction to support district-wide goals and to ensure all students have equal access. Stevenson will continue to integrate VAPA standards into instructional practices.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

BUSD annually surveys parents and district employees with the Hanover study. They use this information to guide their mission, vision, and goals. Stevenson also gathers input from parents at PTA meeting, FFS meetings, ELAC meetings and School Site Council meetings.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts regular formal and informal classroom visits. Observations include monthly visits to the classrooms serving the English Language Learners, GATE clusters, and SPED instruction per district wide master plans.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories 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

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Using California State Standards, with an emphasis on reading comprehension positively impacts scores across all strands in English Language Arts and Math. We have a school-wide focus to increase the number of students proficient in ELA and math. Even though English Learner and Socioeconomic Disadvantaged subgroups are not significant for our school site, we continue to monitor progress. Teachers use State-adopted, district curriculum based Benchmark assessments, GoMath assessments, STAR, CAASPP results, and other assorted assessments to guide instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Analysis of our site-based assessment data indicated that we continue to increase student proficiency rates. During interim assessment meetings, the principal, curriculum specialist, and grade level teams analyze internal assessment data. Based on grade level analysis, instruction and tiered supports are modified to meet grade level needs and class assignments are determined at the end of the year meeting.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff meet ESSA requirements. All instructional assistants meet ESSA requirements. All teachers meet ESSA highly qualified teacher status through their State certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Stevenson Elementary School meets the sufficiency requirements of credentialed teachers. Teachers participate in district-wide professional development related to California State Standards, school-wide staff development related to the California State Standards, and development and implementation of successful instructional strategies. Stevenson is participating in the district wide, site-base Excellent First Instruction to support Tier 1 instructional strategies in the classroom.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

It is our job to provide for the academic needs of our students during the hours they spend with us at our school. By focusing on the academic growth of our students, we hope to see strong growth in reading, math, comprehension, vocabulary, and writing strategies. Alignment of staff development is critical to the success of student achievement and performance:

- Teachers will participate in site-based professional development for the implementation of Excellent First Instruction Tier 1 supports, Formative assessment in the classroom, Math instruction, Technology instruction integration, Video production, Music Integration, Visual Arts integration, and DramaWorks.
- Teachers will implement best practices from California State Standards to increase student achievement in language arts (Benchmark Universe) and math (GoMath) and a wide variety of supplemental curriculum.
- Teachers will continue to implement Step Up to Writing program in addition to the Benchmark writing program.
- Teachers will continue to implement strong student engagement strategies that will increase the involvement of ALL students.
- We will continue to utilize three certificated teachers to support our instructional program.
- We will continue to support our ELL students with a full-time instructional assistant and a one day a week certificated teacher.
- We will continue providing professional development in GATE strategies that are good for all students.
- Teachers will be given opportunities to attend district professional developments.
- Teachers will implement Next Generation Science Standards (NGSS) sponsored STEMScopes science curriculum.
- Teachers will continue to implement Houghton Mifflin Social Studies curriculum as well as teacher researched curriculum.

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

Stevenson Elementary School teachers receive professional development in understanding California State Standards, Benchmark Universe Language Arts Curriculum, STEMScopes science and GoMath at the district and site level. Improving student engagement remains a focus and continued opportunities for training in student engagement strategies are offered during the school year. In addition, effective instructional strategies for Tier 1 classroom supports are researched and discussed during staff and grade-level collaborative meetings.

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

During early release Tuesdays once a month grade-level meetings, teachers meet with grade-level colleagues to discuss student progress and to collaborate on effective instructional practices per the district wide focus goals. Grade-level teams are provided substitute release time one to two times a year to engage in assessment review meetings analyze data in-depth in order to discover programmatic trends, as well as specific student needs. Target students and instructional strategies are discussed to ensure student success and achievement.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum, instructional plans and materials at Stevenson Elementary School are strategically aligned to the California State Standards. Teachers are provided with grade level collaboration time and early dismissal Tuesday time to plan and pace, per grade-level. At these meetings, we make sure to address the district performance standards for all students, and set goals to surpass the federally designated proficiency rates in ELA and Math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students are provided with the resources and opportunities necessary to meet State content standards at grade level. All instructional minutes are monitored by BUSD and have been found to exceed State requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have worked on a lesson pacing schedule for ELA and Math. Interventions are designed for students who need assistance in learning State Standards as well as opportunities for students to extend their learnings.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have standards-based instructional materials appropriate to all grade-levels and meet Williams compliance. (State-adopted materials)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Every student has access to district approved, SBE adopted instructional materials in every subject area, including those materials used in intervention sessions.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

From the 2018-2019 data, the analysis of student achievement data indicates that we are closing the achievement gap for subgroups of students at Stevenson Elementary School (Latino or Hispanic and socio-economically disadvantaged). As stated above, our subgroups continue to show growth on CAASPP. Tier I instructional strategies in the areas of ELA and Math is an area of focus for all grade levels this year.

