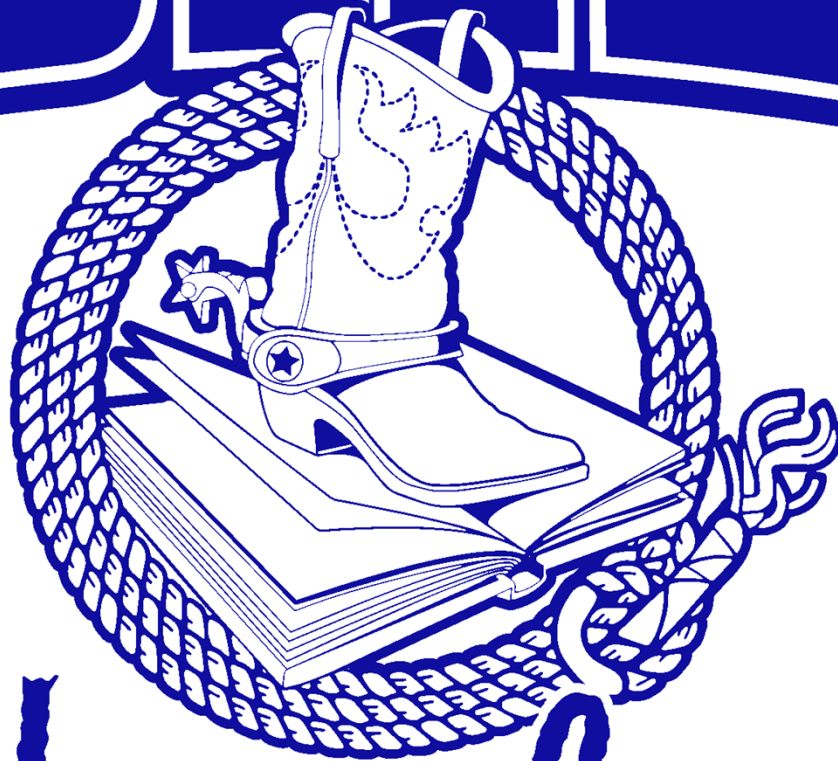


School Year:

2023-24

SPSA



Wranglers

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

Stevenson Ranch
Elementary

19-64832-6113047

May 22, 2023

June 13, 2023

School Mission

It is our mission at Stevenson Ranch School for every child to flourish in a learning-centered, child-centered environment charged by a rich and challenging curriculum, to be surrounded by a caring community, and to learn essential skills for success. Everyone at Stevenson Ranch is part of a learning community.

School Vision

Stevenson Ranch is a learning community that encompasses all our stakeholders and partners in education. We define and measure our expectations according to the following vision for our school:

Staff

- Reflect individually and collectively about teaching, learning, and their role as educators
- Teach rigorous California State Standards and District Performance Standards using district provided curriculum, with fidelity
- Collaborate in grade level and multi-grade teams to support and build a sense of community and responsibility
- Examine assessment data to inform instruction based on outcomes
- Strive for continuous improvement and creative approaches
- Establish high standards and take responsibility for results

Students

- Treat everyone with respect
- Generate work that shows high quality and a sense of pride
- Actively participate in their own learning
- Share knowledge and divergent views in a safe, supportive environment
- Develop character through school experiences
- Make meaningful connections between curriculum and their own experience
- Meet established standards of academic excellence
- Initiate continuous learning on their own
- Be respectful to others, self and school property

Community

- Supports, models, and instills the drive to persevere and the value of continued education
- Models the love of learning
- Participates in the teaching and learning process
- Embraces and includes the school in significant partnerships
- Participates in goal setting and goal achievement

School Overview

Stevenson Ranch Elementary School is located in Stevenson Ranch, California, a suburban area thirty miles north of Los Angeles. Built in 1995 and designed to accommodate 930 students, the 2022-23 school enrollment is 746 students in universal pre-kindergarten through sixth grade, in 27 classrooms. Stevenson Ranch has an average class size of 24 students in universal pre-kindergarten, 27 students in grades kindergarten through third grade, and an average of 29 students in all fourth through sixth grades. The school serves a community that is 36% White, 21% Hispanic, 25% Asian, 3% African American, 4% Filipino, and 11% of multiple ethnicities. The staff, combined with the efforts of the parents and countless volunteers, create a culture that is warm, caring, and focused on excellence.

Stevenson Ranch has specialized programs for its students such as intervention, Gifted and Talented Education (GATE), school-wide technology, counseling, student council, in-school enrichment and awards for attendance. Stevenson Ranch is a school where the community comes together to achieve the very best for children. It is in this caring environment that a rich, standards-based curriculum is taught daily and children, parents, and teachers learn together.

The community supports the traditional values of honesty, responsibility, patriotism, and pride in work. Stevenson Ranch strives to instill these same values and works closely with the local community in pursuing high expectations, academic excellence, and strong community involvement. We are proud to be named a 1998, 2004, 2008, 2012, 2018 and 2022 California Distinguished School, and 2001, 2012, 2019 National Blue Ribbon School and 2022 California Pivotal Practice School. Our award-winning school has consistently maintained high academic performance scores. As the California School Dashboard ratings indicate, with the implementation of Common Core standards, high student achievement continues to be earned in the areas of Language Arts and Mathematics.

Stevenson Ranch Elementary operates utilizing Professional Learning Community (PLC) structures. In grade level and cross-grade level meetings, our staff continuously analyzes student performance data. The results of those analyses inform teaching strategies and support programs to close gaps or extend concepts for individual students. Trends dictate the focus of professional development. Our Site Council and parent leaders examine California standards, student work, rubrics, assessment data, and professional development in relationship to instructional improvement. This process allows us to clearly articulate the critical roles staff, students, and community play in a genuine learning environment. Based on this practice, we consistently engage in collective inquiry through data-driven analysis of outcomes. We measure excellence by results and hold ourselves collectively accountable for student achievement.

Stevenson Ranch continues to incorporate Positive Behavior Interventions and Supports (PBIS) protocols on campus to increase and improve student engagement, student attendance, and student conduct. Student expectations for conduct are found within the acronym B.O.O.T.S, standing for Being Respectful, Owning Your Actions, Operating Safely, Thinking Kindly, and Striving for Success. With the incorporation of the school-wide PBIS program and support from teachers, our counselor, and parents, students will continue to learn how to be problem solvers and work cooperatively together.

First in Excellence, First in Pride is a motto that continues to reflect the culture that is shared between staff, students, families and the community here at Stevenson Ranch Elementary. The Stevenson Ranch family believes in the achievement of its students and everyone here works together to ensure students' academic success continues to grow. Students' accomplishments are

not only a reflection of their hard work, but also that of the teachers and the strong academic programs that we offer.

School Staffing

Administration

- Principal
- 50% Assistant Principal

Office Staffing

- Office Manager
- Office Assistant
- Community Outreach and Support
- Health Assistant

Classroom Teachers

- 29 Teachers
- 2 Part-Time Intervention Teachers
- 1 Learning Support Teacher

Special Education Staff

- Psychologist (Part-Time)
- Resource Specialist
- Speech Pathologist
- Behavior Support Specialist
- Occupational Therapist (Part-Time)
- Adaptive Physical Education Specialist (Part-Time)

Other Support Staff

- Curriculum Specialist
- Counselor
- Library/Media Technician
- Science Support Specialist
- Technology Support Specialist
- 8 Safety Supervisors

- 2 Instructional Assistants - UPK

Education Partners (Formerly Stakeholders) Involvement in SPSA Development and Monitoring

Stevenson Ranch teachers and administration review student performance data throughout the school year in order to make instructional decisions for Tier 1, 2 and 3 instruction. Both formal and informal assessments are given regularly throughout the year. Ongoing conversations during staff meetings are held to discuss student performance and progress. The goals from last year are reviewed and discussed throughout the school year. New goals are developed through discussions and conversations. Teachers agreed upon and gave final input at our staff meeting on May 9, 2023. School Site Council meets regularly throughout the year to discuss ongoing student data. The School Single Plan was sent out to members of the council and then discussed and voted on during our May 22, 2023 meeting. The plan was then sent to the district office to be board approved on June 13, 2023.

