



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	11/3/2022	12/2022

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
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATSI requirements will be followed as schools are identified for support and intervention (new program improvement)
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

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 (per ESSA requirements) 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. The school uses 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 instruction and student learning as reflected in the 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 the progress of these two subgroups. Teachers use State-adopted, district curricula-based Benchmark Advanced (Reading Language Arts) assessments, Go Math assessments, iReady, 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 and site based professional development for safety, DEI, and instructional strategies..

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 physically or virtually at 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 continue to participate in site-based professional development for the implementation of best practice instructional strategies and Diversity, Equity, and Inclusion implementation strategies.
- 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 curricula.
- Teachers will continue to implement strong student engagement strategies that will increase the involvement of ALL students.
- We will continue to utilize certificated teachers to support our instructional program.
- We will continue to support our ELD students with a full-time instructional assistant and a 0.5-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 development.
- Teachers will implement Next Generation Science Standards (NGSS) sponsored STEMScopes science curriculum.
- Teachers will access and implement the TCI Social Studies 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 Houghton Mifflin Go Math! 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 support are researched and discussed during staff and grade-level collaborative meetings. Staff will explore diversity, equity, and inclusions training utilizing two site facilitators trained by and with Facing History which has helped develop site DEI goals

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

During early release Tuesday 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 engage in assessment review meetings to 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 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 meet or 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, State Board of Education adopted instructional materials in every subject area, including those materials used in intervention sessions. Stevenson meets Williams Compliance.

Opportunity and Equal Educational Access

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

From the 2021-2022 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/SBAC. 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. Teachers are using the basis of this program to engage students during distance learning.

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 (ELD).

Project GLAD (Guided Language Acquisition Design) training has been taken and utilized by many classroom teachers and especially the designated ELD teachers at each grade level.

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 is to implement school-wide. This program helps students build self-esteem and helps them with conflict management.

Benchmark Advanced writing component is utilized by all teachers K-5th.

STEMscopes Science is being used by all grades.

Social Science, Board adopted, text Teacher Curriculum Institute is used by all K-5th grade teachers.

Response to Intervention

Parental Engagement

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

The District and the Stevenson PTA provides support by offering Parent Academies on various topics to support parent involvement. Technology is offered for families in need. FFS and PTA offer meetings during a time that generally supports working family needs to facilitate involvement.

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 the curriculum and expectations for the school year from their child's teacher.

At Open House in the Spring, parents are able to celebrate their student's progress.

PTA and Families for Stevenson Fundraising offer many opportunities to volunteer and support events. PTA keeps families connected with the homeroom representatives communicating information. FFS has a Back to School Picnic to welcome students and families back to a new school year. 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 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.

The at-risk interventionist continues to host small groups to support social-emotional needs.

The attendance team of the at-risk interventionist, the principal, and the office manager reach out to families that appear to need support attending school regularly.

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 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 underperforming English Language Learners.

Fiscal support (EPC)

Title III English Learner funds 2022-2023 \$3,543.00

Title III Immigrant Education Program funds 2022-23 \$0

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

The principal, staff, School Site Council representatives, and ELAC representatives have 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.

All allocations to schools are at a per-pupil rate.

The school meets Comparability requirements.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.16%	0.2%	0.17%	1	1	1
African American	2.7%	2.3%	2.19%	17	14	13
Asian	7.95%	9.6%	8.92%	50	58	53
Filipino	3.18%	4.3%	4.21%	20	26	25
Hispanic/Latino	25.6%	25.5%	26.60%	161	154	158
Pacific Islander	0.16%	0.2%	0.17%	1	1	1
White	46.74%	44.4%	43.10%	294	268	256
Multiple/No Response	9.54%	10.3%	10.94%	60	62	65
Total Enrollment				629	604	594

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	122	101	122
Grade 1	99	97	77
Grade 2	94	97	98
Grade3	124	92	91
Grade 4	96	123	86
Grade 5	94	94	120
Total Enrollment	629	604	594

Conclusions based on this data:

1. Enrollment continues to steadily decrease though there is an increase in 2022.2023.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	47	40	40	7.5%	6.4%	6.60%
Fluent English Proficient (FEP)	68	61	57	10.8%	9.7%	9.40%
Reclassified Fluent English Proficient (RFEP)	4	4	9	9.1%	8.5%	1.50%

Conclusions based on this data:

1. English Learners enrollment represents a small population of the school with 6.6% or 40 students.
2. Fluent English proficient students represent a higher level of enrollment with 9.4% or 57 students.
3. Reclassified enrollment is low due to a low English Learner Enrollment with 1.5% or 9 students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
594	17.8	6.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in R. L. Stevenson Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	36	6.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	106	17.8
Students with Disabilities	88	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.2
American Indian	1	0.2
Asian	53	8.9
Filipino	25	4.2
Hispanic	158	26.6
Two or More Races	65	10.9
Pacific Islander	1	0.2
White	256	43.1

Conclusions based on this data:

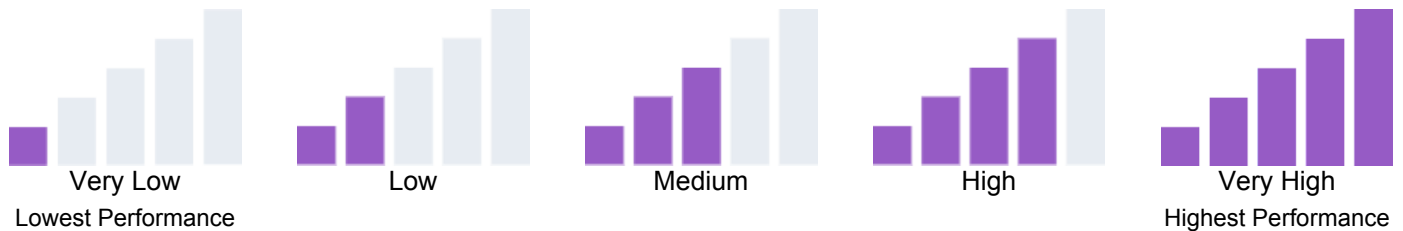
1. 106 students out of 594 are socioeconomically disadvantaged youth.
2. 36 student are English learners.
3. 88 students are students with disabilities.

School and Student Performance Data

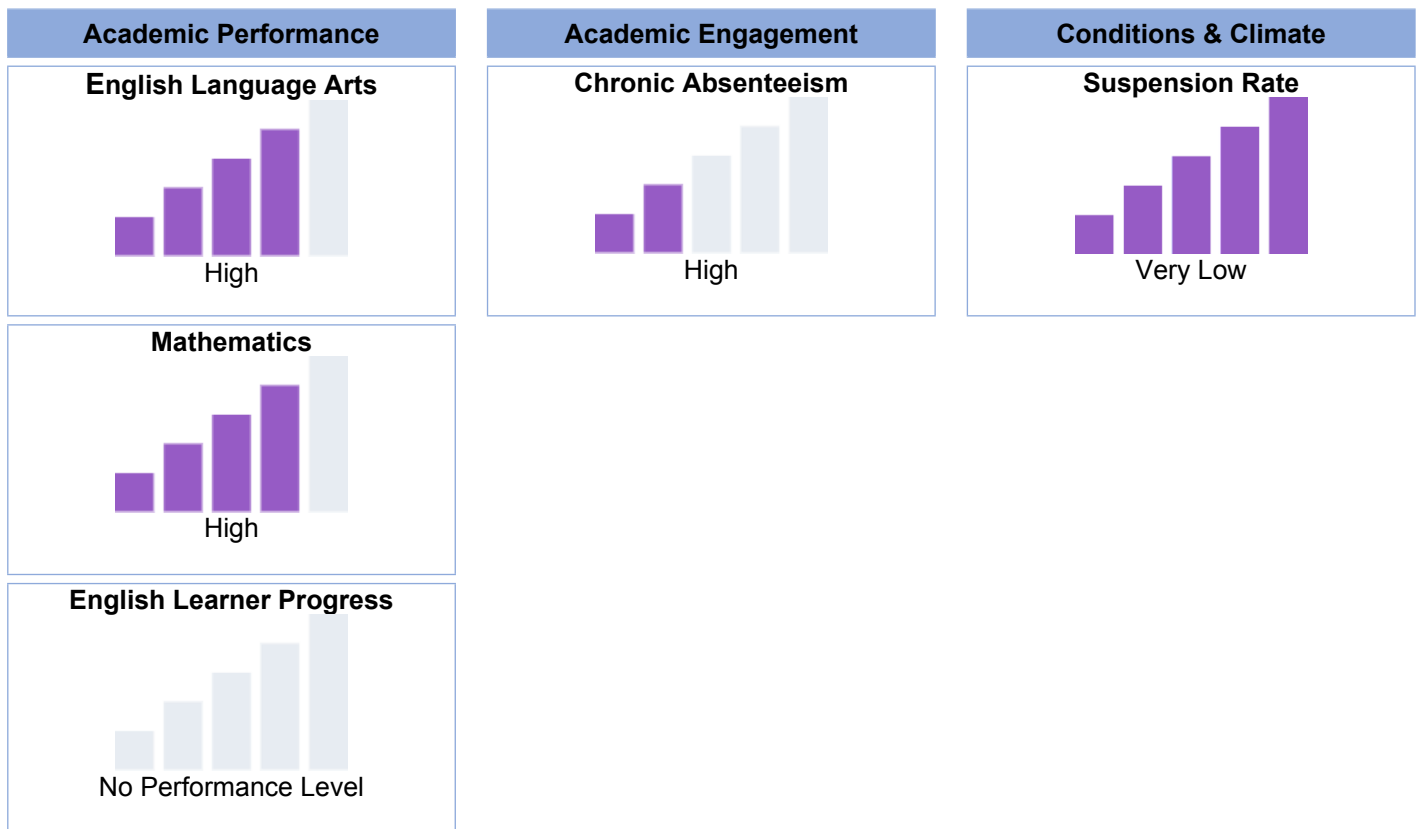
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- Continued work on Chronic Absenteeism is ongoing with the site attendance team as it is in the High category (not good).
- PBIS and other means of behavior supports are implemented in place of suspension though the suspension rate is very low.