## Evidence-based educational practices to raise student achievement

Kagan Student Structures: This program is a researched-based engagement strategies program that most teachers use at our school.

Systematic ELD: This program provides all of our English Learners with 30 minutes per day of dedicated instructional time in the area of English Language Development.

GLAD (Guided Language Acquisition Design) training will be taken and utilized by many classroom teachers.

Intervention program: During this dedicated daily block of time, students receive differentiated Language Arts or Math instruction at their level, grades K-5.

Second Step will be implemented school wide. This program helps students build self esteem and helps them with conflict management.

Step Up 2 Writing along with the Benchmark writing component is utilized by all teachers.

STEMscopes Science is being used by all grades.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district provides support by offering Parent Academies on various topics. Stevenson offers an instructional technology parent academy and hosts a science night. GoMath has an on-line component for parents. PTA provides parent information nights.

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)

Parents are offered a wide variety of involvement opportunities at our school. Back to School Night at the beginning of the school year is a time for parents to hear about curriculum and expectations for the school year from their child's teacher. At Open House in the Spring parents are able to celebrate their child's learning. PTA and Families for Stevenson Fundraising offer many opportunities to volunteer at many school events. Many teachers ask for parent volunteers to help in the classroom or help at home. Parents also have the opportunity to chaperone during school field trips. We consistently make a conscious effort to improve the level of contact and the involvement of all parents in classrooms.

Parent representatives involved in School Site Council are involved in approving the Single Plan for Student Achievement where data information will be shared. A parent and teacher representing the English Learner Advisory Committee is part of our School Site Council.

The Kindergarten Orientation for new kindergarten parents gives parents of brand new students an early insight into elementary education. At our school, we host one mandatory and one optional parent-teacher conference each year. At these meetings, teachers have the opportunity to connect with every parent, as they provide detailed information about each child's performance.

An Instructional Technology parent workshop is offered in September.

The principal will hold two Coffee With the Principal meetings this year.

School tours are hosted from November 2019 to May 2020.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

LCFF Supplemental funds are used to help students (below and far below grade level) improve academically. These funds are specifically targeted to help low-socioeconomic, Hispanic/Latino and SPED students. These are not categorical funds.

LCFF funds are used to assist English Learners in the areas of acquiring the English language and for improving in English/language arts and math. These are not categorical funds.

Federal Title III Immigrant Education Program funds are used to assist students who have been in the country for one year or less. These funds will be used to provide classroom support for these students.

Federal Title III funds are used to assist under-performing English Language Learners. This year we will provide a five-week intervention class and one parent education night.

## Fiscal support (EPC)

Title III English Learner funds 2019-2020: \$3,987.00

Title III Immigrant Education Program funds 2019-2020: \$2462.00

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Principal, staff, School Site Council representatives, and ELAC representative were consulted a part of the planning process for the Annual Review and Update. Specific strategies were discussed to attend to the learning needs of students, professional development for staff, and parent engagement activities.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Given the data and the review of the comprehensive needs assessment no resource inequities were identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	0.16%	1	1	1
African American	2.9%	3.47%	3.66%	17	21	23
Asian	7.6%	7.44%	8.27%	45	45	52
Filipino	4.0%	3.31%	3.66%	24	20	23
Hispanic/Latino	27.4%	25.62%	25.6%	163	155	161
Pacific Islander	%	%	%			
White	47.5%	48.60%	46.26%	283	294	291
Multiple/No Response	2.7%	3.31%	2.86%	16	20	18
<b>Total Enrollment</b>				596	605	629

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	101	82	99
Grade 1	95	111	93
Grade 2	87	99	117
Grade3	118	88	98
Grade 4	97	125	101
Grade 5	98	100	121
<b>Total Enrollment</b>	596	605	629