Executive Summary

Reflection on Previous School Year

Successes and Celebrations

Stevenson Ranch Elementary School has a long-standing tradition of being “First In Pride, First In Excellence.” The school staff is committed to meeting the academic and social emotional needs of every child on campus. This Single Plan for Student Achievement will detail how our staff will continue to provide the support necessary for the students to meet and or exceed the objectives of the California Common Core Standards, address students' social emotional needs and allocate funding sources for the school year.

We are proud of the work and dedication that staff and students put into the 2022/23 school year that have positively contributed to student learning and success:

- * Students in all grade levels have shown progress toward meeting grade level standards.
- * Our PBIS team has seen a positive impact on students' social emotional growth and responses to behaviors. We have been able to teach and reteach school-wide expectations and celebrate student achievement and successes. The team is working in conjunction with our Behavior Support Specialist and Counselor to provide leveled supports. We instituted new whole-school celebrations called "Boots Bash." We continued to support and reinforce behaviors using blue tickets and class tickets.
- * Class Social Emotional Lessons were provided to all students on a regular basis.
- * We are just beginning to create a Wellness Room on our campus.
- * Our Learning Support Teacher, primary curriculum specialist and 2 "What I Need" teachers have worked to support students through Tier 2 and Tier 3 interventions. Students have participated in multiple "WIN" sessions to focus on independent needs.
- * We had a very active Student Council who ran events that benefited our student body and community. Students were able to have a voice and felt connected to the school.
- * Students and staff were excited to participate in in-person field trips for the first time since COVID restrictions were in place.
- * Our school-wide enrichment program, "Innovations," continued to provide 8 weeks of enrichment for every grade level on Fridays.

Report on Previous Year Goals

Goal 1

All students will meet or exceed the end of the year grade-level expectation in language arts as measured by district benchmarks in TK-2 and CAASPP in grades 3-6. In TK-2, the focus is on phonemic awareness, phonics, decoding and fluency. In grades 3-6, the focus shifts to comprehension and the use of details in order to analyze text.

Reflection:

While we do not have end of the year assessment data at the time of this writing, based on district and site formative assessments, our students are on track to meet this goal.

Goal 2

Students will meet or exceed end of year grade level expectations in the area of numbers and operations in base-ten as measured by district benchmarks in TK-2 and on CAASPP in grades 3-6.

Reflection:

While we do not have end of the year assessment data at the time of this writing, based on district and site formative assessments, our students are on track to meet this goal.

Goal 3

To further develop our school wide buddy system where upper grade students partner with primary buddies for cross age learning support and team completed projects which will result in increased number of students indicating their connection to school on site created surveys and the 5th grade California Healthy Kids Survey.

Reflection:

This year, the science goal that is new to our plan.

Goal 4

To further develop our school wide buddy system where upper grade students partner with primary buddies for cross age learning support and team completed projects which will result in increased number of students indicating their connection to school on site created surveys and the 5th grade California Healthy Kids Survey.

Reflection:

The results of students saying that they felt a part of the school in 2021/22 was 76% of the fifth grade students who took the CA Healthy Kids Survey. The 2022/23 results showed an increase of 6% points with 82% of students who said they feel connected to school.

Staff Professional Activities

For the 2022/23 school year, team leaders met with site administration to continue to build ideas for site-wide leadership and planning. As a staff, we focused on the 5D+ Indicator of Student Engagement - Student Talk. As a staff and leadership team, we discussed the importance of getting students back into academic classroom discussions after the return from the pandemic. Teachers have spent the year reteaching routines and expectations for student discussions in all grade levels. In addition to this indicator, grade level teams also engaged in an additional 5D indicator: kindergarten - PCC1 - Collaboration with peers and administrators to improve student learning, first grade - CEC2 - Learning routines, second grade - CEC4 - Student status, third grade - CEC4 - Student status, fourth grade - CP4 - Differentiated instruction for students, fifth grade - SE1 - Quality of questioning, sixth grade - A1 - Student self assessment.

Teams meet during Friday release time to discuss student progress and performance. They are assessing data from both district required assessments as well as grade level common formative assessments. This data is also discussed with administration and our WIN team in order to provide specific interventions and enrichments for students.

As a site, we have continued to develop our site PBIS program with a team made up of certificated and classified staff and parents. We are continuing to build our capacity around the school-wide and grade level matrices in order to build a stronger behavioral community. This year, we have instituted and used office data referrals to track student behaviors and look for trends that we can address.

We have also added individual and classroom recognition for both behavior and attendance. The team attended regular LACOE training and met at least monthly to dedicate time to our learning.

Student Support and Enrichment Programs

Student Support:

Tiered intervention took place in all grade levels for instruction. With the help of our district funded Learning Support Teacher and Curriculum specialist, students in grades kindergarten through second grade were assessed and screened throughout the year to provide targeted tier 2 and tier 3 instruction in a pull out program. These students attended group four times a week where instruction ranged from letter and sound identification to building phonemic awareness and fluency. In upper grade classrooms, the site funded 2 part time WIN teachers that teamed with grade levels to provide 2-4 day cycles of instruction. Students were grouped based on priority standards and met with staff to focus on intervention to enrichment activities.

Social emotional learning was addressed not only by grade level teams and individual teachers in classrooms, but also with our site counselor. Each classroom receives SEL lessons from our district Second Step curriculum every other week. Students who are in need of Tier 2 received small group lessons that focused on anger management, calming strategies, and conflict resolution. Tier 3 students were referred by teachers, parents or identified with our SABERs screener. These students met with our school counselor in small group or individually.

School-wide enrichment is a unique program to Stevenson Ranch. A partnership with our PTO allows for students to participate in our Innovations program in which every student in grades UPK-6 are able to receive eight weeks of enrichment. This program was designed to teach students to explore and create in order to inspire them to become innovators. Grade level focuses are: UPK & K - becoming an engineer, 1st grade - becoming an astronaut, 2nd grade - becoming a biologist, 3rd grade - becoming an animator, 4th grade - becoming a government official, 5th grade - becoming a journalist, and 6th grade - becoming a newscaster. This program is run in conjunction with our intervention/WIN program with our site funded part-time WIN teachers.

Parent Organizations and Community Partnerships

Teachers continue to partner with families and offer opportunities for classroom volunteers. Some parents are able to come onto campus and provide direct support while others are more than willing to do things at home and send them in. When parents arrive on campus to volunteer, they are checked in through the office using our volunteer system. Our workroom is also a busy place where we can find regular volunteers completing and prepping projects.

Stevenson Ranch has an extremely active Parent Teacher Organization that offers a plethora of activities for our students and families. Students have many opportunities to be involved in programs such as Expressions, Math Olympiads, Science Fair, Runner's Club, Yearbook cover competition, play performances, kindness week and after school enrichment. Students also attended 3 school day assemblies. Additionally, families all come together to enjoy events such as Family Dance, Wrangler Festival, Movie Night, Astronomy Night, Variety Show, Brock Edwards Magic Show, Trunk or Treat, Boo Hoo Ya Hoo social and International Night.

School Site Council met throughout the school year to discuss the plans and expenditures from the 2022/23 School Plan for Student Achievement (SPSA). In addition, the committee looked at fall screener data and attendance data to make recommendations for the site. This committee was also available to receive feedback from our English Language Advisory Committee who met regularly to discuss the policies and programs for our English learners.

Executive Summary

2023-24 Academic Year

Overall student goals

Goal 1

All students will meet or exceed the end of the year grade-level expectation in language arts as measured by district benchmarks in UPK-2 and CAASPP in grades 3-6.

Goal 2

All students will meet or exceed end of the year grade level expectations in mathematics as measured by district benchmarks in grades K-2 and the CAASPP in grades 3-6.

