

# School Plan for Student Achievement (SPSA) Mokelumne Hill Elementary School

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

| School Name                      | County-District-School (CDS) Code | School site Council (SSC) Approval Date | Local Board Approval Date            |
|----------------------------------|-----------------------------------|---|--------------------------------------|
| Mokelumne Hill Elementary School | 05-61564-6003404                  | 4/26/2023                               | [Add Local Board Approval date here] |

## 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)

The purpose of this schoolwide program is to support academic achievement across all subgroups of the student population.

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.

The school site and district take input from all stakeholders, needs assessments, surveys, CASSPP scores and more. From this information, needs are summarized, goals created and plans developed. School plans are written to be in alignment with the Local Control Accountability Plan (LCAP) and federal addendum.

## 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

Staff meetings and Professional Learning Collaborations throughout the school year have focused on analyzing student academic diagnostic data. At the April 26, 2023 School Site Council meeting, planning and goals based on student diagnostic and dashboard data and parent feedback were reviewed. The next annual review will take place in April of 2024.

## Resource Inequities

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

Access to targeted differentiated instruction continues to be an inequity that effects our students due to an increase in student population which is straining current intervention and support groups. Current enrollment is 168 students. 57.8% of our student population fall into the low socio-economic group. CASSPP scores 2021/22- ELA 31% of all students met or exceeded standard, 28.5% of the low SES group met or exceeded standard. Math- 30% of all students met or exceeded standard, for the low SES group 26% met or exceeded standard. Special Education students make up 19.3% of our student population. No SPED students met or exceeded standard during the 2021/22 school year in math or ELA. We have a need for more resources for intervention programs that would help students to make significant academic progress by providing extra academic support to meet grade level standards.

Access to technology continues to be an area of need. Many of the students at MHE live in very remote areas causing an inequity in access to technology from their peers. Many students don't have access to the internet when they are at home due the rural community and some parent's ability to pay for internet service. An afterschool tutoring program would provide an opportunity for students to complete their homework assignments using the school's Internet service, as well as providing academic support.

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal 1

Identify students needing academic support based on teacher input, previous year CASSPP score and i-ready diagnostic scores. Provide teacher led, small group tutoring in six-week rotations.

#### Identified Need

On the Smarter Balanced state assessments, only 30% of all students met or exceeded standard in both math and ELA. The low SES group scored 2-4% lower with no SPED students meeting standard. There is a need to small group intervention and after school tutoring programs.

#### Annual Measurable Outcomes

| Metric/Indicator          | Baseline/Actual Outcome | Expected Outcome   |
|---------------------------|-------------------------|--|
| i-ready diagnostic report | Below grade level       | Trimester diagnostic reports will show an increase in students meeting their expected yearly growth. |

| Metric/Indicator            | Baseline/Actual Outcome | Expected Outcome  |
|-----------------------------|-------------------------|---|
| California Dashboard scores | Below standard          | Annual CASSPP scores will show a 10% increase in students approaching or meeting standards. |

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 who are identified as performing below grade level.

### Strategy/Activity

Expanded learning opportunities through access to an after-school tutoring or other small group intervention.

### 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) |
|-----------------|-----------|
| Tutoring \$3000 | Title 1   |
| Supplies \$300  | Title 1   |

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

## Goal 2

Increase parent involvement to improve communication between home and school and to support student achievement.

### Identified Need

Parents surveys suggest that parents would like more communication between home and school.

## Annual Measurable Outcomes

| Metric/Indicator                                       | Baseline/Actual Outcome            | Expected Outcome                                |
|--|------------------------------------|---|
| Parent involvement in parent/family educational events | Currently 1 family night per year. | Increased attendance to quarterly family nights |

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

Provide quarterly family homework help educational events. Parents will be able to access resources and ideas to help them support their students with homework.

#### 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)                                 |
|------------------------------|---|
| \$500 (presenters/resources) | Title I part 1 Parental involvement funds |

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

### 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

Increased family communication with the school to develop a healthy culture and climate. Provide a quarterly magazine that supports parents with resources for supporting their child's academic growth through homework 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)                  |
|---|----------------------------|
| Parent math/reading homework support quarterly magazine \$1,000 | Title 1 parent involvement |
|   |                            |

## Goal 3

### Identified Need

This goal is reaffirmed from the last school year. Students at Mokelumne Hill Elementary school have a need for increased services that would address their social-emotional wellbeing as is evident in the amount of students utilizing the school counselor, psychologist, and The Wellness Center staff. We have an increased number of students on Behavior Intervention Plans and there has continued to be a high level of referrals to the wellness center both from student self-referral, teachers, and families.

### Annual Measurable Outcomes

| Metric/Indicator                                     | Baseline/Actual Outcome   | Expected Outcome  |
|--|---|---|
| The number of students accessing counseling services | 21/168 students receiving counseling through school counselor or wellness center. | Monitor student referrals to the Wellness Center/counselor. |
| Suspension Rates                                     | 4 total suspensions 2022/23   | Decreased suspension rate to 1% or less.                    |
| Attendance records                                   | Current year 88.45% avg attendance  | Increase avg attendance to 90%                              |
|  |   |   |

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

Reduce suspension rates through Restorative justice/PBIS training and supports for students and staff. The staff will be trained in PBIS strategies.

We have been working with CCOE to train our para professionals in de-escalating emotional confrontations with students and this will continue through the 23/24 school year. We will refine our Tier 1 interventions and expand our training to include Tier 2 interventions.

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) |
|--------------------------------------|-----------|
| Training/conferences/materials \$500 | Title 1   |