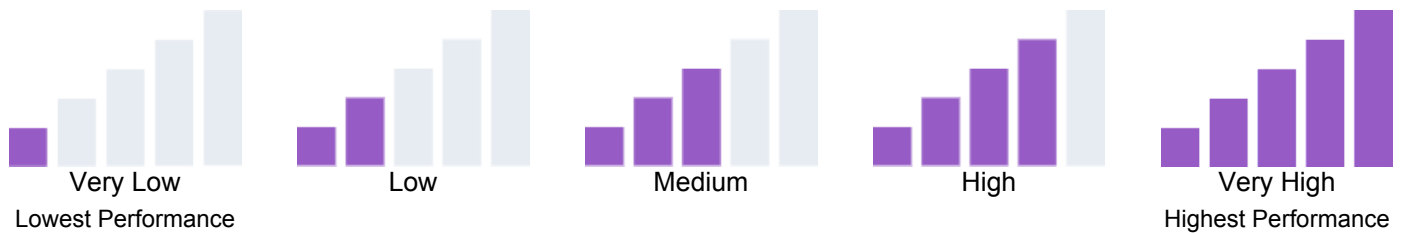
3. English Language Arts and Math achievement are in the High category though could increase.

School and Student Performance Data

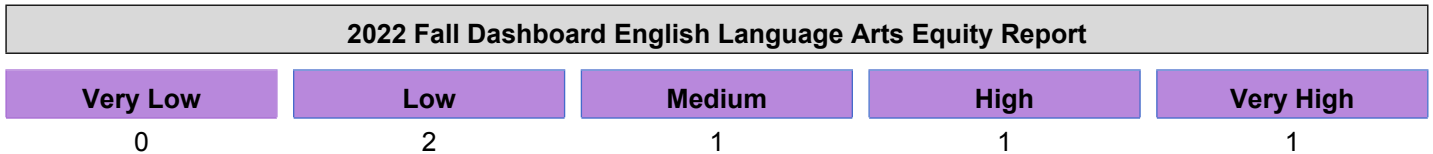
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

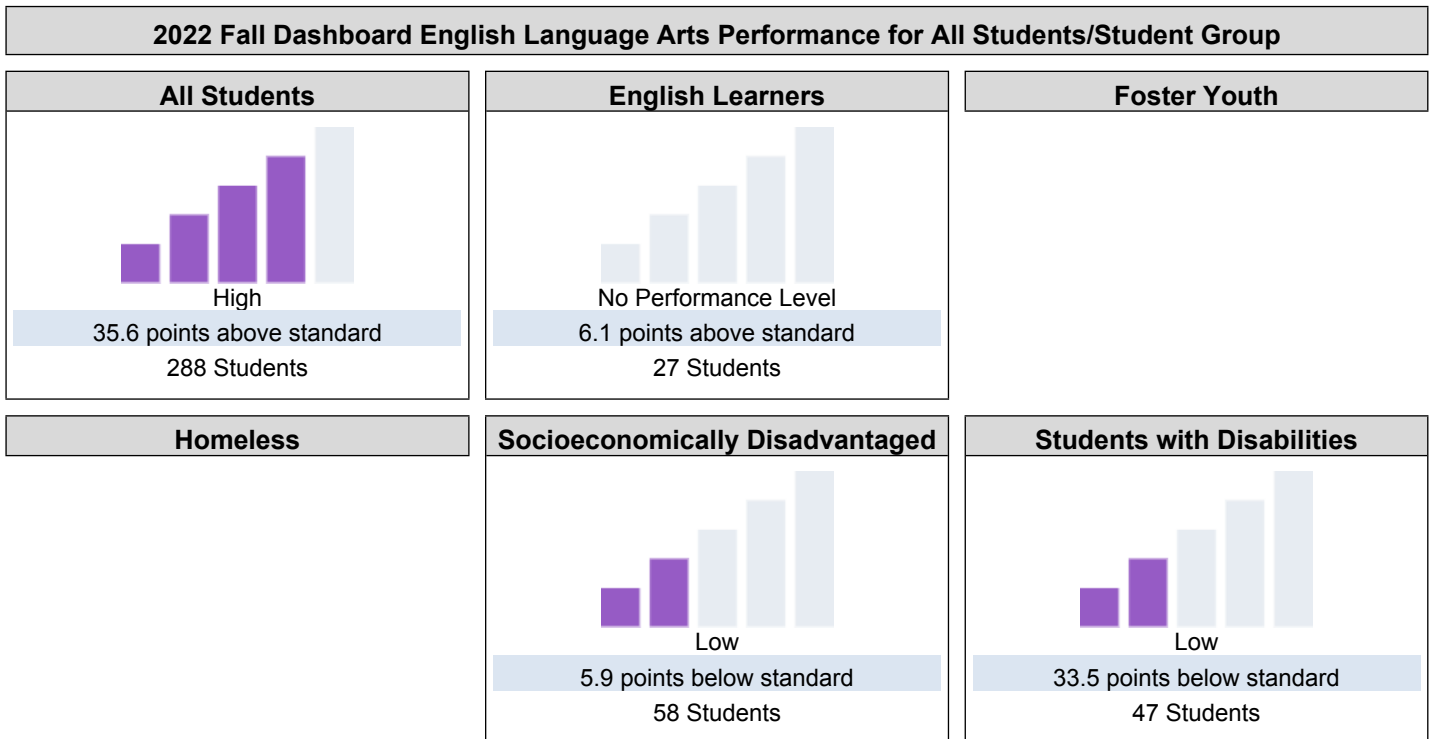
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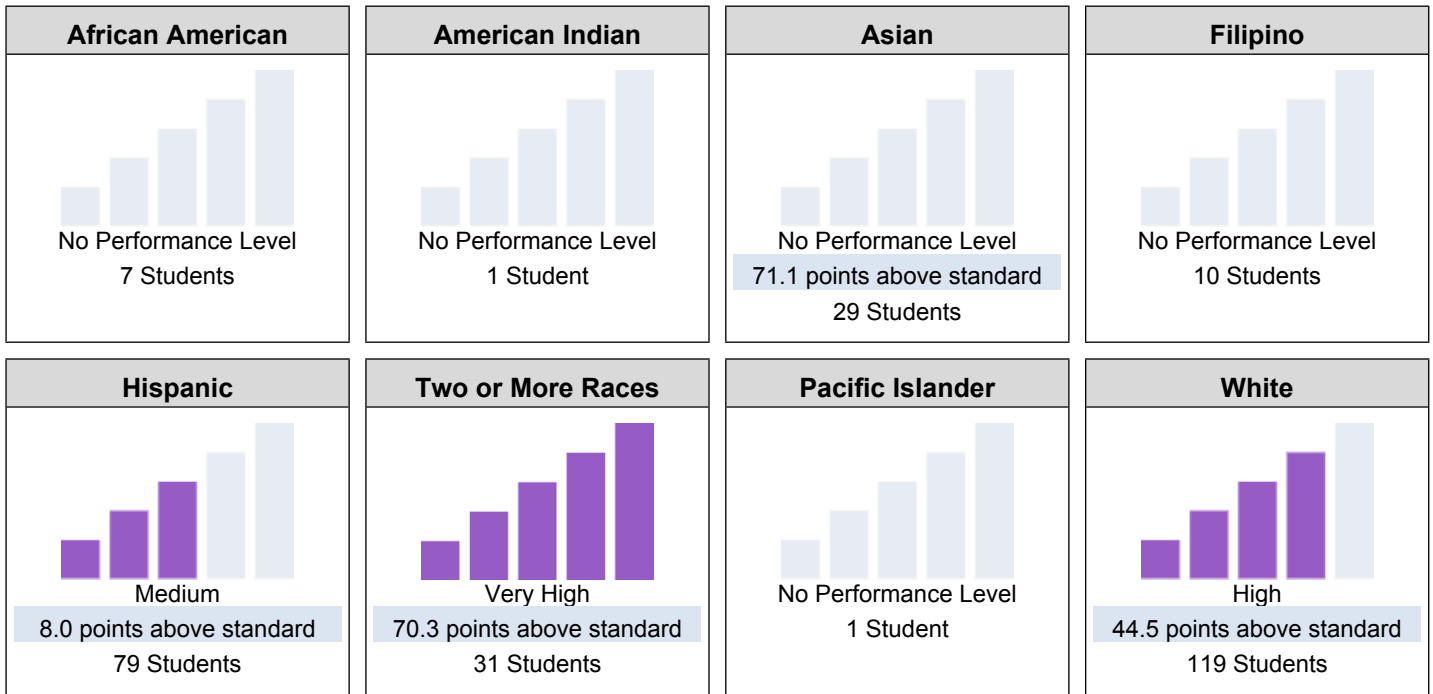
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	37.9 points above standard 18 Students	37.0 points above standard 242 Students

Conclusions based on this data:

1. All students ins in teh High category with 35.6 points above standard. The White subgroup is in the High category with 44.5 points above the standard.
2. The Hispanic subgroup is in the Medium category with 8.0 points above the standard.
3. The Socioeconomically Disadvantaged and Students with Disabilities subgroups are in the Low category with 5.9 points and 33.5 points below the standard respectively.