### Conclusions based on this data:

1. Enrollment continues to steadily increase.
2. White students are the largest subgroup.
3. African American, Asian, and Hispanic/Latino subgroups continue to increase at the school site.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners			47			7.5%
Fluent English Proficient (FEP)			68			10.8%
Reclassified Fluent English Proficient (RFEP)			4			9.1%

### Conclusions based on this data:

1. English Learners enrollment represents a small population of the school.
2. Fluent English proficient students represent a higher level of enrollment.
3. Reclassified enrollment is low due to a low English Learner Enrollment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	90	93	112	90	92	112	90	92	96.6	100	98.9
Grade 4	93	119	94	92	117	93	92	117	93	98.9	98.3	98.9
Grade 5	89	92	113	89	91	113	89	91	113	100	98.9	100
All Grades	298	301	300	293	298	298	293	298	298	98.3	99	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2478.	2475.	2480.	43.75	46.67	48.91	33.04	27.78	23.91	15.18	15.56	16.30	8.04	10.00	10.87
Grade 4	2511.	2510.	2514.	42.39	41.88	44.09	23.91	27.35	32.26	20.65	16.24	11.83	13.04	14.53	11.83
Grade 5	2560.	2535.	2560.	46.07	36.26	38.94	31.46	27.47	39.82	12.36	15.38	11.50	10.11	20.88	9.73
All Grades	N/A	N/A	N/A	44.03	41.61	43.62	29.69	27.52	32.55	16.04	15.77	13.09	10.24	15.10	10.74

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.32	46.67	48.91	41.07	43.33	39.13	11.61	10.00	11.96
Grade 4	42.39	35.90	41.94	50.00	50.43	45.16	7.61	13.68	12.90
Grade 5	46.07	40.66	44.25	46.07	37.36	42.48	7.87	21.98	13.27
All Grades	45.39	40.60	44.97	45.39	44.30	42.28	9.22	15.10	12.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.96	46.67	40.22	47.32	40.00	51.09	10.71	13.33	8.70
Grade 4	46.74	38.46	32.26	41.30	46.15	55.91	11.96	15.38	11.83
Grade 5	51.69	50.55	48.67	37.08	35.16	42.48	11.24	14.29	8.85
All Grades	46.42	44.63	40.94	42.32	40.94	49.33	11.26	14.43	9.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.18	31.11	41.30	55.36	61.11	52.17	4.46	7.78	6.52
Grade 4	25.00	33.33	39.78	61.96	52.99	53.76	13.04	13.68	6.45
Grade 5	34.83	24.18	32.74	55.06	60.44	60.18	10.11	15.38	7.08
All Grades	33.79	29.87	37.58	57.34	57.72	55.70	8.87	12.42	6.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.39	43.33	39.13	53.57	46.67	47.83	8.04	10.00	13.04
Grade 4	41.30	41.88	32.26	44.57	47.01	53.76	14.13	11.11	13.98
Grade 5	51.69	37.36	42.48	37.08	42.86	46.90	11.24	19.78	10.62
All Grades	43.34	40.94	38.26	45.73	45.64	49.33	10.92	13.42	12.42

**Conclusions based on this data:**

1. According to the spring 2019 CAASPP assessment data, in the area of ELA, about 73% (3rd), 76%(4th), 79% (5th) of students met or exceeded grade level standards.
2. 2019 ELA scores remained the same in 3rd grade, and saw gains in 4th and 5th grades.
3. In conclusion, we will continue working with Benchmark, Step-Up to Writing, Core Literature, and VAPA integration to continue progress.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	90	93	114	90	92	114	90	92	98.3	100	98.9
Grade 4	93	119	94	93	119	94	93	119	94	100	100	100
Grade 5	89	92	113	88	91	112	88	91	112	98.9	98.9	99.1
All Grades	298	301	300	295	300	298	295	300	298	99	99.7	99.3

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2456.	2477.	2476.	22.81	40.00	36.96	38.60	34.44	35.87	27.19	16.67	18.48	11.40	8.89	8.70
Grade 4	2492.	2495.	2501.	23.66	21.01	34.04	31.18	33.61	26.60	29.03	30.25	26.60	16.13	15.13	12.77
Grade 5	2545.	2519.	2529.	35.23	21.98	22.32	29.55	29.67	29.46	23.86	26.37	32.14	11.36	21.98	16.07
All Grades	N/A	N/A	N/A	26.78	27.00	30.54	33.56	32.67	30.54	26.78	25.00	26.17	12.88	15.33	12.75

