



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stone Avenue Elementary School	33 67090 6111280	May 23, 2024	June 24, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Stone Avenue Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Comprehensive Needs Assessment Components ..... 3
  - California School Dashboard (Dashboard) Indicators ..... 3
  - Other Needs ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
  - CAASPP Results..... 7
  - ELPAC Results ..... 12
  - California School Dashboard ..... 16
- Goals, Strategies, & Proposed Expenditures..... 29
  - Goal 1..... 29
  - Goal 2..... 36
  - Goal 3..... 41
- Budget Summary ..... 46
  - Budget Summary ..... 46
  - Other Federal, State, and Local Funds ..... 46
- Budgeted Funds and Expenditures in this Plan ..... 47
  - Funds Budgeted to the School by Funding Source..... 47
  - Expenditures by Funding Source ..... 47
  - Expenditures by Budget Reference ..... 47
  - Expenditures by Budget Reference and Funding Source ..... 47
  - Expenditures by Goal..... 48
- School Site Council Membership ..... 49
- Recommendations and Assurances ..... 50
- Instructions..... 51
- Appendix A: Plan Requirements ..... 58
- Appendix C: Select State and Federal Programs ..... 61

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in English Language Arts scores, focusing on the following subgroups: Hispanic, Socioeconomically Disadvantaged, and English Language Learners demonstrating lower proficiency than their peers.

In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of teachers and literacy support teachers who will provide strategic/intensive instructional/differentiated support during guided reading to all students in small groups and/or one-on-one during the language arts block using the Wonders/Maravillas resources, guided reading materials, supplemental materials/programs, and research-based resources and strategies. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

## Educational Partner Involvement

How, when, and with whom did your Stone Avenue Elementary 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 school consults with parents, students, and staff through surveys, such as Panorama & Community Schools, SSC, ELAC, Title 1 Parent Meetings, Community Schools Committee, Student Council, and Parent Conferences. The school receives input from the School Site Council, the English Language Acquisition Committee (ELAC), Gifted and Talented Education (GATE) parent meetings, staff members in staff meetings, and the leadership team, parents, and students. This input is shared with School Site Council members during meetings to make informed decisions.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

CAASPP ELA: Low (Orange) Level  
English Learner Progress (ELPI): Low (Orange) Level

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The only group in the Red was our White Subgroup for Chronic Absenteeism (Very High).

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

At Stone Avenue, we consistently monitored all ELA, Math, English Language Development, and Attendance students. Students were assessed every trimester with NWEA, classroom assessments, and Professional Development for QTEL, GLAD, and Ellevation staff to develop strategies to support students and help them set and meet their academic goals. One-on-one goals were followed up with our intervention support teachers and education specialists, who helped support our SPED student subgroups. Chronic Absenteeism for our white student population was in the red; therefore, we addressed it by having meetings with parents to let them know the importance of daily attendance as well as by supporting them with resources that they need at home and by making the home-to-school connection accessible for their child's academic success. We also did home visits with our School Resource Officer and the Administration team. We also had incentives, spirit weeks, and school functions to make school exciting and instill the love of learning in our students at Stone Avenue Elementary School.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Stone Avenue Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.16%	0.16%	2	1	1
African American	1.2%	0.97%	0.81%	8	6	5
Asian	0.5%	0.16%	0.16%	3	1	1
Filipino	%	%	0.16%			1
Hispanic/Latino	86.2%	85.78%	85.58%	570	531	528
Pacific Islander	0.5%	0.48%	0.16%	3	3	1
White	9.1%	10.18%	10.37%	60	63	64
Multiple/No Response	0.6%	0.65%	0.49%	4	4	3
<b>Total Enrollment</b>				661	619	617

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	100	87	98
Grade 1	76	85	78
Grade 2	98	79	91
Grade3	87	88	80
Grade 4	98	85	87
Grade 5	109	89	86
Grade 6	93	106	97
<b>Total Enrollment</b>	661	619	617