School and Student Performance Data

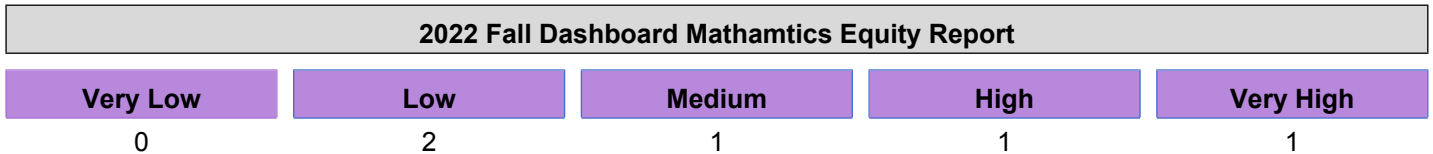
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

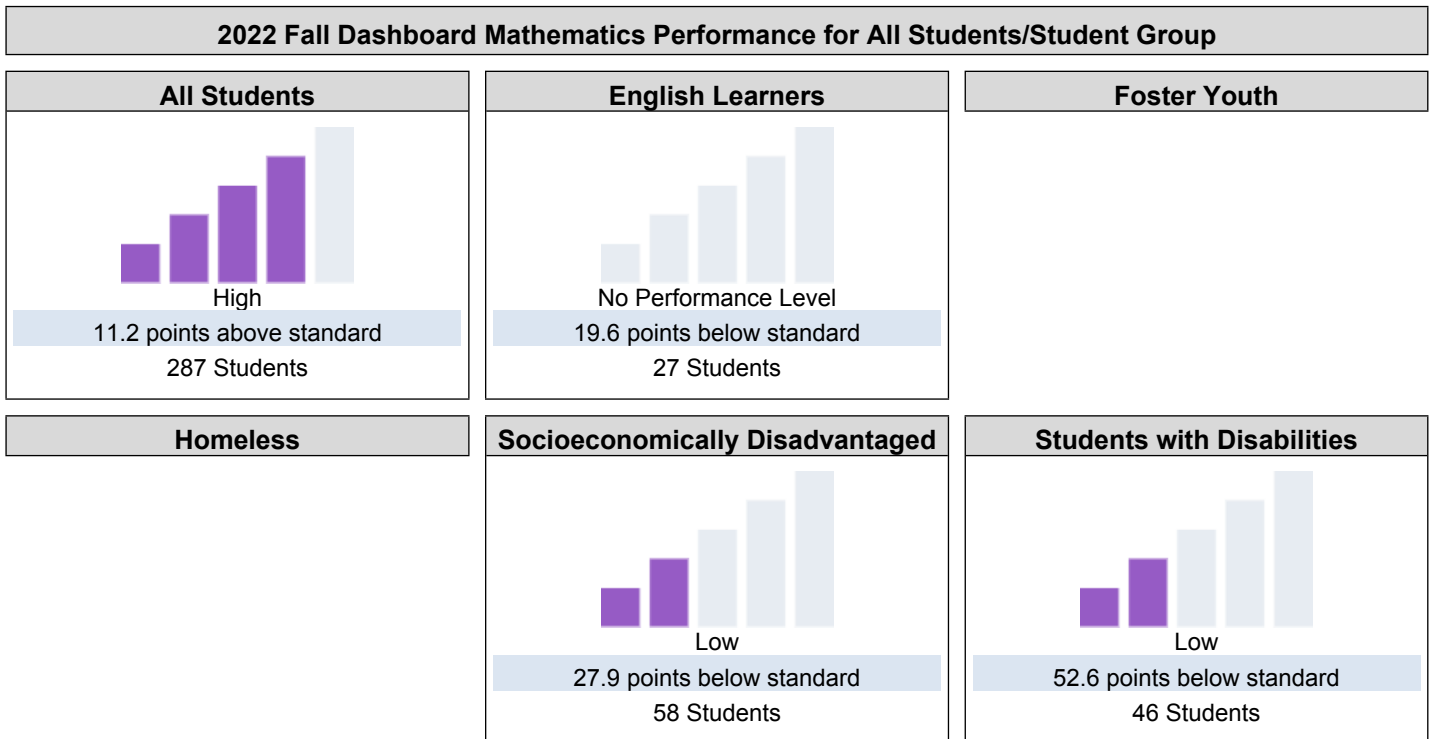
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



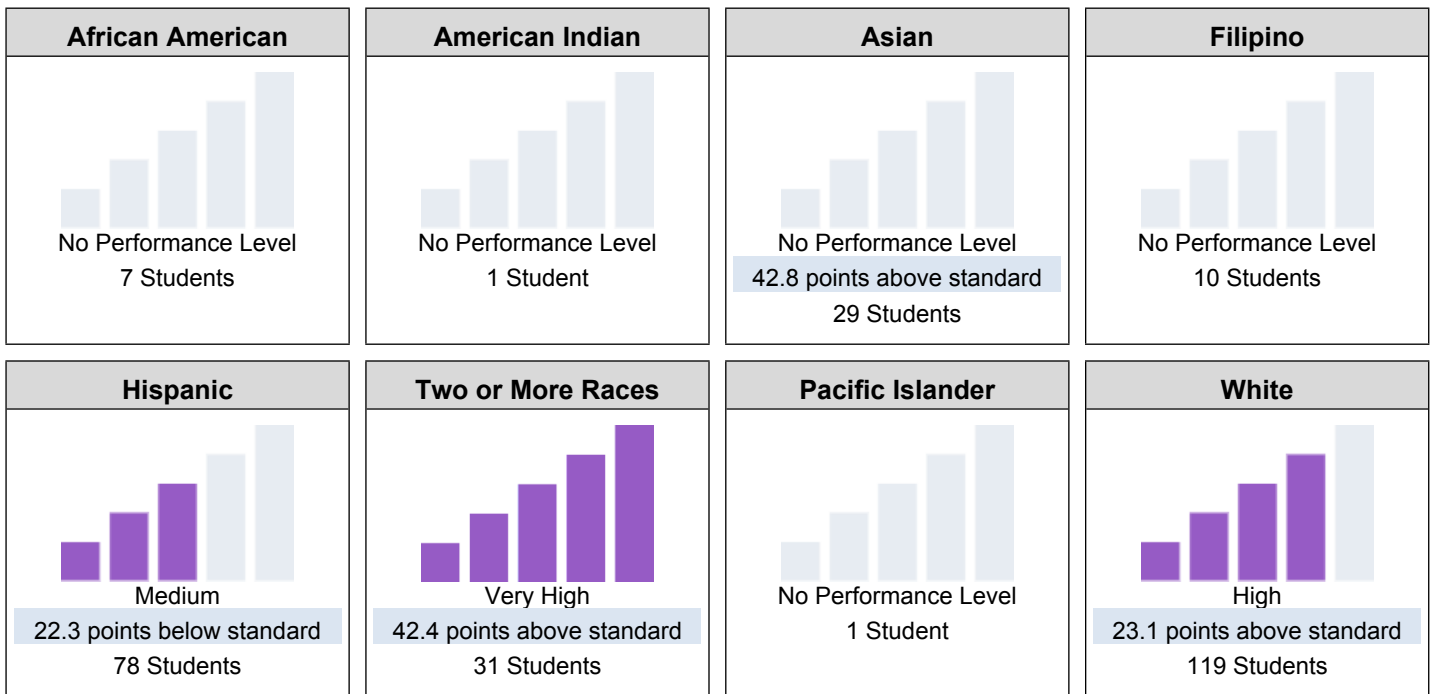
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	9.6 points below standard 18 Students	12.8 points above standard 241 Students

Conclusions based on this data:

1. The All students subgroup scored in the High category with 11.2 points above the standard. The White subgroup scored in the High category with 23.1 points above the standard.
2. The Hispanic subgroup scored in the Medium category with 22.3 points below the standard.
3. The Socioeconomically Disadvantaged and Students with Disabilities subgroups are in the Low category with 27.9 points and 52.6 points below the standard respectively.