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	42.11	54.44	52.17	39.47	32.22	38.04	18.42	13.33	9.78	
Grade 4	37.63	37.82	40.43	33.33	34.45	32.98	29.03	27.73	26.60	
Grade 5	40.91	30.77	27.68	38.64	35.16	50.00	20.45	34.07	22.32	
All Grades	40.34	40.67	39.26	37.29	34.00	40.94	22.37	25.33	19.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.47	54.44	43.48	39.47	30.00	42.39	21.05	15.56	14.13
Grade 4	30.11	26.89	31.91	50.54	54.62	53.19	19.35	18.49	14.89
Grade 5	32.95	23.08	24.11	52.27	47.25	57.14	14.77	29.67	18.75
All Grades	34.58	34.00	32.55	46.78	45.00	51.34	18.64	21.00	16.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	32.46	51.11	48.91	54.39	40.00	42.39	13.16	8.89	8.70
<b>Grade 4</b>	33.33	30.25	37.23	48.39	47.90	46.81	18.28	21.85	15.96
<b>Grade 5</b>	34.09	25.27	28.57	55.68	49.45	50.89	10.23	25.27	20.54
<b>All Grades</b>	33.22	35.00	37.58	52.88	46.00	46.98	13.90	19.00	15.44

**Conclusions based on this data:**

1. According to the spring 2019 CAASPP assessment data, in the area of math, about 73% (3rd), 61%(4th), 51% (5th) of students met or exceeded grade level standards.
2. 2019 Math CAASPP scores were relatively the same in 3rd grade and 5th grades. 4th grade made significant gains in 2019.
3. In conclusion, we will focus to increase gains in 3rd and 5th grades, while continuing progress in 4th grade. We will focus on conceptual understanding for all learners and procedures using GoMath and many supplemental materials such as San Francisco Unified Math.

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	8
Grade 2	*	*	*	*	*	*	*	8
Grade 3	*	*	*	*	*	*	*	8
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	8
All Grades							43	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*		*	*	*
4		*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	37.21	23.81	37.21	47.62	*	21.43	*	7.14	43	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
4	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	51.16	33.33	32.56	45.24	*	14.29	*	7.14	43	42

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*
All Grades	30.23	23.81	27.91	40.48	*	21.43	*	14.29	43	42

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	62.79	23.81	25.58	64.29	*	11.90	43	42	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
2	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	37.21	47.62	53.49	47.62	*	4.76	43	42	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
1	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	
All Grades	32.56	23.81	46.51	61.90	*	14.29	43	42	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	*	*	*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.23	30.95	51.16	57.14	*	11.90	43	42

**Conclusions based on this data:**

1. The limited number of students in the subgroup provides the opportunity to make observations at a schoolwide level. 42 students took the test in 2018-2019.
2. 74% of students scored at the well-developed and somewhat/moderately developed levels of achievement.
3. Writing is an area of concern.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

<b>2017-18 Student Population</b>			
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<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
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This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

<b>2017-18 Enrollment for All Students/Student Group</b>		
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Student Group	Total	Percentage
---------------	-------	------------

<b>Enrollment by Race/Ethnicity</b>		
-------------------------------------	--	--

Student Group	Total	Percentage
---------------	-------	------------

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1.