#### Conclusions based on this data:

1. Enrollment at Stone Avenue has been decreasing in the past 3 years in in all grade levels 1-6 grade.
2. Enrollment at Stone Avenue in Kindergarten has increased in 2022-2023 compared to 2021-2021, yet not as much as 2020-2021 when we had 100 students .
3. Enrollment at Stone Avenue will increase in TK-Kindergarten due to full day TK-Kindergarten class times.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	184	192	193	27.8%	31%	31.3%
Fluent English Proficient (FEP)	138	109	94	20.90%	17.6%	15.2%
Reclassified Fluent English Proficient (RFEP)	5	18	19	3%	9%	10%

### Conclusions based on this data:

1. At Stone Avenue the percentage of English Language Learners has increased by .3% from 2021-2022 to 2022-2023.
2. At Stone Avenue the percentage of Fluent English Proficient students has decreased by 2.4% from 2021-2022 to 2022-2023.
3. At Stone Avenue the percentage of Reclassified Fluent English Proficient students has dramatically increased by 6% from 2020-2021 to 2021-2022 and another 1% to 2022-2023.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	91	84	0	91	83	0	91	83	NA	100.0	98.8
Grade 4	96	87	90	0	86	90	0	86	90	NA	98.9	100.0
Grade 5	106	94	85	0	94	85	0	94	85	NA	100.0	100.0
Grade 6	94	105	102	0	105	102	0	105	102	NA	100.0	100.0
All Grades	382	377	361	0	376	360	0	376	360	NA	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.	2415.		8.79	15.66		18.68	24.10		27.47	37.35	NA	45.05	22.89
Grade 4		2439.	2427.		12.79	8.89		20.93	25.56		27.91	22.22	NA	38.37	43.33
Grade 5		2445.	2429.		2.13	4.71		19.15	16.47		35.11	23.53	NA	43.62	55.29
Grade 6		2515.	2481.		12.38	7.84		28.57	16.67		30.48	34.31	NA	28.57	41.18
All Grades	N/A	N/A	N/A		9.04	9.17		22.07	20.56		30.32	29.44	NA	38.56	40.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29	9.64		56.04	72.29	NA	29.67	18.07
Grade 4		11.63	10.00		65.12	63.33	NA	23.26	26.67
Grade 5		7.45	7.06		62.77	48.24	NA	29.79	44.71
Grade 6		12.38	4.90		57.14	52.94	NA	30.48	42.16
Grade 11	NA			NA			NA		
All Grades		11.44	7.78		60.11	58.89	NA	28.46	33.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.40	7.23		51.65	71.08	NA	43.96	21.69
Grade 4		4.65	5.56		62.79	56.67	NA	32.56	37.78
Grade 5		6.38	5.88		57.45	47.06	NA	36.17	47.06
Grade 6		16.19	11.76		58.10	57.84	NA	25.71	30.39
Grade 11	NA			NA			NA		
All Grades		8.24	7.78		57.45	58.06	NA	34.31	34.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.09	9.64		60.44	77.11	NA	27.47	13.25
Grade 4		9.30	8.89		73.26	76.67	NA	17.44	14.44
Grade 5		3.19	8.24		73.40	62.35	NA	23.40	29.41
Grade 6		14.29	7.84		66.67	79.41	NA	19.05	12.75
Grade 11	NA			NA			NA		
All Grades		9.84	8.61		68.35	74.17	NA	21.81	17.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79	12.05		57.14	73.49	NA	34.07	14.46
Grade 4		6.98	7.78		75.58	70.00	NA	17.44	22.22
Grade 5		5.32	3.53		69.15	51.76	NA	25.53	44.71
Grade 6		15.24	10.78		74.29	60.78	NA	10.48	28.43
All Grades		9.31	8.61		69.15	63.89	NA	21.54	27.50