Goal 3

All 5th grade students will meet or exceed end of the year grade level expectations in science as measured by the California Science Test (CAST).

Goal 4

Stevenson Ranch Elementary will provide a positive school climate for all students, as demonstrated and measured by the attendance reported through Chronic Absenteeism located on the CA Dashboard, the California Healthy Kids Survey (CHKS) and Office Data Referral (ODR) slips.

Staff Professional Focus

The Instructional Leadership Team at Stevenson Ranch is planning to return our focus to using the structures of a Professional Learning Community on our Friday minimum days to look at student data in order to provide appropriate instruction. As a team, we are planning to attend a 6-day training put on by the California Principal's Support Network. In conjunction with the training, our school-wide focus will be Assessment 4 - taken from the 5D+ Rubric for Instructional Growth and Teacher Evaluation. This indicator ensures that teachers are using formative assessments to modify future lessons, make in the moment instructional adjustments based on student understanding, and give general feedback aligned with the learning targets. This indicator pairs nicely with PCC1 in which teachers collaborate and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student learning.

As a site, we will be shifting to only one WIN teacher and two curriculum specialists. With this change, grade levels will need work with our intervention staff to create an effective intervention schedule.

We will also be working to build our site buy-in and knowledge of our PBIS program. Stevenson Ranch uses the phrase, SRE always remembers their BOOTS - Be respectful, Own your actions, Operate safely, Think kindly and Strive for success. This was our base line year for collecting Office

Data Referrals. It is our goal to use this data to help guide decisions for staff in ways to help student behavior. Our goal is to work toward the next Tier where students who need the additional support can be a part of the Check In/Check Out system.

Focus for students

Our upper grade students will continue to be an active part of our campus through Student Council. School and community connectedness is important in working toward our fourth goal.

We have continued the use of blue tickets and class-wide tickets for behavior incentives. Students are also celebrated at our Boots Bashes where we honor a Student of the Month from each classroom, the top classroom attendance winners, class-wide ticket winner and a staff honoree. Recently, administration has added daily announcements that focus on a weekly target behavior as well as positive shout-outs.

In April, our behavior team has begun working to develop a wellness room as part of our tier 2 and tier 3 social emotional supports for students. All students are receiving classroom lessons and some participate in small group instruction in addition. Adding this room is just another way to support some students who need additional help.

Innovations will continue to be offered to students in order for them to participate in an eight-week enrichment program. This program is designed to teach students to explore and create in order to inspire them to become innovators. Grade level focuses are: UPK & K - becoming an engineer, 1st grade - becoming an astronaut, 2nd grade - becoming a biologist, 3rd grade - becoming an animator, 4th grade - becoming a government official, 5th grade - becoming a journalist, and 6th grade - becoming a newscaster. We will continue to run this program in conjunction with our intervention/WIN program with our site-funded, part-time WIN teacher and curriculum specialists.

Focus for school climate

Teachers will continue to partner with families in order to offer opportunities for classroom volunteers. Both on campus and at home support will be used and appreciated. Parents who arrive to campus to volunteer will be checked in through the office using our volunteer system. Our workroom will remain open to volunteers and PTO as place where volunteers can complete and prepping projects.

Stevenson Ranch has elected new officers for the 2023/24 Parent Teacher Organization, which offers activities for our students and families. Students will have the opportunity to be involved in programs such as Expressions, Math Olympiads, Science Fair, Runner's Club, Yearbook cover competition, play performances, kindness week and after school enrichment. PTO continues to fund student assemblies. Additionally, families will have the opportunity to come together to enjoy events such as Family Dance, Wrangler Festival, Movie Night, Astronomy Night, Variety Show, Trunk or Treat, Boo Hoo Ya Hoo social and International Night.

School Site Council will continue to meet throughout the school year to discuss the plans and expenditures from the 2023/24 School Plan for Student Achievement (SPSA). In addition, the committee will look at student academic and attendance data to make recommendations for the site. This committee will also be available to receive feedback from our English Language Advisory Committee who will meet regularly to discuss the policies and programs for our English learners.

Student Enrollment

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	104	106
Grade 1	65	90	94
Grade 2	59	91	101
Grade 3	78	104	98
Grade 4	76	95	117
Grade 5	79	122	103
Grade 6	78	101	127
Total Enrollment	498	707	746

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	17	33	46	3.40%	4.7%	6.2%
Fluent English Proficient (FEP)	42	64	73	8.40%	9.1%	9.8%
Reclassified Fluent English Proficient (RFEP)	15			88.2%		

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
707	17.8	4.7	0.1
Total Number of Students enrolled in Stevenson Ranch Elementary.	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.	Students whose well being is the responsibility of a court.

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.5
American Indian	2	0.3
Asian	177	25.0
Filipino	27	3.8
Hispanic	145	20.5
Two or More Races	74	10.5
Pacific Islander	1	0.1
White	251	35.5

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67.71	58.90	58.33	21.88	23.29	24.07	10.42	15.07	12.96	0.00	2.74	4.63
Grade 4	74.26	61.33	71.88	19.80	22.67	19.79	2.97	12.00	5.21	2.97	4.00	3.13
Grade 5	63.64	65.33	59.84	27.27	24.00	31.97	7.27	6.67	6.56	1.82	4.00	1.64
Grade 6	62.81	62.16	53.33	27.27	28.38	35.24	5.79	5.41	10.48	4.13	4.05	0.95
All Grades	66.82	61.95	60.56	24.30	24.58	28.07	6.54	9.76	8.82	2.34	3.70	2.55

2019-20 Data:

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

School and Student Performance Data

ELPAC Results

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
All Grades	41.18	43.33	35.29	33.33	23.53	10.00	0.00	13.33	17	30

Asterisks (*) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

English Language Arts

Goal 1

All students will meet or exceed the end of the year grade-level expectation in language arts as measured by district benchmarks in UPK-2 and CAASPP in grades 3-6.

Identified Need

The percent of students who meet or exceed grade level standards typically is 90% or above. As we began the last school year, our CAASPP results from 2020 - 2021 showed 87% of students (students enrolled in-person at the time) in grades 3 through 6 were proficient. In 2021 - 2022, the results showed that 86% of students were proficient. To determine the instructional needs of students in reading language arts, we administer a new districtwide screener, Fastbridge, to determine the level of proficiency in students' foundational reading skills. The results were as follows:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Universal Reading Screener	<p>2023 Spring Fastbridge Screener (Percentage of students who are low risk or college pathway):</p> <p>Early Reading Kindergarten- 79%</p> <p>Early Reading First Grade- 83%</p> <p>aReading Second Grade- 89%</p> <p>aReading Third Grade- 85%</p> <p>aReading Fourth Grade- 91%</p> <p>aReading Fifth Grade- 87%</p> <p>aReading Sixth Grade- 92%</p>	<p>90% of students in the grade span of Kindergarten to second grade will demonstrate mastery on the district spring universal reading screener.</p> <p>95% of students in the grade span of third through sixth grade will demonstrate mastery on the district spring universal reading Screener.</p>
CAASPP	<p>Preliminary data for the 2022-23 school year show that the percentage of students who met or exceeded grade level standard:</p> <p>Grade 3: N=90/99 81%</p> <p>Grade 4: N=82/116 93%</p> <p>Grade 5: N=84/104 89%</p> <p>Grade 6: N=107/128 93%</p>	<p>95% or more of students in the grade span of third to sixth grade will meet or exceed standards on the CAASPP English Language Arts assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Smarter Balanced Interim Assessment: Literary IAB	<p>The percentage of students above or near standard on the Smarter Balanced Literary IAB taken in January 2023 are as follows:</p> <p>Third Grade (N=96); 95% Fourth Grade (N=114); 97% Fifth Grade (N=99); 98% Sixth Grade (N=125); 98%</p>	When taken, all students will be near or at standard on the Literary IAB test.
Smarter Balanced Interim Assessment: Informational IAB	<p>The percentage of students above or near standard on the Smarter Balanced Informational IAB taken in April 2023 are as follows:</p> <p>Third Grade: (N=91) 100% Fourth Grade: (N=115) 98% Fifth Grade: (N=89) 98% Sixth Grade: (N=126) 100%</p>	When taken, all students will be near or at standard on the Informational IAB test.
English Language Proficiency Assessments for California (ELPAC)	<p>Percent of students at each Performance Level is as follows:</p> <p>Note: We do not have scores for grades K-2 yet.</p> <p>Kindergarten: Level 1: XX%, Level 2: XX%, Level 3 XX%, Level 4: XX%</p> <p>First Grade: Level 1: XX%, Level 2: XX%, Level 3 XX%, Level 4: XX%</p> <p>Second Grade: Level 1: XX%, Level 2: XX%, Level 3 XX%, Level 4: XX%</p> <p>Third Grade (10 students): Level 1: 10%, Level 2: 0%, Level 3 50%, Level 4: 40%</p> <p>Fourth Grade (1 student): Level 1: 0%, Level 2: 0%, Level 3 100%, Level 4: 0%</p> <p>Fifth Grade (2 students): Level 1: 50%, Level 2: 0%, Level 3 0%, Level 4: 50%</p> <p>Sixth Grade (3 students): Level 1: 33%, Level 2: 0%, Level 3 33%, Level 4: 33%</p>	Students are expected to grow at least 1 proficiency level each year.