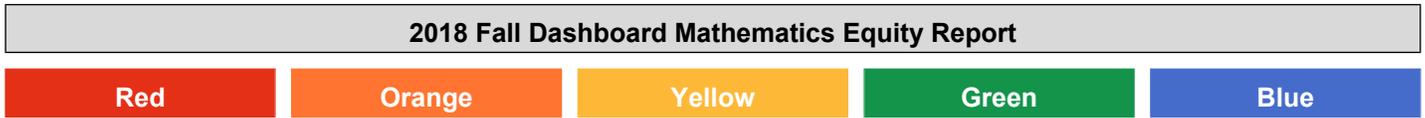
# School and Student Performance Data

## Academic Performance Mathematics

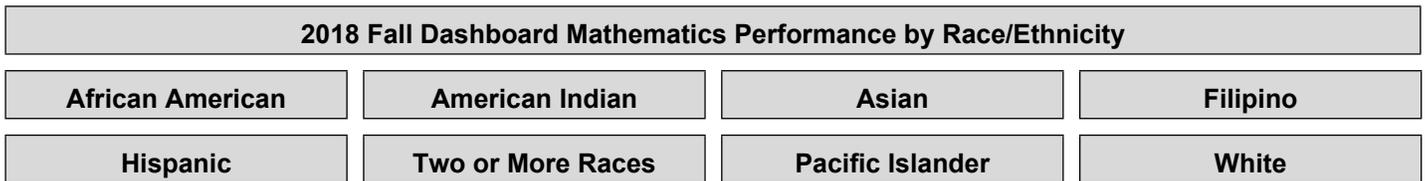
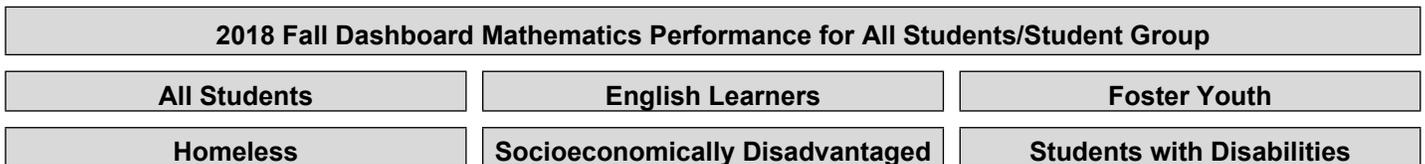
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

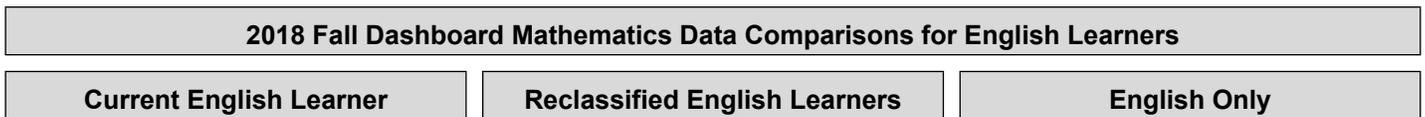
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1.

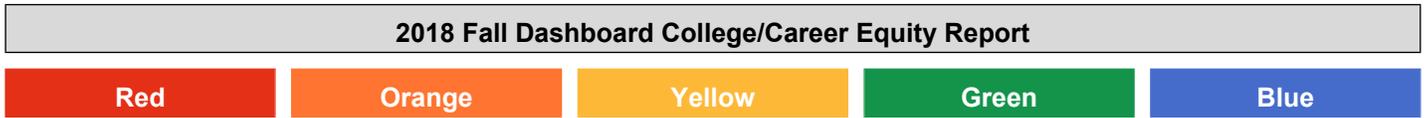
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

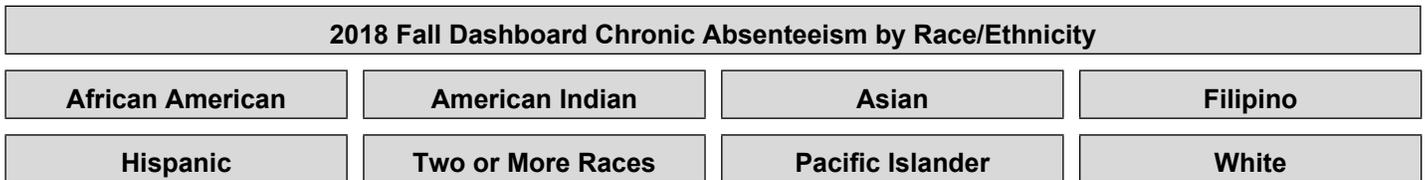
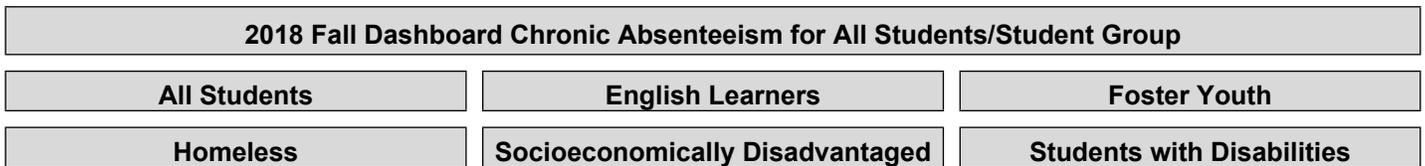
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