**Conclusions based on this data:**

1. Overall testing for English Language Arts on the CAASPP showed that 3rd and 5th grades improved in the percentage of standards exceeded, 3rd grade went from 8.79% to 15.66% & 5th grade from 2.13% to 4.71% .
2. Overall testing for English Language Arts on the CAASPP showed that grades 4th & 6th grades declined in the percentage of standards exceeded, 4th grade went from 12.79% to 8.89% & 6th grade from 12.38% to 7.84%.
3. In reading there was a great decline in the CAASPP for all grades, 3-6 grade. 3rd grade went from 14.29% to 9.64%, 4th grade went from 11.69% to 10,00%, 5th grade went from 7.45% to 7.06% and 6th grade went from 12.38% to 4.90%. The greatest decline showed in in 3rd & 6th grade.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	86	91	84	0	91	84	0	91	84	NA	100.0	100.0
Grade 4	96	86	90	0	85	90	0	85	90	NA	98.8	100.0
Grade 5	106	93	86	0	93	86	0	92	86	NA	100.0	100.0
Grade 6	94	104	102	0	104	102	0	104	102	NA	100.0	100.0
All Grades	382	374	362	0	373	362	0	372	362	NA	99.7	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.	2410.		6.59	14.29		15.38	25.00		20.88	26.19	NA	57.14	34.52
Grade 4		2420.	2432.		3.53	4.44		17.65	17.78		36.47	40.00	NA	42.35	37.78
Grade 5		2433.	2439.		1.09	2.33		8.70	13.95		27.17	32.56	NA	63.04	51.16
Grade 6		2488.	2473.		8.65	4.90		15.38	15.69		29.81	35.29	NA	46.15	44.12
All Grades	N/A	N/A	N/A		5.11	6.35		14.25	17.96		28.49	33.70	NA	52.15	41.99

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69	17.86		39.56	55.95	NA	52.75	26.19
Grade 4		8.24	5.56		41.18	52.22	NA	50.59	42.22
Grade 5		1.09	8.14		40.22	41.86	NA	58.70	50.00
Grade 6		7.69	9.80		55.77	47.06	NA	36.54	43.14
All Grades		6.18	10.22		44.62	49.17	NA	49.19	40.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.09	17.86		42.86	50.00	NA	45.05	32.14
Grade 4		1.18	7.78		50.59	52.22	NA	48.24	40.00
Grade 5		2.17	4.65		51.09	48.84	NA	46.74	46.51
Grade 6		8.65	3.92		49.04	51.96	NA	42.31	44.12
All Grades		6.18	8.29		48.39	50.83	NA	45.43	40.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79	14.29		54.95	65.48	NA	36.26	20.24
Grade 4		4.71	5.56		52.94	58.89	NA	42.35	35.56
Grade 5		2.17	0.00		55.43	59.30	NA	42.39	40.70
Grade 6		6.73	4.90		65.38	58.82	NA	27.88	36.27
All Grades		5.65	6.08		57.53	60.50	NA	36.83	33.43

**Conclusions based on this data:**

1. Overall in the percentage of standards exceeded by students on the CAASPP in Mathematics 3rd & 5th grade grew by 100%, 4th grade showed growth from 3.53% to 4.44% almost doubled.
2. 6th grade declined from 8.69% to 4.90% in the percentage of standards exceeded.
3. 3rd grade showed the greatest growth of over 100% from 6.59% to 14.29% in the percentage of standards exceeded.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1421.7	1433.9	1391.9	1438.3	1448.7	1402.3	1382.7	1399.0	1367.3	43	31	36
<b>1</b>	1448.8	1453.9	1445.1	1465.1	1477.2	1478.5	1432.0	1430.1	1411.4	23	33	22
<b>2</b>	1473.6	1472.7	1463.1	1475.9	1492.4	1476.6	1470.9	1452.4	1449.2	24	24	34
<b>3</b>	1492.9	1486.9	1495.3	1488.7	1480.4	1505.0	1496.5	1492.8	1485.0	31	22	25
<b>4</b>	1475.9	1503.5	1522.9	1480.1	1497.7	1524.3	1471.3	1508.7	1521.2	20	28	19
<b>5</b>	1528.0	1504.7	1519.3	1521.1	1500.6	1530.1	1534.3	1508.3	1508.1	24	22	21
<b>6</b>	1517.8	1529.2	1512.0	1519.7	1521.8	1513.4	1515.4	1536.1	1510.1	18	18	25
<b>All Grades</b>										183	178	182