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

Assessments

Grade-level teams will use the district universal screeners and common formative assessments throughout the school year to identify areas of need and strengths. This data is then used to form flexible, targeted groups for instruction. On-going data is collected for progress monitoring throughout the trimesters, and students are moved between instructional groups based on their instructional needs.

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)

0.00

Source(s)

LCFF/District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Extended Instructional Support

Identified students participate in extended instructional support in small groups across the grade level, facilitated by grade level teams and the Learning Support Teacher in grades K - 2 and intervention teachers in grades 3- 6.

Strategy/Activity

The Learning Support Teacher, WIN teachers and grade level teams will progress monitor identified students and provide additional instructional support in identified focus areas during grade level WIN time. Students will also be assessed to determine comprehension levels and the need for further assessment by their classroom teacher. This baseline test will allow teachers to immediately form WIN (What I Need) groups for students in need of comprehension support. WIN groups will be held during the school day and will be supported by the site intervention staff and classroom teachers. The site resource teacher may also facilitates small groups of students with IEP services.

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)

39,087.00

Source(s)

Supplemental
1 WIN teacher, 2 curriculum specialists (split with math)

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

Access to Literature

Stevenson Ranch will continue to offer a library stocked with all genres of literature for students to have access to. In addition to reading specific academic materials, students will have the opportunity to visit the library and check out books. Our library will continue to update the books that will be available.

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)

1,000.00

Source(s)

Base Grant

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students who demonstrate need for additional support on assessments.

Strategy/Activity

Study Clubs

Before and/or after school study clubs will be offered where students will work with a teacher/support staff member on reading fluency and comprehension skills. Study clubs will consist of a mix of direct instruction from a teacher or support staff member using curriculum aligned text, and from school peer leaders for paired reading practice.

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)

1,500.00

Source(s)

Base Grant
Teacher/Classified Hourly (split with math)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL Support

English Learners will meet with classroom teachers for designated academic instruction support during English Language Arts instruction. Teachers will track progress of identified students as well as Reclassified students using Ellevation. Training on Ellevation will be supplied to teachers during professional development time. Students will also continue to have access to Imagine Learning for online individual 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)

0.00

Source(s)

LCFF/District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Staff Professional Development

Strategy/Activity

SRE Leadership team will attend the CAPS (California Principal's Support Network) PLC training where the Principal and Staff will work to build our knowledge around practices and systems for effective Tiered instruction for students. This includes the enrollment fees as well as the sub coverage for the six school days that staff will attend the training.

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)

16,480.00

Source(s)

Base Grant
Enrollment & Substitutes

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

Strong agreed upon classroom teaching strategies and best practices will be used in both whole group and small group instruction in the classrooms in order to build student ELA data. Some of these strategies are (but are not limited to): student partner talk, providing learning targets and success criteria for lessons, using sentence frames, Daily 5, student (buddy) assistance, multisensory approaches, Raz-kids, teaching expository text structures, using visuals, providing exit tickets for CFAs, using thinking maps, teaching vocabulary context clues and utilizing google classroom for differentiated assignments.

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)

25,310.00

Source(s)

Base Grant
Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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.

Stevenson Ranch had four strategies listed in their 2022/23 SPSA to improve English Language Arts instruction in order to reach our goal of "All students will meet or exceed the end of the year grade level expectation in language arts as measured by district benchmarks in TK-2 and CAASPP in grades 3-6." Students took our district-wide universal screeners in Fastbridge three times throughout the school year: fall, winter and spring. These assessments were used to track student progress and provide tiered instruction. Once students were identified using these screeners or common formative assessments within the grade level, teams used the district learning support teacher and WIN teachers to create differentiated instruction in order to meet the individualized needs of students. Our fourth goal was to provide study clubs for students to work on reading fluency and comprehension skills. We were only able to gain staff interest in one program. Students in first grade were offered the opportunity to attend our Literacy Leaders program where they worked on sight words and fluency three days a week in the Spring semester.

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

In our school plan, money was budgeted for our Learning Support teacher to attend Orton Gillingham training over the summer. These trainings were funded by the district and so while our LST was able to attend, the budget was not charged to the school site.

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.

As a site, we will continue to use a district wide universal screener in order to track data to inform instructional decisions. However, instead of only having our Learning Support Teacher and 2 WIN teachers, we are looking to hire 1 WIN teacher and 2 curriculum specialists. This change will allow for teachers to have more input into the lessons that are being taught as well as having an additional body in order to form smaller groups. Study clubs will continue to be offered if we have staff to lead the work. Two additional expenses added this year will be to continue to build a comprehensive and updated library for students to have access to, as well as sending our staff to strengthen our knowledge around our PLC and intervention work.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79.17	47.95	55.56	17.71	38.36	30.56	3.13	9.59	11.11	0.00	4.11	2.78
Grade 4	69.61	53.33	57.29	24.51	26.67	34.38	5.88	14.67	6.25	0.00	5.33	2.08
Grade 5	72.73	61.33	58.20	16.36	20.00	22.95	10.00	16.00	15.57	0.91	2.67	3.28
Grade 6	65.29	67.57	64.76	17.36	18.92	20.00	11.57	8.11	13.33	5.79	5.41	1.90
All Grades	71.33	57.58	58.93	18.88	25.93	26.68	7.93	12.12	11.83	1.86	4.38	2.55

2019-20 Data:

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

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

Mathematics

Goal 2

All students will meet or exceed end of the year grade level expectations in mathematics as measured by district benchmarks in grades K-2 and the CAASPP in grades 3-6.

Identified Need

The percent of students who meet or exceed grade level standards typically is 90% or above. As we began the last school year, our CAASPP results from 2020 - 2021 showed 87% of students were proficient (students enrolled in-person at the time) in grades 3 through 6. The 2021 -2022 data showed 86% of students were proficient. To determine the instructional needs of students in mathematics, we administer a new districtwide screener, Fastbridge, and district math unit assessments to determine the level of proficiency. The results were as follows:

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Fastbridge Early Mathematics Screener	<p>2023 Spring Fastbridge Screener (Percentage of students with low risk or college pathway):</p> <p>Early Math Kindergarten: 88%</p> <p>Early Math First Grade: 76%</p> <p>aMath Second Grade: 86%</p> <p>aMath Third Grade: 91%</p> <p>aMath Fourth Grade: 94%</p> <p>aMath Fifth Grade: 89%</p> <p>a Math Sixth Grade: 94%</p>	95% or more of students will meet or exceed standards in math fluency on end of year district assessments.
CAASPP	<p>The preliminary data for the 2022-23 shows that the percentage of students who met or exceeded grade level standard:</p> <p>Grade 3: N=96/99 93%</p> <p>Grade 4: N=116/116 90%</p> <p>Grade 5: N=103/104 79%</p> <p>Grade 6: N=128/128 85%</p>	95% or more of students will meet or exceed standards in mathematics on the CAASPP assessment.