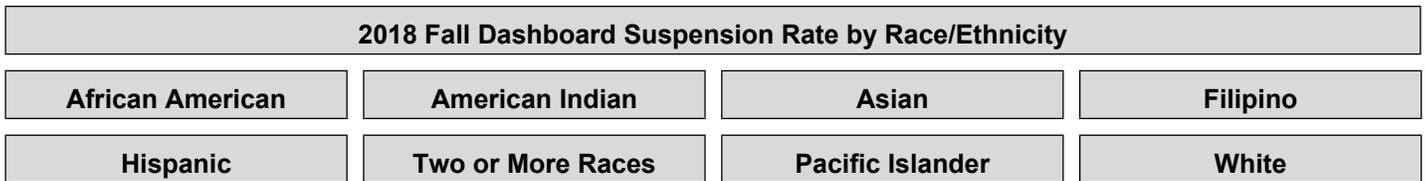
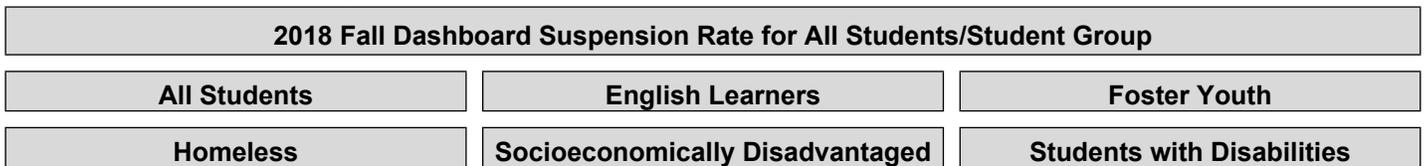
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



This section provides a view of the percentage of students who were suspended.



**Conclusions based on this data:**

1.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Math

## LEA/LCAP Goal

Student achievement and student outcomes--improve student learning and achievement for all students in math.

## Goal 1

Stevenson Elementary School will increase school-wide proficiency rates for students in Math using district and site determined grade-level assessments.

## Identified Need

Across current grades 3, 4, and 5 this is a small portion of students who are under performing on math skills and concepts that need intervention  
Teachers have a need to meet and discuss student progress in math that results in targeted interventions

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

During early release Tuesdays for faculty and grade-level meetings, teachers will have the opportunity to meet with grade-level colleagues to discuss student progress and to collaborate on effective instructional practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	General Fund 1000-1999: Certificated Personnel Salaries
--	--

No additional site categorical funds required.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

In grade level teams, teachers will determine and evaluate formal and informal assessments to be used to monitor student progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The principal/curriculum specialist will have two Data Chats with each grade level to set goals and discuss student progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2608.00

General Fund  
None Specified  
Substitutes for certificated staff to allow them to participate in data chats.  
(Funded out of LCFF Supplemental Grant)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted students

### Strategy/Activity

We will hire three certificated teachers to help support Rtl program in English Language Arts and/or Math.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24,035.00

Source(s)

LCFF - Supplemental  
0001-0999: Unrestricted: Locally Defined  
Hourly intervention pay for certificated Rtl  
teacher.  
(Funded out of LCFF Supplemental Grant-RTI)

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue ongoing implementation of engagement strategies. Teachers will have opportunities to discuss at Faculty Meetings and/or Grade Level Meetings.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Curriculum Specialist to support Rtl as an intervention teacher for one grade level.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal to present Tier I professional development at site based staff meetings.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will collaborate instructional strategies to support all learners as grade level collaboration early-release Tuesdays.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

**Annual Review**

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SSC and staff discussed the implementation of grade level meetings and staff meetings to attend to student achievement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Grade level meetings and staff meetings were held throughout the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

More focused grade level meeting will be planned to give attention to student achievement.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Professional Development

## LEA/LCAP Goal

Develop and implement a comprehensive professional development plan for all employees

## Goal 2

Stevenson Elementary School will dedicate time for professional development for the implementation of Tier I Instructional Strategies in Math and ELA, as well as VAPA, and technology integration.

## Identified Need

Teachers have a desire to increase their understanding of the State standards, the curriculum and best practices/instructional strategies to advance student achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
participation in professional development, grade level and staff meetings		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

During early release Tuesdays for faculty and grade-level meetings, teachers will have the opportunity to meet with grade level colleagues to review, and discuss Tier I Instructional supports in Math, and ELA, VAPA, and technology instructional strategies.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

Donations  
0001-0999: Unrestricted: Locally Defined  
Grade Level Collaboration meetings

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers will continue to work on Google Classroom as part of technology integration.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Teachers will join and be involved in a school wide Google classroom with training facilitated by the principal and curriculum specialist..