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.95	19.35	8.33	32.56	32.26	25.00	44.19	38.71	47.22	9.30	9.68	19.44	43	31	36
<b>1</b>	8.70	9.09	4.55	26.09	33.33	31.82	47.83	51.52	36.36	17.39	6.06	27.27	23	33	22
<b>2</b>	4.17	12.50	0.00	45.83	50.00	41.18	37.50	25.00	44.12	12.50	12.50	14.71	24	24	34
<b>3</b>	16.13	13.64	8.00	32.26	31.82	44.00	41.94	50.00	40.00	9.68	4.55	8.00	31	22	25
<b>4</b>	0.00	17.86	26.32	30.00	32.14	42.11	50.00	35.71	26.32	20.00	14.29	5.26	20	28	19
<b>5</b>	20.83	13.64	9.52	41.67	22.73	42.86	33.33	40.91	42.86	4.17	22.73	4.76	24	22	21
<b>6</b>	11.11	22.22	12.00	33.33	44.44	52.00	44.44	27.78	16.00	11.11	5.56	20.00	18	18	25
<b>All Grades</b>	11.48	15.17	8.79	34.43	34.83	39.01	42.62	39.33	37.36	11.48	10.67	14.84	183	178	182

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.28	35.48	16.67	55.81	29.03	27.78	20.93	25.81	33.33	6.98	9.68	22.22	43	31	36
<b>1</b>	21.74	36.36	31.82	43.48	45.45	40.91	30.43	15.15	22.73	4.35	3.03	4.55	23	33	22
<b>2</b>	25.00	33.33	17.65	37.50	45.83	47.06	29.17	16.67	29.41	8.33	4.17	5.88	24	24	34
<b>3</b>	25.81	18.18	48.00	45.16	45.45	40.00	25.81	31.82	8.00	3.23	4.55	4.00	31	22	25
<b>4</b>	10.00	21.43	68.42	50.00	60.71	26.32	30.00	10.71	0.00	10.00	7.14	5.26	20	28	19
<b>5</b>	41.67	18.18	47.62	54.17	50.00	47.62	0.00	13.64	0.00	4.17	18.18	4.76	24	22	21
<b>6</b>	27.78	33.33	28.00	50.00	33.33	48.00	16.67	27.78	8.00	5.56	5.56	16.00	18	18	25
<b>All Grades</b>	23.50	28.65	33.52	48.63	44.38	39.56	21.86	19.66	17.03	6.01	7.30	9.89	183	178	182

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	9.30	6.45	5.56	16.28	29.03	5.56	51.16	51.61	61.11	23.26	12.90	27.78	43	31	36
<b>1</b>	4.35	6.06	0.00	13.04	21.21	18.18	39.13	33.33	27.27	43.48	39.39	54.55	23	33	22
<b>2</b>	0.00	4.17	2.94	50.00	25.00	23.53	33.33	45.83	38.24	16.67	25.00	35.29	24	24	34
<b>3</b>	12.90	4.55	0.00	16.13	27.27	24.00	58.06	45.45	52.00	12.90	22.73	24.00	31	22	25
<b>4</b>	0.00	7.14	10.53	0.00	25.00	31.58	45.00	42.86	36.84	55.00	25.00	21.05	20	28	19
<b>5</b>	12.50	0.00	0.00	20.83	22.73	19.05	54.17	40.91	52.38	12.50	36.36	28.57	24	22	21
<b>6</b>	0.00	11.11	4.00	22.22	16.67	20.00	27.78	61.11	44.00	50.00	11.11	32.00	18	18	25
<b>All Grades</b>	6.56	5.62	3.30	19.67	24.16	19.23	45.90	44.94	45.60	27.87	25.28	31.87	183	178	182