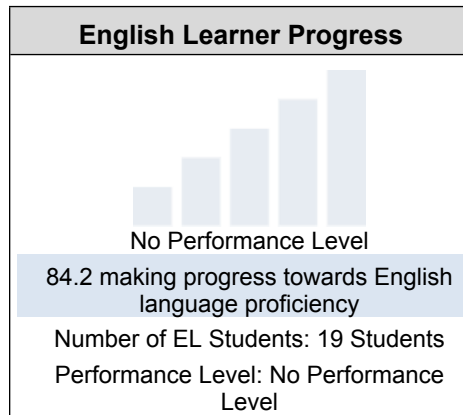
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	1	2	14

Conclusions based on this data:

- 84.2% of ELs making progress to wards English language proficiency.
- 14% progressed at least one performance level.
- 2% decreased one performance level.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

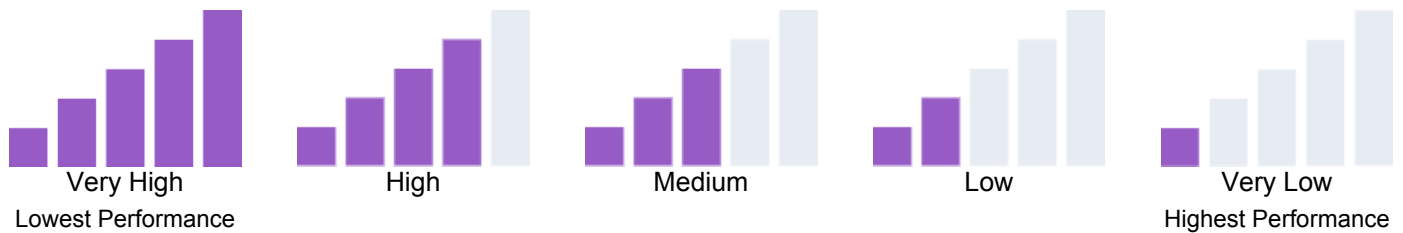
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School and Student Performance Data

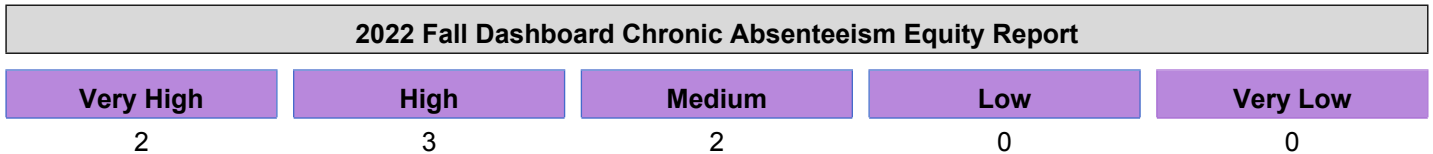
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

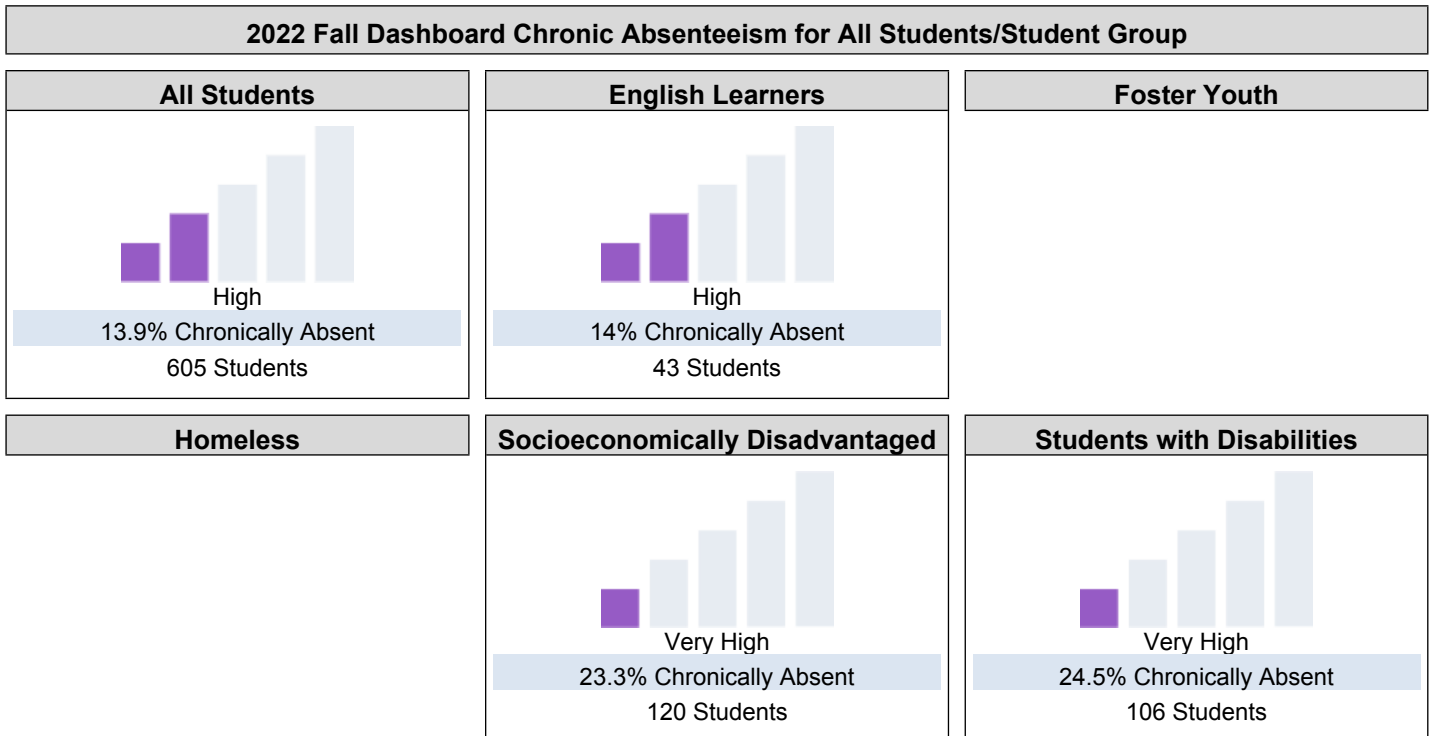
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



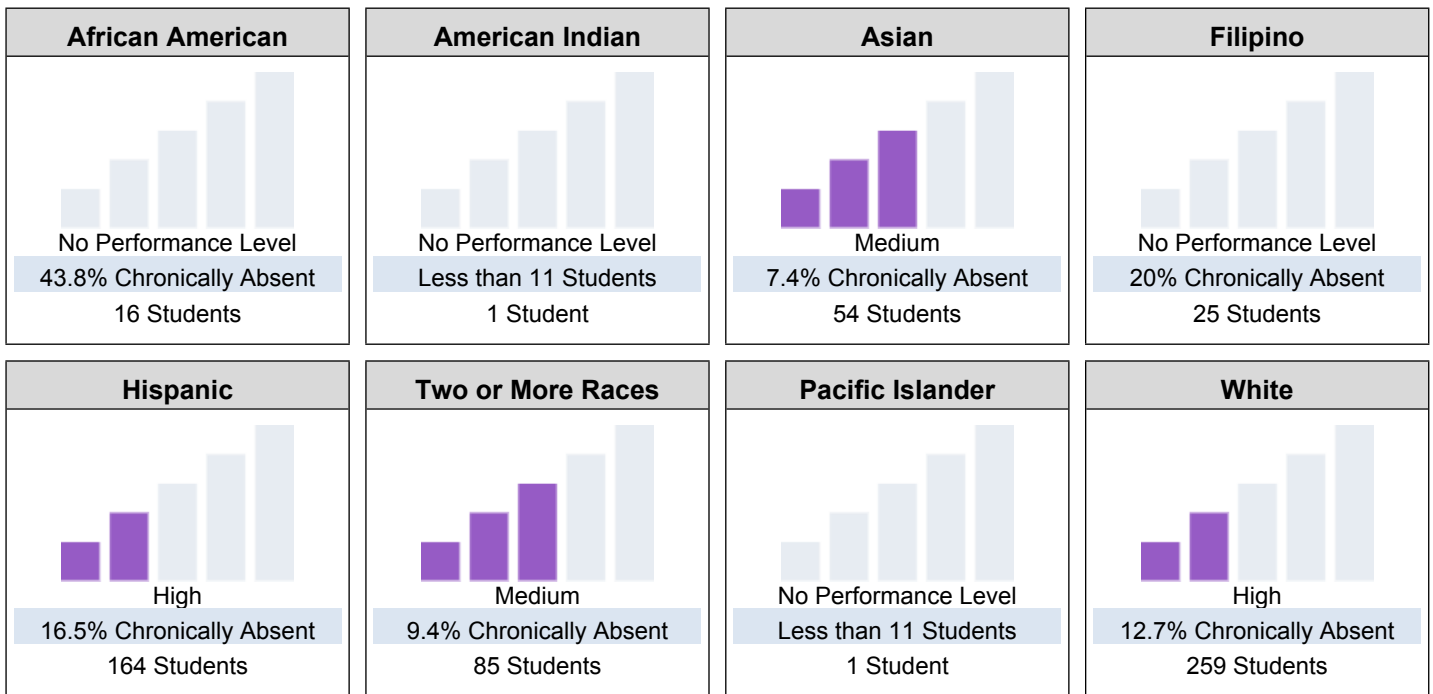
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of focus. Subgroups of concern include ELs (14%), SEDs (23.3%), SWDs (24.5%), Hispanic (16.5%), Asian (7.4%), and White (12.7%).
2. Site attendance team will continue to focus on students with chronic absenteeism and help families understand compulsory attendance requirements, as well as offer any site supports available (ex.at-risk interventionist group)
3. Site Attendance team will monitor and refer students to the district attendance team as needed for support.