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

All students in each grade level will be assessed three times a year (fall, winter and spring) using our district universal screener. These assessments will be used in conjunction with grade-level common formative assessments to identify areas of need and strengths. This data is then used to form flexible, targeted groups for instruction. On-going data is collected throughout the trimesters, and students are moved between instructional groups based on their instructional needs.

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)

0.00

Source(s)

LCFF/District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Extended Instructional Support for Identified Students

Strategy/Activity

Identified students will participate in small groups across the grade level, facilitated by teachers and/or intervention staff. Students will be assessed as mentioned above to determine specific needs. This baseline test will allow teachers to immediately form WIN (What I Need) groups for identified students. WIN groups will be held for math support two-three times a week and will be supported by grade level teachers and intervention staff. The site resource teacher also facilitates small groups of students with IEP services.

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)

39,086.00

Source(s)

Supplemental
WIN Teacher & 2 Curriculum Specialists (split in
ELA)

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

Professional collaboration and development in mathematics instruction will take place through staff meetings. The site team leaders will review student assessment data to look for trends and identify common areas of student need. Teacher teams will also look at grade level data and will look for site or district support in needed to look at differentiated ways of teaching identified concepts.

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)

0.00

Source(s)

Existing site and district resources

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with identified need

Strategy/Activity

Students can participate in before and/or after school study club where students will work with a teacher/support staff member on math number concepts.

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)

1,500.00

Source(s)

Base Grant
Teacher/Classified Hourly (Split with ELA)

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

Students will be encouraged to participate in at least 5 lessons of Dream Box each week to provide additional individualized support. Teachers can also use the assigned focus feature to align work to the classroom instruction if desired.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

LCFF/District Funded

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

Strong agreed upon classroom teaching strategies and best practices will be used in both whole group and small group instruction in the classrooms in order to improve student Mathematics data. Some of these strategies are (but are not limited to): student partner talk, use of anchor charts, including workplace games, checking for understanding using individual whiteboards, drawing random students for participation, songs/chants, providing exit tickets, spiral review in morning work, use of manipulatives, incorporating daily number corner, real life application, math notebooks and use of a learning target for lessons.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

LCFF/District Funded
Includes district adopted curriculum

25,310.00

Base Grant
Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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.

Last year there were four individual strategies added into the SPSA for teachers and students to address in order to increase our goal of "all students will meet or exceed end of the year grade level expectations in the area of numbers and operation in base-ten as measured by district benchmarks in TK-2 and on CAASPP in grades 3-6." Grade level teams did administer the district required universal screeners through Fastbridge as well as used grade level common formative assessments to track student progress. These assessments were then analyzed and used group students into extended instructional support across the grade level. However, in primary grades, the intervention staff was only utilized for ELA intervention, so extra math support was provided with the classroom teacher. Additionally, teachers collaborated during Friday PLC meetings to look at data and make decisions about grade level instruction.

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

The fourth strategy in the SPSA was not instituted this year as we did not have the staff to run a before or after school study club for students. Extra support was only offered during the school day.

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.

We have continued to add study club as an option for this school year in the hopes that we have staff to provide the support. In the past, we have seen this as a positive benefit for students and the staff would like to see it brought back. Additionally, the district has provided strong data on the benefits of Dreambox and the correlation of success on CAASPP. Teachers will continue to encourage the use of at least 5 lessons per week.

School and Student Performance Data

CAST Results Science (5th Grade Students)

% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
49.09	29.33	41.8	30	45.33	30.33	20.91	25.33	26.23	0	0	1.64

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

Science

Goal 3

All 5th grade students will meet or exceed end of the year grade level expectations in science as measured by the California Science Test (CAST).

Identified Need

On the 2022 CAST exam, 72% of the 5th grade students at Stevenson Ranch met or exceeded grade level standards. Students are asked to think critically and solve problems that bring together science content, practices and concepts. The exam covers all three science domains: Life Science, Physical Sciences and Earth and Space Sciences. This test aligns to the California Next Generation Science Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST)	Preliminary scores for the 2022-23 CAST show that the number of student who met or exceeded grade level standard are: 78%	All students in 5th grade will meet or exceed grade level standard.

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

Use the science curriculum with fidelity to ensure that students are engaging in the next generation science standards with consistency across the grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	LCFF/District Funded

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

All students will engage in hands-on science learning in the science lab. Students in kindergarten will attend monthly, students in grades first and second will attend biweekly and students in grades three through six will attend weekly. This hands-on instruction will be taught by the classroom teacher with assistance from the science tech. These lessons will align to classroom instruction and provide students with a deeper understanding through kinesthetic 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)

3,000.00

Base Grant
Materials for the Science Lab

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

Encourage students to participate in our PTO sponsored science fair. By exploring concepts in the classroom and science lab, students can build a love for learning science and be willing to enter our yearly science fair.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

PTO Sponsored

School and Student Performance Data

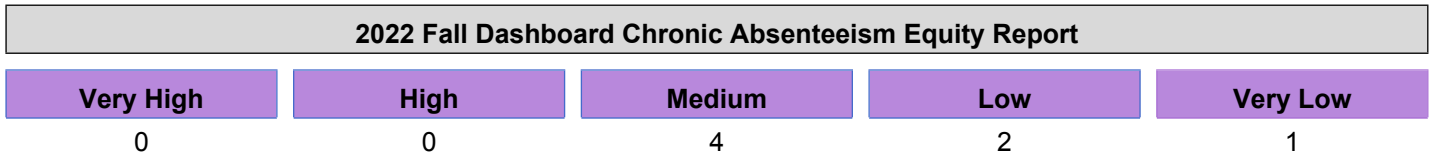
Academic Engagement Chronic Absenteeism

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](#).

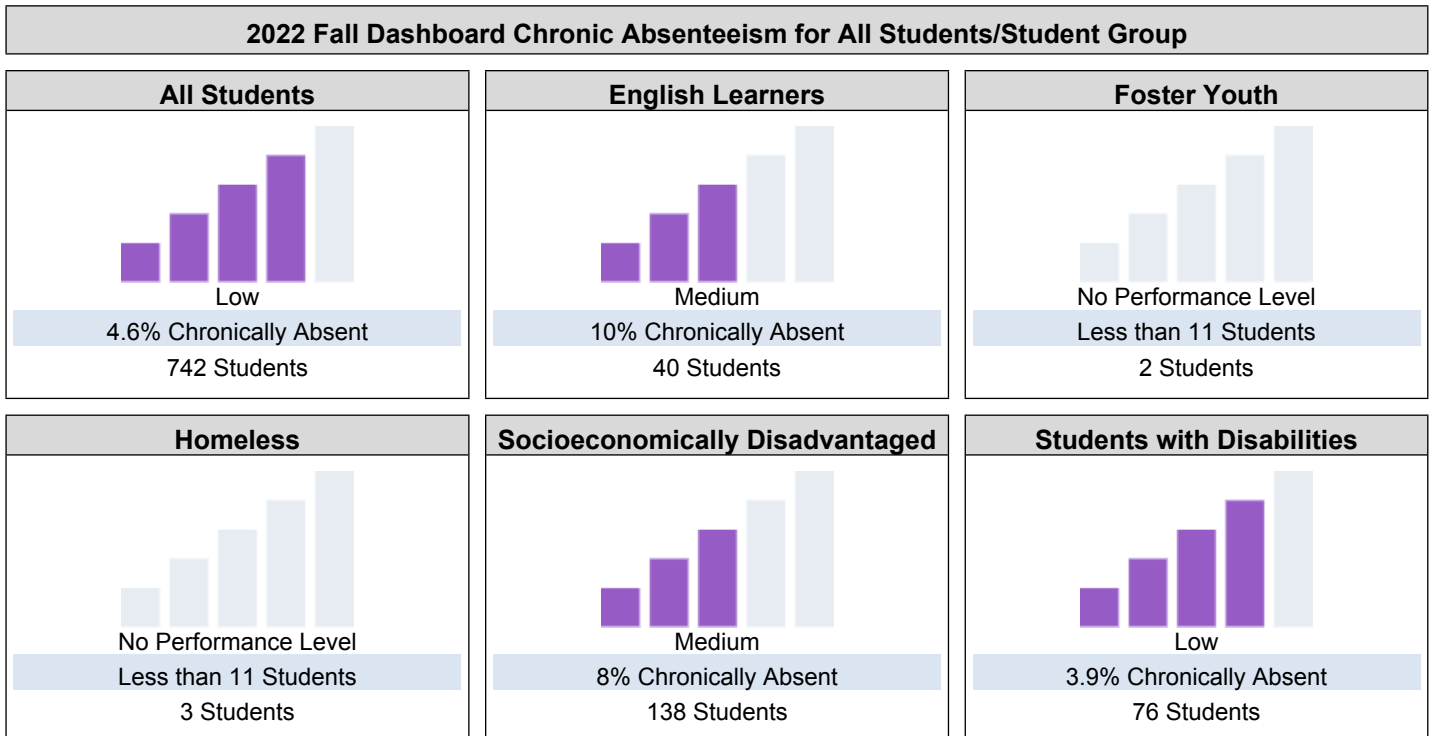
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