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.91	29.03	19.44	65.12	61.29	55.56	6.98	9.68	25.00	43	31	36
<b>1</b>	34.78	39.39	54.55	60.87	57.58	36.36	4.35	3.03	9.09	23	33	22
<b>2</b>	16.67	25.00	20.59	79.17	70.83	76.47	4.17	4.17	2.94	24	24	34
<b>3</b>	25.81	31.82	20.00	61.29	59.09	64.00	12.90	9.09	16.00	31	22	25
<b>4</b>	0.00	39.29	47.37	90.00	53.57	42.11	10.00	7.14	10.53	20	28	19
<b>5</b>	16.67	13.64	9.52	79.17	72.73	85.71	4.17	13.64	4.76	24	22	21
<b>6</b>	22.22	16.67	8.00	61.11	66.67	76.00	16.67	16.67	16.00	18	18	25
<b>All Grades</b>	21.86	29.21	24.18	69.95	62.36	63.19	8.20	8.43	12.64	183	178	182

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.63	45.16	8.33	74.42	41.94	66.67	13.95	12.90	25.00	43	31	36
<b>1</b>	21.74	15.15	22.73	69.57	81.82	72.73	8.70	3.03	4.55	23	33	22
<b>2</b>	16.67	41.67	26.47	75.00	54.17	61.76	8.33	4.17	11.76	24	24	34
<b>3</b>	35.48	18.18	64.00	61.29	68.18	32.00	3.23	13.64	4.00	31	22	25
<b>4</b>	40.00	17.86	73.68	45.00	75.00	21.05	15.00	7.14	5.26	20	28	19
<b>5</b>	75.00	45.45	95.24	20.83	31.82	0.00	4.17	22.73	4.76	24	22	21
<b>6</b>	55.56	55.56	72.00	38.89	38.89	12.00	5.56	5.56	16.00	18	18	25
<b>All Grades</b>	33.33	32.58	46.70	57.92	57.87	41.76	8.74	9.55	11.54	183	178	182

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.65	6.45	5.56	79.07	80.65	75.00	16.28	12.90	19.44	43	31	36
<b>1</b>	13.04	15.15	9.09	43.48	36.36	27.27	43.48	48.48	63.64	23	33	22
<b>2</b>	12.50	8.33	5.88	70.83	70.83	52.94	16.67	20.83	41.18	24	24	34
<b>3</b>	9.68	9.09	0.00	54.84	54.55	60.00	35.48	36.36	40.00	31	22	25
<b>4</b>	0.00	7.14	15.79	30.00	57.14	57.89	70.00	35.71	26.32	20	28	19
<b>5</b>	25.00	4.55	4.76	54.17	45.45	52.38	20.83	50.00	42.86	24	22	21
<b>6</b>	11.11	11.11	4.00	27.78	38.89	40.00	61.11	50.00	56.00	18	18	25
<b>All Grades</b>	10.38	8.99	6.04	55.74	55.62	53.85	33.88	35.39	40.11	183	178	182

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.58	22.58	14.29	18.60	48.39	37.14	55.81	29.03	48.57	43	31	35
<b>1</b>	4.35	3.03	0.00	52.17	75.76	63.64	43.48	21.21	36.36	23	33	22
<b>2</b>	0.00	12.50	5.88	75.00	62.50	61.76	25.00	25.00	32.35	24	24	34
<b>3</b>	22.58	13.64	0.00	70.97	81.82	80.00	6.45	4.55	20.00	31	22	25
<b>4</b>	0.00	14.29	31.58	60.00	71.43	57.89	40.00	14.29	10.53	20	28	19
<b>5</b>	12.50	18.18	0.00	75.00	54.55	80.95	12.50	27.27	19.05	24	22	21
<b>6</b>	5.56	22.22	16.00	83.33	77.78	64.00	11.11	0.00	20.00	18	18	25
<b>All Grades</b>	12.57	14.61	9.39	57.38	66.85	61.88	30.05	18.54	28.73	183	178	181

**Conclusions based on this data:**

- 43.6% of English Language Learners made progress towards English Language Proficiency, yet they declined 4.7% from the previous year.