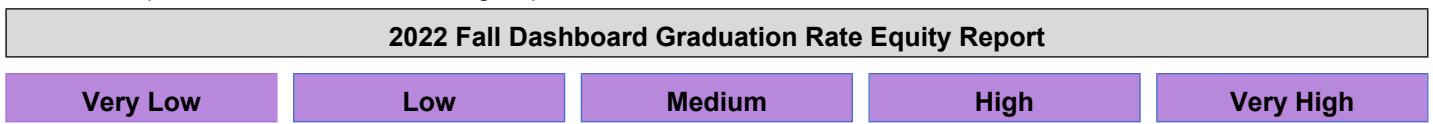
School and Student Performance Data

Academic Engagement Graduation Rate

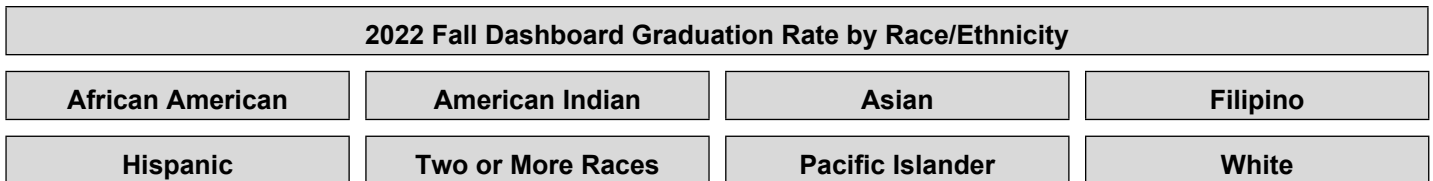
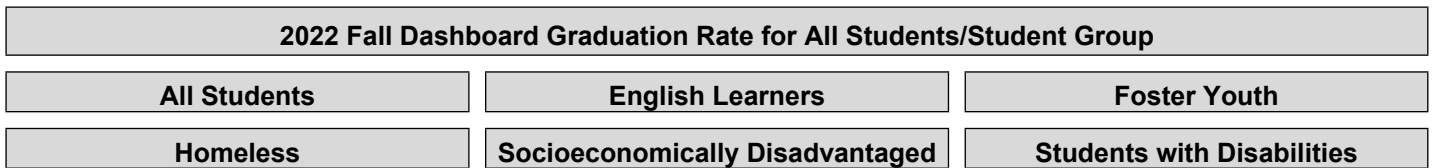
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

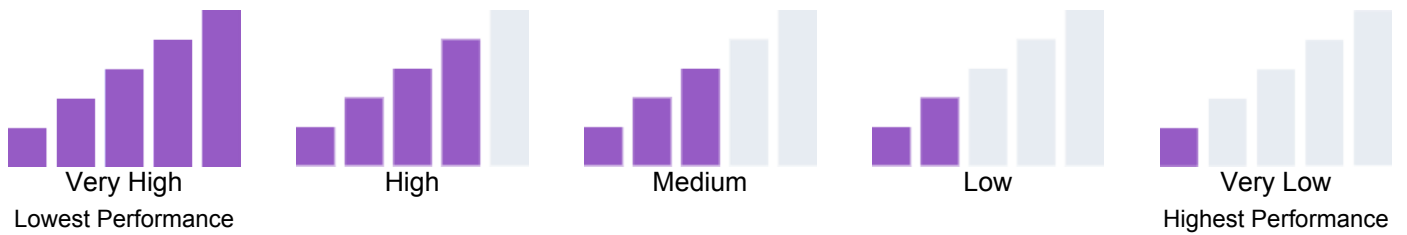
- 1.

School and Student Performance Data

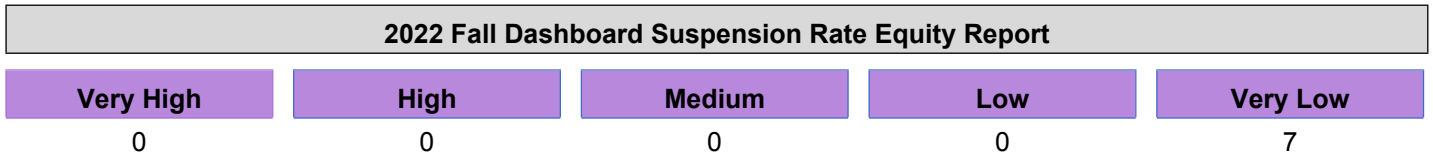
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

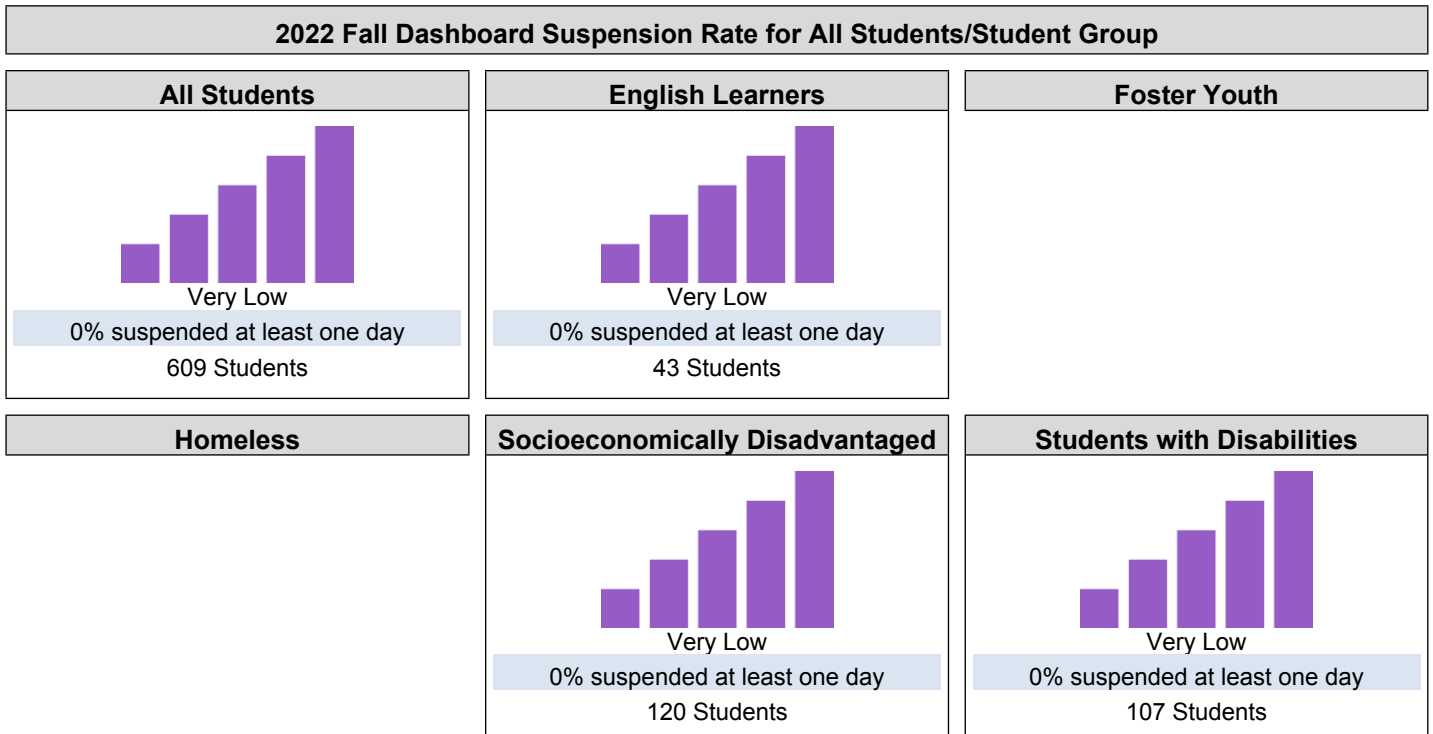
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