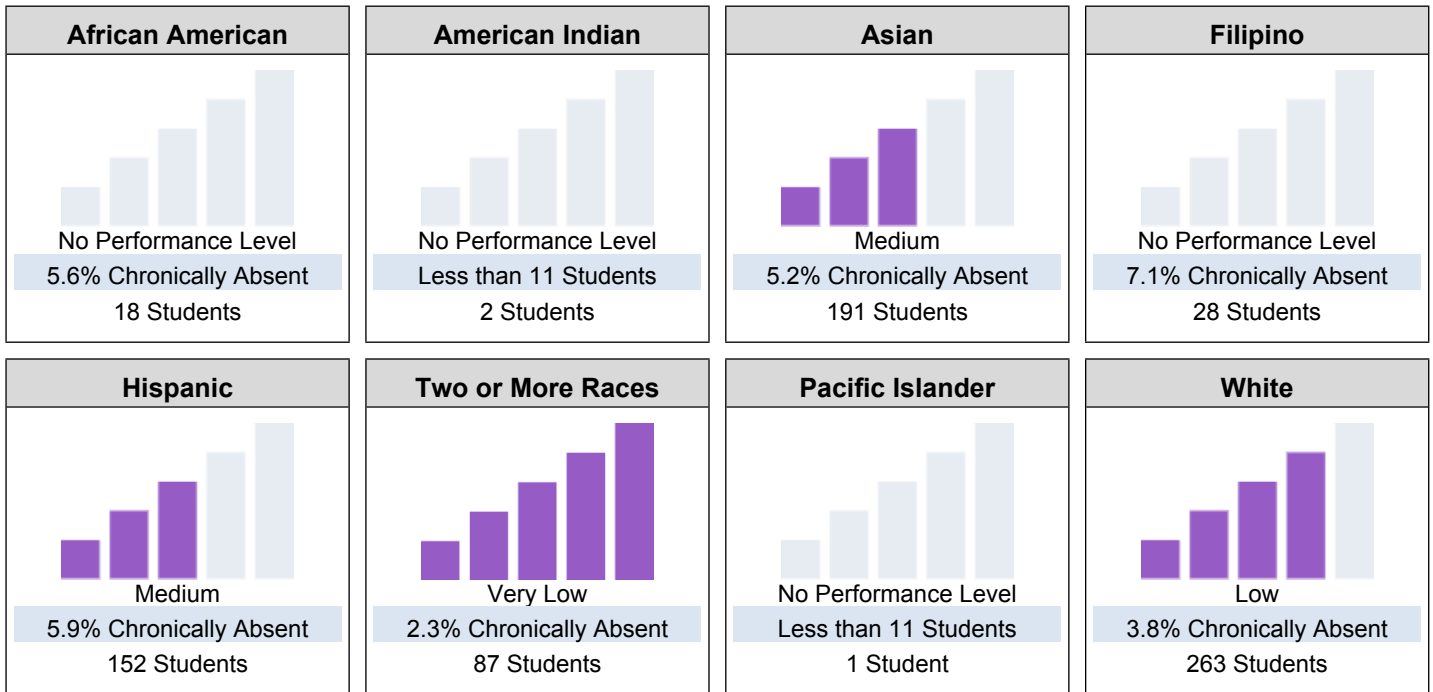
This section provides number of student groups in each level.



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.



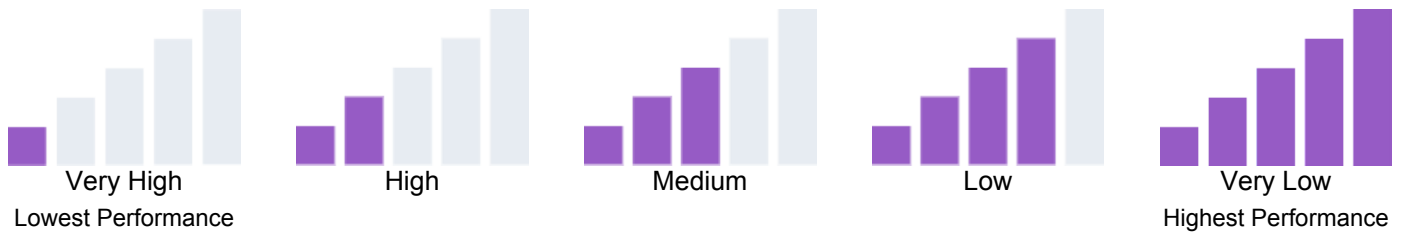
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



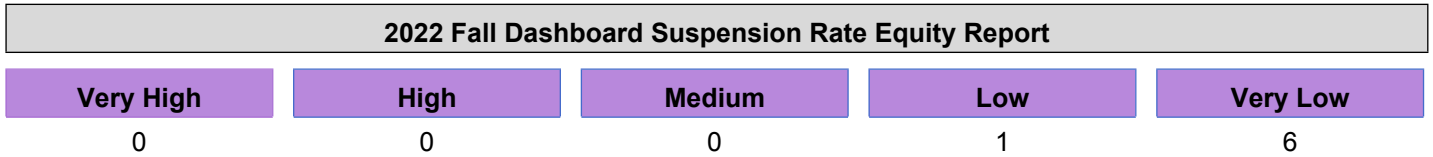
Conditions & Climate Suspension Rate

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](#).