2. 33.6% of English Language Learners maintained their ELPI levels compared to 28.4% from the previous year.
3. 43.6% of English Language Learners progressed at least 1 ELPI level compared to 48.2% from the previous year.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>617</b>	<b>68.1</b>	<b>31.3</b>	<b>0.8</b>
Total Number of Students enrolled in Stone Avenue 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	193	31.3
Foster Youth	5	0.8
Homeless		
Socioeconomically Disadvantaged	420	68.1
Students with Disabilities	51	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	1	0.2
Asian	1	0.2
Filipino	1	0.2
Hispanic	528	85.6
Two or More Races	3	0.5
Pacific Islander	1	0.2
White	64	10.4



**Conclusions based on this data:**

1. Stone Avenue has a predominant Hispanic student population of 85.6%.
2. 31.3% of Stone Avenue students are English Language Learners.
3. 10.4% of Stone Avenue students are White.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Chronic Absenteeism at Stone Ave has progressed to yellow category compared to the previous year.
2. English Language Arts as well as English Learner Progress is in the orange for the Fall of 2023.
3. Math and Suspension Rates are in the yellow and making progress this current year to the green category. There was growth this Fall 2023 compared to the previous school year.



# School and Student Performance Data

## Academic Performance English Language Arts

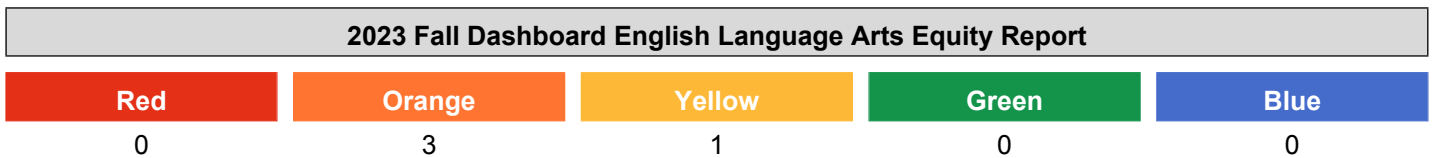
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Orange	Less than 11 Students
44.3 points below standard	68.9 points below standard	3 Students
Decreased -5.5 points	Decreased -11.7 points	
341 Students	119 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	 Orange	124.7 points below standard
0 Students	50.3 points below standard	Decreased Significantly -31.8 points
	Decreased -8.4 points	36 Students
	242 Students	

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.5 points below standard Decreased -5.4 points  298 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	 Yellow 27.8 points below standard Increased +6.5 points  32 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
92.7 points below standard Decreased -4.9 points  83 Students	14 points below standard Maintained -0.4 points  36 Students	35.9 points below standard Decreased -6.1 points  179 Students

**Conclusions based on this data:**

- All sub-groups scored below the standard in the yellow category.
- Reclassified English Learners were 14 points below the standard compared to English Only learners who were 35.9 points below the standard.
- Current English Learners were 92.7 points below the standard. However they decreased -4.9 points compared to the previous year.

# School and Student Performance Data

## Academic Performance Mathematics

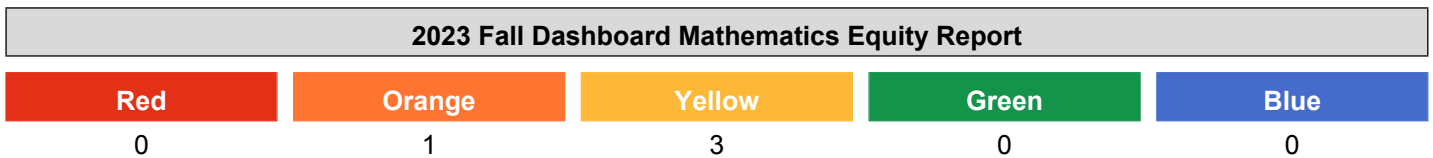
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 59.8 points below standard Increased +10.5 points 341 Students	<b>English Learners</b>  Orange 80.7 points below standard Maintained +1.7 points 119 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 0 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 65.7 points below standard Increased +8.7 points 242 Students	<b>Students with Disabilities</b> 148.7 points below standard Decreased Significantly -22.9 points 36 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 64.5 points below standard Increased +9.7 points  298 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	 Yellow 31 points below standard Increased Significantly +17.9 points  32 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.1 points below standard Maintained -1.8 points  83 Students	20.1 points below standard Increased Significantly +29.8 points  36 Students	50.2 points below standard Increased +12.8 points  179 Students

**Conclusions based on this data:**

1. In Mathematics for all students there was a +10.5 point increase moving all students to the yellow category.
2. Reclassified English Language Learners had the greatest significant increase of +29.8 point only 20.1 point below the standard.
3. English Only students increased +12.8 point bringing them to 50.2 points below the standard.