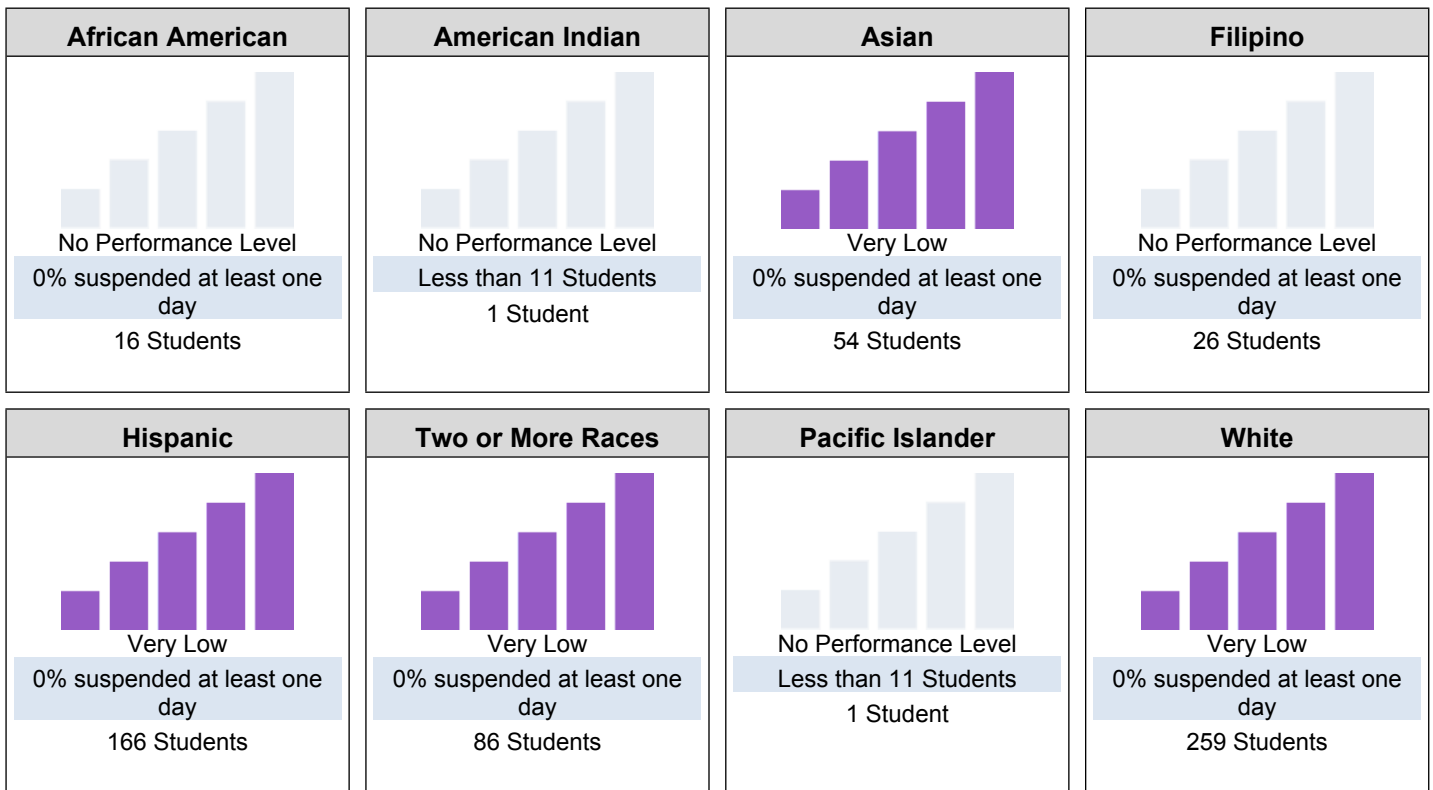
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. No students were suspended in . PBIS will be a continued focus school wide for consistent expectations among students. Subgroups of concern include SEDs, SWDs, Hispanic, and Two or More Races.
2. Supports for students with behavior challenges are in place.
3. At-risk interventionist supports and family services will be offered as needed.

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

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 1

Stevenson Elementary School will increase school-wide proficiency rates for students in Math using state and district data by at least 3%.

Identified Need

Across current grades 3, 4, and 5 there is a small portion of students who are underperforming on math skills and concepts that need intervention. Teachers have a need to meet and discuss student progress in math which results in targeted interventions to advance students in math. Students will be assessed to identify specific skills and concepts that need to be taught and mastered.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 Tuesday 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. Communities of practice are established as a time for Rtl teachers and classroom teachers to collaborate.

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 analyze data and meet with each grade level via grade level and communities of practice meetings 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)

General Fund
None Specified
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)

Targeted students in need of Tier 2/3 supports

Strategy/Activity

Stevenson will hire certificated teachers to help support Rtl program in Math (and 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)

Source(s)

20848.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
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)

All students who need Tier 2/3 support

Strategy/Activity

Curriculum Specialist will work with intervention teachers to find the most supportive materials during distance learning.

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

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 and CS 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)

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.

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.

Annual Review

SPSA Year Reviewed: 2021-22

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 advance 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 are 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.

Continued focused grade level meetings 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

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 2

Stevenson Elementary School will dedicate time for continued professional development for the implementation of Tier I Instructional Strategies including integration of P3CC and DEI work and apply it to in Math and ELA

Identified Need

Teachers have a desire to increase their understanding of the California state standards, the curriculum and best practices/instructional strategies to advance student achievement for all subgroups

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 Tuesday faculty and grade-level meetings, teachers will have the opportunity to meet with grade level colleagues to review, and discuss the implementation of Tier I Instructional Strategies and apply it to in Math and ELA as well as specified targeted groups represented in the modules. We will also focus on PBIS for socioemotional support and DEI site goals work as supported by the district.

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
1000-1999: Certificated Personnel Salaries
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

TK-5th grade teachers will give input to PBIS site work and second step lessons taught for socio-emotional support.

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
1000-1999: Certificated Personnel Salaries
PBIS at Tuesday meetings

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 school site Tier 1 instructional 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 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)

Source(s)

None Specified
Retired teacher volunteer who created an Artist
of the Month featuring artist of different cultures,
gender, and diversity.

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

DEI work-Teachers will participate and facilitate DEI professional development based on site goals

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Although professional development is an on-going goal at Stevenson, socio-emotional supports along with DEI work have been added to meet current needs. District math Elementary PC33 has been added with small group interest of teachers.

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

There are no differences at this time.

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.

No changes.

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

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 3

Increase our school-wide proficiency for English Learners and Socioeconomic (SES) subgroups in Reading and Math.

Identified Need

Across current grades 3, 4, and 5 this is a small portion of English learner students who are underperforming 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 Language Learners

Strategy/Activity

During Tuesday 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 Language Learners

Strategy/Activity

We will purchase materials and supplies for parent activities and engagement as well as educational supports for ELD detailed in the Title III plan.

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)

3543.00

Title III
0001-0999: Unrestricted: Locally Defined

0

Title III Immigrant Education Program
0001-0999: Unrestricted: Locally Defined

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)

20,383.00

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries

25490.00

EIA Funds
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 (ELD specialist) is provided to help support our students including EL students in Math and Language Arts. the teacher will follow-up with RFEP students via the classroom teacher and suggest in-depth 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)

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 Language Learners

Strategy/Activity

Continue ongoing implementation of engagement strategies such as Project GLAD with follow-up by site ELD coordinator for teachers who need support.

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)]

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)

Strategy/Activity

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)

Annual Review

SPSA Year Reviewed: 2021-22

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.

Professional development
Interventions

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

No changes.

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.

No changes.

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

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

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

Virtual Art gallery walks with a monthly artist with different cultures, genders, and ethnicity represented.

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 virtual Gallery Walk with various artist represented and a response project.

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)

13,500

Source(s)

Donations
None Specified
All students will have the option to receive 12 weeks of dance instruction that incorporates history, vocabulary development, and performance via virtual instruction
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 4-5

Strategy/Activity

Continue 4-5 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

Continue TK-5 implementation of the Visual and Performing Arts Standards. (Tk-1st-Music, 2/5th Percussion scoring, 3rd-Arts, 4th Film)

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)

16,820

Donations
None Specified

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)

Young Storytellers for at-risk 5th grade students.

Strategy/Activity

Increasing reading comprehension and vocabulary development

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
15 students work with Disney collaborative partner

Annual Review

SPSA Year Reviewed: 2021-22

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.

Although visual and performing arts is an on-going goal at Stevenson, we have successfully been able to bring back all programs this year after the pandemic.

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

Visual and performing arts programs are fully back

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.

No changes.

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

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2022-23 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2022-23 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2022, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

Goal 5

Stevenson Elementary School will increase school-wide proficiency rates for students in English Language Arts using State and district data by 3%.

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
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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 Tuesday faculty and grade-level meetings, teachers will have the opportunity to meet with grade level colleagues to review, and discuss the implementation of Tier I Instructional Strategies apply it to in Math and ELA as well as specified targeted groups represented in the modules. We will also focus on PBIS for socioemotional support and DEI site goals work as supported by the district.