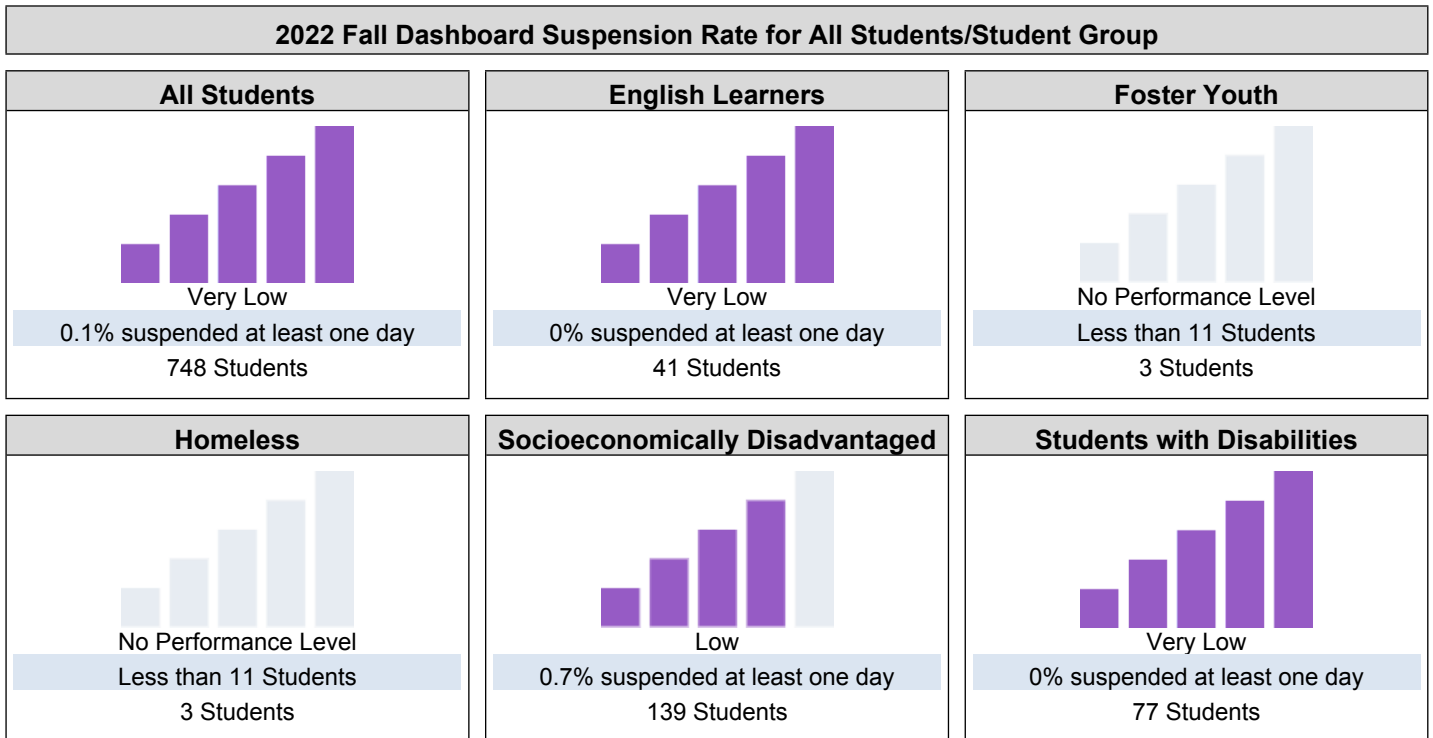
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



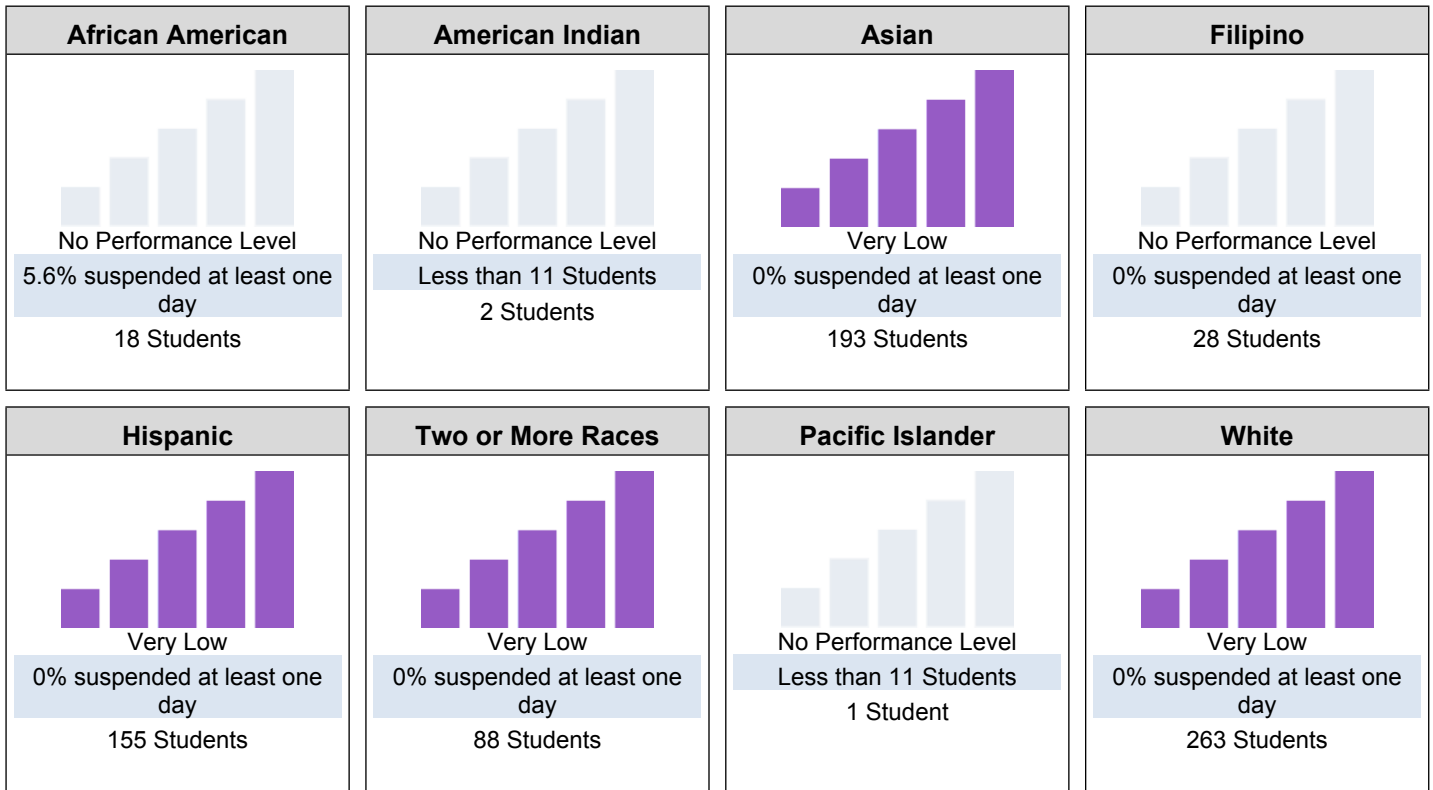
This section provides number of student groups in each level.



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



California Healthy Kids Survey

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports	82	A6.3
School connectedness†		A6.3
School connectedness† <i>(Remote Only)</i>		A6.3
Academic motivation†	91	A6.3
School boredom†	29	A6.9
Caring adults in school†	79	A6.3
High expectations-adults in school†	91	A6.3
Meaningful participation†	41	A6.3
Facilities upkeep†	86	A6.11
Parent involvement in schooling†	75	A10.2
Social and emotional learning supports†	79	A7.1
Anti-bullying climate†	80	A9.6
School Safety and Cyberbullying	87	A9.1
Feel safe at school†		
Feel safe on way to and from school†	92	A9.1

Been hit or pushed	27	A9.2
Mean rumors spread about you	35	A9.2
Called bad names or target of mean jokes	49	A9.2
Saw a weapon at school	4	A9.5
Cyberbullying	27	A9.3
School Disciplinary Environment	88	A8.2
Rule clarity†		
Students well behaved†	65	A8.4
Students treated fairly when break rules†	66	A8.1
Students treated with respect†	92	A8.1

†Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Parent School Satisfaction Survey