# School and Student Performance Data

## Academic Performance English Learner Progress

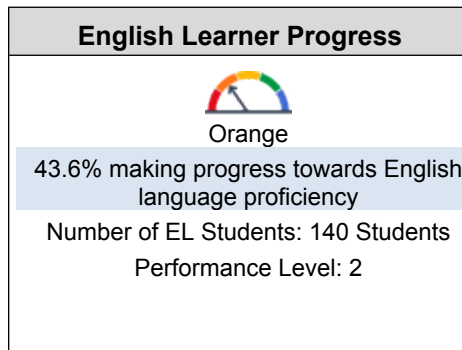
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
32	47	0	61

#### Conclusions based on this data:

1. 140 English Language Learners made progress towards English Language Proficiency, they are 43.6 points above the standard.
2. 61 English Language Learners made progress in at least one ELPI level.
3. 32 students decreased one ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

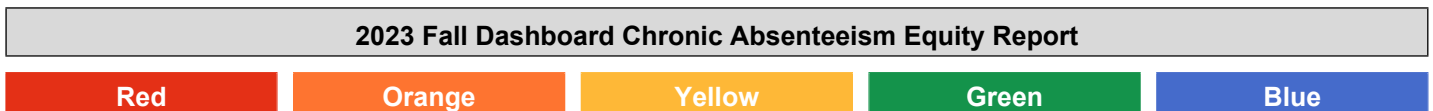
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 27.6% Chronically Absent Declined Significantly -3.8 656 Students	<b>English Learners</b>  Orange 26.7% Chronically Absent Declined -2 206 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> Less than 11 Students 1 Student	<b>Socioeconomically Disadvantaged</b>  Yellow 28.8% Chronically Absent Declined Significantly -6.9 472 Students	<b>Students with Disabilities</b>  Orange 33.3% Chronically Absent Declined -9.5 66 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 26.8% Chronically Absent Declined Significantly -4.9  563 Students	25% Chronically Absent Declined -10.7  16 Students	Less than 11 Students  1 Student	 Red 33.8% Chronically Absent Increased 5.3  68 Students

**Conclusions based on this data:**

1. Chronic Absenteeism Declined at Stone Ave in all student sub-groups except for our white subgroup who increased 5.3%.
2. The sub-group that showed the greatest decline in the socioeconomically disadvantaged group, this group showed a decline of 6.9%.
3. The sub-group that showed a great decline was that of two or more races, this sub-group consists of 16 students, yet their decline showed 10.7%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

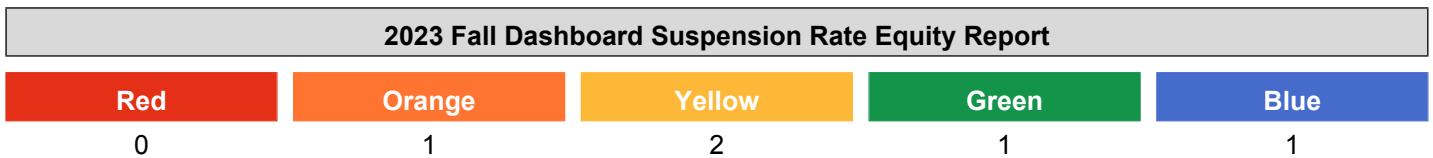
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Green	Less than 11 Students 6 Students
0.6% suspended at least one day	0.5% suspended at least one day	
Increased 0.3 669 Students	Increased 0.5 208 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 2 Students	 Yellow	 Orange
	0.8% suspended at least one day	1.5% suspended at least one day
	Increased 0.4 483 Students	Increased 1.5 68 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 0.7% suspended at least one day Increased 0.4 573 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 70 Students