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

TK-5 teachers will participate in district wide initiative of Excellent First Instruction Tier I supports.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
0001-0999: Unrestricted: Locally Defined  
District supported professional development.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in a 1.5 hour Visual Arts professional development provided by a former certificated teacher.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

None Specified  
None Specified  
Retired teacher volunteer

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Instruction for English Learners

## LEA/LCAP Goal

Improve student learning and achievement for targeted subgroups of students.

## Goal 3

Increase our school-wide proficiency for English Learners and Socioeconomic (SES) subgroups in Reading and Math using site determined grade level assessments.

## Identified Need

Across current grades 3, 4, and 5 this is a small portion of English learner students who are under performing on reading/language arts and math skills and concepts that need intervention  
Teachers have a need to meet and discuss student progress in reading/language arts and math that results in targeted interventions

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

### Strategy/Activity

During early release Tuesdays for faculty and grade level meetings, teachers will have the opportunity to meet with grade level colleagues to discuss student progress and to collaborate on effective instructional practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

No additional site categorical funds required.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

### Strategy/Activity

EL intervention in the targeted area of math using math games to provide support for academic vocabulary.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3392.00

Source(s)

Title III  
1000-1999: Certificated Personnel Salaries

2462.00

Title III Immigrant Education Program  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

### Strategy/Activity

Hire a classified support for English Learners to help students access all academic curriculum, particularly in the areas of increasing academic vocabulary and solving complex and multi-step word problems.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20416.00

Source(s)

LCFF  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

A certificated teacher is provided to help support our students including EL students in Math and Language Arts.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.  
  
Funding for this goal/action to come from LCFF Supplemental Grant -EL's

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Continue ongoing implementation of engagement strategies such as Project GLAD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Host workshop for parents of EL students on ways to support their children at home.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

595.00

Title III  
0001-0999: Unrestricted: Locally Defined  
No additional site categorical funds required.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Visual and Performing Arts

## LEA/LCAP Goal

Increase access to arts and music education for Grades Pre K-12.

## Goal 4

All students will participate in standards-based Visual and Performing Arts instruction.

## Identified Need

Students increase their involvement at school and subsequently their achievement through their participation in the arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Monthly visual Gallery Walks around the campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	None Specified
	None Specified
	Teachers will lead their students on a Gallery Walk throughout the campus and have the opportunity to create a picture of their choice.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Continue to implement TK-5 dance instructional program.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

16500.00

#### Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
All students will receive 12 weeks of dance instruction that incorporates history, vocabulary development, and performance.  
No additional site categorical funds required.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades 2-5

### Strategy/Activity

Continue 2-5 music instruction using Burbank Unified Music Curriculum.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

#### Source(s)

District Funded  
0000: Unrestricted  
No additional site categorical funds required.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide drama integration resources for grades K-5.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2800.00

Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
All teachers will have access to an on-line DramaWorks catalog of lessons.  
  
No additional site categorical funds required.

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue TK-5 implementation of the Visual and Performing Arts Standards.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified  
No additional site categorical funds required.

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement TK-1, 12-week music program.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4560.00

Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined

Grades TK and 1 will receive music instruction for 12 weeks.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade 3 students

#### Strategy/Activity

Visual Arts for third grade, 10 weeks

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5500.00

#### Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
Third grade will have 10 weeks of Visual Arts instruction.

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Graded 2 students

#### Strategy/Activity

African Drumming second grade, 10 weeks

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

4000.00

#### Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
Second grade will have 10 weeks of African Drumming instruction

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade 5 students

Strategy/Activity

Scoring a Story fifth grade 10-weeks

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3600

Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
Fifth grade will have 10 weeks of Scoring a  
Story instruction.

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Bad Wolf Press plays/musicals

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified  
Teachers will have access to educational  
musicals they can have their classes perform.