Effectiveness Survey - Parent Survey 2023

Q3 - My child is excited about learning at school. Mi hijo está entusiasmado con el aprendizaje en la escuela.	
Answer Choices	Responses
Agree/De acuerdo	94.74%
Disagree/No estoy de acuerdo	5.26%
I don't know/No sé	0.00%
Q4 - My child's teacher regularly informs me of my child's progress and areas in need of improvement. El maestro(a) de mi hijo(a) me informa con regularidad acerca de su progreso y las materias en las que necesita mejorar	
Answer Choices	Responses
Agree/De acuerdo	93.98%
Disagree/No estoy de acuerdo	4.51%
I don't know/No sé	1.50%
Q5 - My child's school teaches the State Standards in the basic academic areas. La escuela de mi hijo(a) enseña las Normas del Estado de California en las áreas académicas básicas.	
Answer Choices	Responses
Agree/De acuerdo	94.74%
Disagree/No estoy de acuerdo	0.75%
I don't know/No sé	4.51%
Q6 - My school consistently keeps me informed around resources and expectations for my child. Mi escuela me mantiene constantemente informado sobre los recursos y las expectativas para mi hijo	
Answer Choices	Responses
Agree/De acuerdo	93.98%
Disagree/No estoy de acuerdo	1.50%
I don't know/No sé	4.51%
Q7 - My child's principal communicates well with parents. El (La) Director(a) de mi hijo(a) se comunica bien con los padres.	
Answer Choices	Responses
Agree/De acuerdo	94.74%
Disagree/No estoy de acuerdo	3.01%
I don't know/No sé	2.26%
Q8 - My child's school encourages me to participate in school activities. La escuela de mi hijo(a) me anima a participar en actividades escolares.	
Answer Choices	Responses
Agree/De acuerdo	97.74%
Disagree/No estoy de acuerdo	2.26%

I don't know/No sé	0.00%
Q9 - My child's school has clear and consistent rules for student behavior. La escuela de mi hijo(a) establece reglas de conducta estudiantil claras y consistentes.	
Answer Choices	Responses
Agree/De acuerdo	95.49%
Disagree/No estoy de acuerdo	2.26%
I don't know/No sé	2.26%
Q10 - My child's school is a safe place for students. La escuela de mi hijo(a) es un lugar seguro para los estudiantes.	
Answer Choices	Responses
Agree/De acuerdo	93.98%
Disagree/No estoy de acuerdo	3.01%
I don't know/No sé	3.01%
Q11 - Overall, I am satisfied with my child's school. En general, estoy satisfecho(a) con esta escuela.	
Answer Choices	Responses
Agree/De acuerdo	94.74%
Disagree/No estoy de acuerdo	5.26%
I don't know/No sé	0.00%

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

School Climate

Goal 4

Stevenson Ranch Elementary will provide a positive school climate for all students, as demonstrated and measured by the attendance reported through Chronic Absenteeism located on the CA Dashboard, the California Healthy Kids Survey (CHKS) and Office Data Referral (ODR) slips.

Identified Need

Regular attendance is a reflection of school climate. Research shows that students who feel supported and engaged at school are more likely to attend regularly. Regular attendance is also vital to student growth, social/emotional and academic achievement. Although attendance is very important, we want to ensure that we encourage only non-contagious students to attend. In the 22-23 school year, 4.6% of all students are reported chronically absent. Another measure of school climate is pulled from our 5th grade sampling on the California Healthy Kids Survey. The two indicators that we look at from this survey are whether students feel safe at school and whether students feel connected to school. This year we had 87 fifth grade students respond. Of those, 87% said they feel safe at school and 82% said they felt connected to school. Office Discipline Referral (ODR) data was new to SR for the 2022/23 school year and will be used as a baseline for the 203/24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attention 2 Attendance	In 2022/23, the attendance data through April indicates that: 14% of students are in the Excellent range 51% of students are in the Satisfactory range 29% of students are in the Manageable range 6% of students are in the Chronic range	All students to be in the Excellent or Satisfactory range.
CA Healthy Kids Survey - 5th Grade	2022-2023 Survey: Feel connected to school: 82% Feel safe at school: 87%	Feel connected to school: 95% Feel safe at school: 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIS (Office Data Referrals)	As of the end of April 2023, 139 behavior referrals have been made. 31% of these behaviors occurred inside the classroom, 37% on the playground, 21% in the cafeteria and 7% in the bathroom	At the end of the 2023-24, the number of total referrals will decrease by 10%

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

Student Leadership

Student Leadership will be promoted through the student council. These student leaders will collect ideas and represent students in designing activities to promote students' buy-in to the school environment. The creativity of students result in school wide events, community philanthropy, and family events. Student leaders will explore strategies to get input and buy in from the general student population.

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)

0.00

Source(s)

Student Council has their own budget

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 order to promote a positive school climate that respects all members of the school community, all students will be provided opportunities to learn through direct instruction on school-wide behaviors and expectations. These direct instruction and learning opportunities will be facilitated through the site-based comprehensive Positive Behaviors, Interventions and Supports (PBIS) program.

Activities and events designed to foster positive student engagement, enhancing school attendance include: school-wide and classroom PBIS matrices, direct and spiral instruction in behavior expectations, PBIS assemblies, PBIS reward events and activities, monthly attendance classroom awards, and individual student recognition. Students who demonstrate unexpected behaviors will be monitored using our SWIS data system that collects data around: time of incident, unexpected behavior, location, action taken and possibility of cause.

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)

3,960.00

Source(s)

LCFF/District Funded
Supplemental Budget - PBIS

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

To further enhance school climate, and therefore positively impact attendance, all students will participate in direct instruction on social emotional learning through the District-adopted curriculum. These direct instruction opportunities will occur during whole classroom lessons. Students who need additional behavior support will also have the opportunity to work in small groups through Tier 2 or Tier 3 with our school counselor. These small group or individual lessons will be geared toward specific social emotional needs that students are facing. Stevenson Ranch will also create and utilize a school Wellness Room.

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)

500.00

Source(s)

Base Grant
Wellness Room supplies

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

After analyzing attendance data in Aeries and A2A, and following Tier 1 instruction for all students, those students who demonstrate attendance concerns by accumulating at least 6 excused and

unexcused absences will receive an L2 attendance letter. In order to partner with parents to resolve any underlying factors that may be contributing to attendance concerns, school staff - including site administration, classroom teachers, office staff and community liaisons - will make a concerted effort to communicate with parents regarding familial needs and issues surrounding attendance. If student attendance concerns persist following communication with parents and the issuance of an L2 attendance letter, parents will be invited to participate in the School Attendance Review Team (SART) meeting process. The purpose of the SART process will be to gain greater understanding of parent needs and concerns related to attendance, outline clear expectations and strategies for attendance, and create a strategic plan with parents that is designed to improve student attendance. Additionally, our teachers will bring students up for Student Success Team (SST) meetings where administrators, families and teachers work together to address needs that may be prohibiting successful 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)

0.00

LCFF/District Funded

Annual Review

SPSA Year Reviewed: 2022-23

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.

Students in grades four through six were paired with kindergarten and first grade academic buddies. Before school, upper grade students worked with first grade students in our Literacy Leaders program. These students were paired with students to work on first grade sight word identification eventually leading to fluency. Since not all students are able to attend extra support prior to the school day, we also partnered our kindergarteners and first graders with buddies who worked on letter and sound identification, sight work identification and reading fluency. These partnerships allowed students to receive extra one to one support from a peer, not only building relationships, but fostering a role model mentality.

Another project that was discussed was the development of a school garden. Unfortunately, the money set aside was not enough to get the entire project built and maintained for the entire school year, so we did not move forward with this part of the goal.

PBIS was also discussed in the goal last year. This year we focused on Tier 1, year 3 and continued to build both staff and student awareness. Posters are hung around school and incentives and activities to promote positive behavior were done.

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

We did not spend the \$1500 on the garden and instead added it to the \$3960 for PBIS.

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.

Although we still plan to offer Literacy Leaders as a support for students, this strategy will be discussed in our ELA component. Our focus to build a stronger school culture will focus on attendance and behavior.

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	\$156,733.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Base Grant	\$74,600.00
LCFF/District Funded	\$3,960.00
Supplemental	\$78,173.00

Subtotal of state or local funds included for this school: \$156,733.00

Total of federal, state, and/or local funds for this school: \$156,733.00

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

Name of Members	Role
Diana Stenroos	
Tina Csiszar	
Joe Evans	
Kayleigh Felt	
Jessica Hansen	
Kira Grossi	
Mazen Baayoun	
Faviana Rishko	
Ellen Geraghty	
Suverna Mistry	

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
	Principal
	School Site Council

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 June 13, 2023.

Attested:

Principal, Diana Stenroos on