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 discussions 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)

0

Source(s)

None Specified
None Specified
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)

Targeted students

Strategy/Activity

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)

20,848.00

Source(s)

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
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 will work with intervention teachers to find the most supportive materials during distance learning.

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)

4072.00

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

4578.00

LCFF - Supplemental
0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2021-22

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.

Professional development
Intervention specialists

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

Intervention specialist are working with students in person

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.

No changes.

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	\$130,082.00

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	\$3,543.00
Title III Immigrant Education Program	\$0.00

Subtotal of additional federal funds included for this school: \$3,543.00

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 (\$)
Donations	\$30,320.00
EIA Funds	\$25,490.00
General Fund	\$4,072.00
LCFF - Supplemental	\$66,657.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$126,539.00

Total of federal, state, and/or local funds for this school: \$130,082.00

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
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Expenditures by Funding Source

Funding Source	Amount
Donations	30,320.00
EIA Funds	25,490.00
General Fund	4,072.00
LCFF - Supplemental	66,657.00
None Specified	0.00
Title III	3,543.00
Title III Immigrant Education Program	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	12,193.00
2000-2999: Classified Personnel Salaries	87,569.00
None Specified	30,320.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Donations	30,320.00
2000-2999: Classified Personnel Salaries	EIA Funds	25,490.00
0001-0999: Unrestricted: Locally Defined	General Fund	4,072.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	4,578.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	62,079.00
None Specified	None Specified	0.00
0001-0999: Unrestricted: Locally Defined	Title III	3,543.00
0001-0999: Unrestricted: Locally Defined	Title III Immigrant Education Program	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,848.00
Goal 3	49,416.00
Goal 4	30,320.00
Goal 5	29,498.00

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
Yvette Jalian	Classroom Teacher
Julie Levi	Classroom Teacher
Laury Kelly	Classroom Teacher
Andrea Schowengerdt	Other School Staff
Crystal Hopkins	Parent or Community Member
Patricia Morrison	Parent or Community Member
Shaun Hasas	Parent or Community Member
Kumari Bakhru	Parent or Community Member
Wahidullah Asghary	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

English Learner Advisory Committee

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 11/3/22.

Attested:



Principal, Jill Johnson on 11/3/22

SSC Chairperson, Shaun Hasas on 11/3/22

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.

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.

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.

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.

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

**School Site Council Agenda/Minutes
September 8th, 2022
3:15 p.m. via Zoom**

I. Welcome and introductions-

II. Call to order

A. Approval of minutes from 3/31/22

B. Approval of proposed agenda

III. Upcoming meeting dates: 9/29/22

IV. Review of by-laws

V. Responsibilities of School Site Council Committee

VI. Acceptance of ELAC into SSC

VII. ELAC overview

VIII. Election of 2022-23 School Site Council Officers

***Chairperson**

***Vice chairperson**

***Secretary**

***Parliamentarian**

IX. Safety Plan Overview -school discipline rules

X. Review of 22-23 data

XI. Questions

XII. Meeting Adjournment

School Site Council Agenda

10/4/22

3:15 p.m.

Zoom

I. Welcome and Introductions

II. Call to order: Jill Johnson

A. Approval of minutes from 9/1/22

B. Approval of proposed agenda

III. Upcoming meeting dates: 11/3/2022

IV. New Business:

A. Overview of SPSA (Single Plan for Student Achievement or sometimes referred to as the school plan)

B. Proposed Title III EI/LEP and Title III Immigrant funding expenditures

C. Safety Plan overview

VI. Open Forum

VII. Adjournment

School Site Council Agenda

11/3/22

3:00 p.m.

Zoom

I. Welcome and Introductions

II. Call to order: Jill Johnson

A. Approval of minutes from 10/4/22

B. Approval of proposed agenda

III. Upcoming meeting dates: March 30th, 2023

IV. New Business:

A. Overview of SPSA (Single Plan for Student Achievement or sometimes referred to as the school plan)

B. Request for approval of School site plan and safety plan

VI. Open Forum

VII. Adjournment

**Burbank Unified School District
Stevenson School Site Council
September 8, 2022 Minutes**

✓ 1a. School Plan Development – Data Analysis & Needs Assessment	2a. EL Program Design/Development	3a. School Safety Plan Development & Approval
✓ 1b. School Plan Development – School Goals & Improvement Activities	✓ 2b. EL – Data Analysis & Needs Assessment	3b. Helping Students at Home (Academic & Social Skills)
1c. School Plan – Monitoring & Evaluation	2c. EL – Monitoring & Evaluation	3c. Training – Roles and Responsibilities
1d. School Plan – Budget Development & Monitoring	✓ 2d. EL – Budget Development & Monitoring	3d. Election of SSC/ELAC/DELAC Members
1e. School Plan Approval	2e. EL - Reclassification	3e. Parent Involvement Policy – Development, Approval & Distribution
1f. Title I Program Description	2f. EL – Parent Training	3f. School Compact – Development, Approval & Distribution
	2g. EL - Language Census Discussion (R30)	3g. Academic Standards
1h. Effective Communication w/Parents	2h. EL - School Attendance Discussion	3h. CAASPP Assessment Results
1i. Title I Parent Trainings/Parent Policy	✓ 2i. Parent Input on Title I, III, EIA/LEP	3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

The meeting was called to order at 3:21 pm by Jill Johnson. The Principal, Jill Johnson, welcomed all present to the Stevenson Elementary School Site Council. In attendance were Jill Johnson, Principal; Yvette Jalian, Curriculum Specialist; Laury Kelly, ELD Specialist; Andrea Schowengerdt, office manager and parents, Kumari Bakhru, Shaun Hasas, and Patricia Morrison.

Approval of Proposed Agenda

Mrs. Johnson read the agenda for the meeting. It was moved by Ms. Bakhru and seconded by Ms. Kelly that the agenda be approved as written.

Approval of Minutes from 3.31.22 Meeting

Mrs. Johnson reviewed the minutes. It was moved by Ms. Bakhru and seconded by Mr. Hasas that the minutes be approved as written.

III. Committee Reports

There were no Committee reports.

IV. Legal Requirements

A. Legal Requirements:

Mrs. Johnson and Ms. Kelly addressed the following legal requirements:

1a. School Plan Development – Data Analysis & Needs Assessment

1b. School Plan Development – School Goals & Improvement Activities

2f. EL – Parent Training

- 2g. EL - Language Census Discussion (R30)
- 2h. EL - School Attendance Discussion
- 3c. Training – Roles and Responsibilities
- 3d. Election of SSC/ELAC/DELAC Members

Mrs. Johnson gave a presentation for parent training regarding School Site Council (SSC):

- SSC bylaws were presented and discussed
- responsibilities of the SSC were presented and discussed
 - organization to plan, monitor, and evaluate all school plans and budgets
 - Robert's Rules of Order

Mrs. Johnson and Ms. Kelly gave an accounting of the continuing SSC adoption of the English Language Advisory Committee (ELAC) responsibilities :

- vote to adopt took place last year
 - SSC holds responsibility for 2 years
 - responsibilities of the ELAC were presented and discussed
- meetings need to be held at least 4 times per year
- R-30 data presented
- School Attendance discussion held

Mrs. Johnson gave an overview on the programs at Stevenson:

- SPSA - Single Plan for Academic Achievement
 - SSC will review data when SBAC results are received
- LEA plan - Local Educational Agency
- Safety Plan
 - Physical/Social Environment
 - School Culture
 - addressed through PBIS

V. Unfinished Business

There was no unfinished business.

VI. New Business

A. Parent Education:

- a. Mrs. Johnson reviewed what SSC is, the legal requirements for SSC and its purpose. She also reviewed the responsibilities of the SSC.
- b. Ms. Kelly reviewed what ELAC is, the legal requirements for creating an ELAC and its purpose. She also reviewed what membership entailed.

B. Actions

- a. SSC elections were held.
 - i. Mr. Hasas volunteered for the position of Chairperson.
 - ii. Mrs. Kumari volunteered for the position of Vice Chairperson.
 - iii. Ms. Kelly volunteered for the position of Secretary.
 - iv. Ms. Morrison volunteered for the position of Parliamentarian.
 - v. Vote was taken. Acceptance of 2021-2022 Stevenson SSC Board passed with unanimous approval with 7 yes and 0 no.

C. Announcements

- a. The next SSC meeting will be held on October 4, 2022
 - i. Information to be reviewed will be emailed to all ahead of time.

IX. Adjournment

Meeting adjourned at 3:54 p.m.

**Burbank Unified School District
Stevenson School Site Council
October 4, 2022 Minutes**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities	✓	2b. EL – Data Analysis & Needs Assessment		3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
✓	1d. School Plan – Budget Development & Monitoring	✓	2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

The meeting was called to order at 3:17 pm by Jill Johnson. The Principal, Jill Johnson, welcomed all present to the Stevenson Elementary School Site Council. In attendance were Jill Johnson, Principal; Yvette Jalian, Curriculum Specialist; Laury Kelly, ELD Specialist; Andrea Schowengerdt, office manager and parents, Kumari Bakhru, Shaun Hasas, Crystal Hopkins, and Patricia Morrison.