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Targeted students

Strategy/Activity

Young Storytellers for at-risk 5th grade students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified  
None Specified

20 students will have the opportunity to write a script with Disney mentors and the story will be brought to life by Disney actors in an assembly for grades 3-5

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grade 4 students

### Strategy/Activity

Video Production fourth grade 12 weeks.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5700.00

#### Source(s)

Donations  
0001-0999: Unrestricted: Locally Defined  
Fourth grade students will have 10 weeks of video production instruction and will culminate with a classroom video which will be showcased at an event.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Language Arts

## LEA/LCAP Goal

Improve student learning and achievement for all students.

## Goal 5

Stevenson Elementary School will increase school-wide proficiency rates for students in English Language Arts using district and site determined grade-level assessments.

## Identified Need

Across current grades 3, 4, and 5 this is a small portion of students who are under performing on reading/language arts skills and concepts that need intervention  
Teachers have a need to meet and discuss student progress in reading/language arts that results in targeted interventions

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

During early release Tuesdays for grade-level meetings, teachers will have the opportunity to meet with grade-level colleagues to discuss student progress and to collaborate on effective instructional practices.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries

No additional cost

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

In grade level teams, teachers will determine and evaluate assessments to be used to monitor student progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site categorical funds required.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

The principal/curriculum specialist will have Data Chats with each grade level to set goals and discuss student progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted students

### Strategy/Activity

We will hire three certificated teachers to help support Rtl program in English Language Arts.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24035.00

Source(s)

LCFF - Supplemental  
0001-0999: Unrestricted: Locally Defined  
Hourly intervention pay for certificated Rtl  
teacher.  
(Funded out of LCFF Supplemental Grant-RTI)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue ongoing implementation of engagement strategies. Teachers will have opportunities to discuss at Faculty Meetings and/or Grade Level Meetings.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund  
1000-1999: Certificated Personnel Salaries  
No additional site funds

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Curriculum Specialist to support Rtl as an intervention teacher for one grade level.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
No additional site funds

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Teachers will utilize the resources in the curriculum lab with the help of the lab assistant.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4057.00

General Fund  
0001-0999: Unrestricted: Locally Defined  
in addition to LCAP funds site funds are used for  
additional hours

3532.00

LCFF  
2000-2999: Classified Personnel Salaries

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,792.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$3,987.00
Title III Immigrant Education Program	\$2,462.00

Subtotal of additional federal funds included for this school: \$6,449.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
Donations	\$42,660.00
General Fund	\$6,665.00
LCFF	\$23,948.00
LCFF - Supplemental	\$48,070.00

Subtotal of state or local funds included for this school: \$121,343.00

Total of federal, state, and/or local funds for this school: \$127,792.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

**Funding Source**

**Amount**

**Balance**

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Donations	42,660.00
General Fund	6,665.00
LCFF	23,948.00
LCFF - Supplemental	48,070.00
Title III	3,987.00
Title III Immigrant Education Program	2,462.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	95,382.00
1000-1999: Certificated Personnel Salaries	5,854.00
2000-2999: Classified Personnel Salaries	23,948.00
None Specified	2,608.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	Donations	42,660.00
0001-0999: Unrestricted: Locally Defined	General Fund	4,057.00

None Specified	General Fund	2,608.00
2000-2999: Classified Personnel Salaries	LCFF	23,948.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	48,070.00
0001-0999: Unrestricted: Locally Defined	Title III	595.00
1000-1999: Certificated Personnel Salaries	Title III	3,392.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	2,462.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,643.00
Goal 3	26,865.00
Goal 4	42,660.00
Goal 5	31,624.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jill Johnson	Principal
Sara Bauer	Classroom Teacher
Stephanie Carrillo	Classroom Teacher
Molly Hyslop	Classroom Teacher
Licia Delanoe	Other School Staff
Katie Ward	Parent or Community Member
Carrie Walko	Parent or Community Member
Neela Woodard	Parent or Community Member
David Anderson	Parent or Community Member
Rahul Kohli	Parent or Community Member

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.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

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.

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.

This SPSA was adopted by the SSC at a public meeting on October 25th, 2018.

Attested:

Principal, Jill Johnson on

SSC Chairperson, David Anderson on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

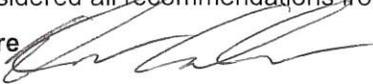
# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

<b>Signature</b> 	<b>Committee or Advisory Group Name</b> RL Stevenson School Site Council
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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.

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.

This SPSA was adopted by the SSC at a public meeting on October 25th, 2018.

Attested:



Principal, Jill Johnson on 11/18/19

SSC Chairperson, David Anderson on 11/18/19