Approval of Proposed Agenda

Mrs. Johnson read the agenda for the meeting. It was moved by Ms. Hopkins and seconded by Ms. Jalian that the agenda be approved as written.

Approval of Minutes from 9.08.22 Meeting

Mrs. Johnson reviewed the minutes. Ms. Kelly noted that there was a typographical error and that the minutes need to be amended. It was moved by Ms. Hopkins and seconded by Mr. Bakhru that the minutes be approved as amended.

III. Committee Reports

There were no Committee reports.

IV. Legal Requirements

A. Legal Requirements:

Mrs. Johnson and Ms. Kelly addressed the following legal requirements:

1a. School Plan Development – Data Analysis & Needs Assessment

1b. School Plan Development – School Goals & Improvement Activities

- 1d. School Plan – Budget Development & Monitoring**
- 2a. EL Program Design/Development**
- 2b. EL – Data Analysis & Needs Assessment**
- 2d. EL – Budget Development & Monitoring**
- 2i. Parent Input on Title I, III, EIA/LEP**
- 3a. School Safety Plan Development & Approval**

Mrs. Johnson reviewed SBAC data:

- Data from last year's 3rd, 4th, and 5th grade students
 - 66.55% of students scored at the "Met" or "Above" level in ELA
 - 16.2% of students scored "Not Met"
 - 59.44% of students scored at the "Met" or "Above" level in Math
 - 15.38% of students scored "Not Met"

Mrs. Johnson gave an overview on the programs at Stevenson:

- SPSA - Single Plan for Academic Achievement
 - Goals (based on collected data)
 - goals rolled over from previous years due to COVID
 - data for comparison has been limited
 - Goal 1 - Math
 - increase math proficiency
 - Goal 2 - Professional development
 - allow time for Tier 1 (classroom) instructional PD
 - Pre-K to 3 Coherence Collaboration (P3CC) math initiative
 - Diversity, Equity, and Inclusion (DEI) integration
 - Goal 3 - English Language Learners (ELLs)
 - Increase proficiency rates of ELLs
 - Goal 4 - English Language Arts (ELA)
 - increase ELA proficiency
 - Goal 5 - Visual/Performing Arts (VAPA)
 - participate in standards-based VAPA
 - TK, K, and 1st - music
 - 2nd - percussion
 - 3rd - visual arts
 - 4th - film
 - 5th - music scoring
- Title III Budget Summary
 - \$3543 total
 - \$480 set aside for parent education
 - to be spent on Box Cars and One-Eyed Jacks Math night in collaboration with Jefferson and Bret Harte
 - \$3063 for English Language Development (ELD)
 - ELD training for teachers
 - Project GLAD (Guided Language Acquisition and Design)
 - ELD materials for the ELD Instructional Assistant
 - ELD materials for the ELD classroom teachers
- Safety Plan
 - Addresses safety goals in the Plan
 - some goals include the following:
 - dangerous pupils
 - dress code
 - ingress and egress
 - lockdowns and shelter in place
 - earthquake/ fire safety
 - Safety team comprised of Mr. Blank, Ms. Sutter, and Ms. Ruben did a walkthrough the school
 - Fence on California Street side is old/rusted and needs fixing
 - to be addressed by Facilities
- Parent Input:

- Ms. Johnson replied that we were on par with schools Roosevelt and Harte which have similar socioeconomic demographics

V. Unfinished Business

There was no unfinished business.

VI. New Business

A. Parent Education

There was no Parent Education

B. Actions

There were no Actions

C. Announcements

- a. The next SSC meeting will be held in November
 - i. Information to be reviewed will be emailed to all ahead of time.
 - ii. School plan will be voted on and sent to School Board for approval

IX. Adjournment

Meeting adjourned at 3:38 p.m.

**Burbank Unified School District
Stevenson School Site Council
November 3, 2022 Minutes**

✓	1a. School Plan Development – Data Analysis & Needs Assessment	✓	2a. EL Program Design/Development	✓	3a. School Safety Plan Development & Approval
✓	1b. School Plan Development – School Goals & Improvement Activities	✓	2b. EL – Data Analysis & Needs Assessment		3b. Helping Students at Home (Academic & Social Skills)
	1c. School Plan – Monitoring & Evaluation		2c. EL – Monitoring & Evaluation		3c. Training – Roles and Responsibilities
✓	1d. School Plan – Budget Development & Monitoring	✓	2d. EL – Budget Development & Monitoring		3d. Election of SSC/ELAC/DELAC Members
	1e. School Plan Approval		2e. EL - Reclassification		3e. Parent Involvement Policy – Development, Approval & Distribution
	1f. Title I Program Description		2f. EL – Parent Training		3f. School Compact – Development, Approval & Distribution
			2g. EL - Language Census Discussion (R30)		3g. Academic Standards
	1h. Effective Communication w/Parents		2h. EL - School Attendance Discussion		3h. CAASPP Assessment Results
	1i. Title I Parent Trainings/Parent Policy	✓	2i. Parent Input on Title I, III, EIA/LEP		3i. Uniform Complaint Procedures

I. Welcome and Introductions

II. Call to Order

The meeting was called to order at 3:04 pm by Jill Johnson. The Principal, Jill Johnson, welcomed all present to the Stevenson Elementary School Site Council. In attendance were Jill Johnson, Principal; Yvette Jalian, Curriculum Specialist; Laury Kelly, ELD Specialist; Julie Levi, RSP teacher; Andrea Schowengerdt, office manager and parents, Kumari Bakhru, Shaun Hasas, Crystal Hopkins, and Patricia Morrison.

Approval of Proposed Agenda

Mrs. Johnson read the agenda for the meeting. It was moved by Ms. Hopkins and seconded by Ms. Levi that the agenda be approved as written.

Approval of Minutes from 10.4.22 Meeting

Mrs. Johnson reviewed the minutes. It was moved by Ms. Kelly and seconded by Ms. Hopkins that the minutes be approved as written.

III. Committee Reports

There were no Committee reports.

IV. Legal Requirements

A. Legal Requirements:

Mrs. Johnson and Ms. Kelly addressed the following legal requirements:

1a. School Plan Development – Data Analysis & Needs Assessment

1b. School Plan Development – School Goals & Improvement Activities

1c. School Plan – Monitoring & Evaluation

- 2a. EL Program Design/Development
- 2b. EL – Data Analysis & Needs Assessment
- 2d. EL – Budget Development & Monitoring
- 2i. Parent Input on Title I, III, EIA/LEP
- 3a. School Safety Plan Development & Approval

Mrs. Johnson reviewed LEA/LCAP goals:

- SPSA - Single Plan for Academic Achievement
 - Goals (based on collected data) determine how we spend our funding
 - goals rolled over from previous years due to COVID
 - data for comparison has been limited
 - Goal 1 - Math
 - increase math proficiency
 - Goal 2 - Professional development
 - allow time for Tier 1 (classroom) instructional PD
 - Pre-K to 3 Coherence Collaboration (P3CC) math initiative
 - Diversity, Equity, and Inclusion (DEI) integration
 - Goal 3 - English Language Learners (ELLs)
 - Increase proficiency rates of ELLs
 - Goal 4 - English Language Arts (ELA)
 - increase ELA proficiency
 - Goal 5 - Visual/Performing Arts (VAPA)
 - participate in standards-based VAPA
 - TK, K, and 1st - music
 - 2nd - percussion
 - 3rd - visual arts
 - 4th - film
 - 5th - music scoring

Mrs. Johnson reviewed Safety Plan:

- Safety Plan
 - goals in the Safety Plan include the following:
 - dangerous pupils, dress code, ingress and egress, lockdowns and shelter in place, earthquake/ fire safety

V. Unfinished Business

There was no unfinished business.

VI. New Business

A. Parent Education

There was no Parent Education

B. Actions

- Ms. Hopkins made a motion to accept the SPSA Plan as written. Mr. Hasas seconded the motion. Motion carried.
 - SPSA Plan approved as written by unanimous vote.
- Ms. Hopkins made a motion to accept the Safety Plan as written. Mr. Hasas seconded the motion. Motion carried.
 - Safety Plan approved as written by unanimous vote.

C. Announcements

- a. The next SSC meeting will be held in the Spring
 - i. Information to be reviewed will be emailed to all ahead of time.
 - ii. School plan will be voted on and sent to School Board for approval

IX. Adjournment

Meeting adjourned at 3:21 p.m.

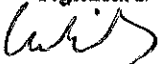
Recommendations and Assurances

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:

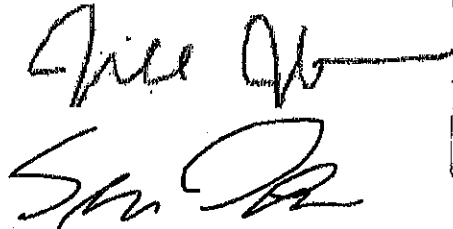
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 11/3/22.

Attested:



Principal, Jill Johnson on 11/3/22
SSC Chairperson, Shaun Masas on 11/3/22