**Conclusions based on this data:**

1. At Stone Avenue in 2023 suspensions overall increased to .3%. However with an active Behavioral Social Emotional Learning Committee we are beginning to see decreases in suspensions for 2024.
2. At Stone Avenue in 2023 suspensions for students with disabilities has increased by 1.5%. This has been addressed by our PBIS/BSEL Committee as well as our Leadership Team .
3. At Stone Avenue in 2023 suspensions for Hispanic students has increased by 0.4% and white students maintained.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will be college and career ready.**

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Dashboard and local data, the areas for Stone Avenue that need significant improvement are ELA, Math, the progress for English Language Learners, and Chronic Absenteeism. ELA showed a decline of 5.5 points from the yellow to the orange band, which still placed Stone at 44.3 points below the standard. There was an increase of 10.5 points in Math, yet we still show 59.8 points below standard. In the area of English Language Learners, we declined by 4.7%; however, 43.6% of English Learners are making progress. We improved in Chronic Absenteeism in all subgroups except for our White student subgroup, which is still in the red category. The steps that will be taken to address these needs are the continued focus on providing quality instruction in the classroom, parents' education on the importance of daily attendance in the classroom, and incentives for students to want to come to school every day. Staff will focus on providing supplemental, specific support for English Learners through Integrated and designated instruction. Staff will collaborate regularly to ensure consistency across the grade levels and to share best instruction and resources. During collaboration time, staff will review standards, plan, create rubrics, and analyze data and student work. Stone will also continue to provide inclusive services to our students with IEPs, ensuring access to state standards and flexible opportunities to show evidence of their knowledge through QTEL. The school administrator and teachers trained in QTEL will work with staff to identify flexible ways of teaching and assessments. All teachers will continue to implement a college-ready environment & strategies focusing on the organization's three goals: school-to-home communication and three-column note-taking. Literacy intervention will be implemented in English Only and Dual Immersion classes in grades 1st-3rd and with identified students in grades 4th-6th. Students will be identified based on areas of need in grades 3rd-6th. A school-wide schedule will be created to ensure that small group guided reading/reading and math interventions occur. Paraprofessionals/Classified staff will also be scheduled in the classrooms during guided reading to provide additional reading opportunities for students and in classes to support students in mathematics. Site-level intervention teachers and Education Specialists will train paraprofessionals. To improve efficacy, Intervention Teachers and Education Specialists will meet with instructional aides to review student services, prepare materials, and discuss appropriate strategies and lessons for students' needs.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):	All Students: -44.3 Socioeconomically Disadvantaged: -50.3 English Learners: -68.9 Students with Disabilities: -124.7	All Students: -34.3 Socioeconomically Disadvantaged: -40.3 English Learners: -58.9 Students with Disabilities: -114.7

English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)	Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -46.5 Pacific Islander: NA Two or More Races: NA White: -27.8	Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -36.5 Pacific Islander: NA Two or More Races: NA White: -17.8
LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):  Mathematics Academic Indicator: Distance from Standard (DFS)	All Students: -59.8 Socioeconomically Disadvantaged: -65.7 English Learners: -80.7 Students with Disabilities: -148.7 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -64.5 Pacific Islander: NA Two or More Races: NA White: -31.0	All Students: -49.8 Socioeconomically Disadvantaged: -55.7 English Learners: -70.7 Students with Disabilities: -138.7 Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: -54.5 Pacific Islander: NA Two or More Races: NA White: -21.0
LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency	Current Percentage of English Learners making progress: 43.6% Status Level: Orange	Current Percentage of English Learners making progress: 46.6% Status Level: Yellow
LCFF Priority 4: English Learner Reclassification Rate	Percentage of English Learners Reclassified: 6.32%	Percentage of English Learners Reclassified: 9.32%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Spring 2023-2024 NWEA ELA Data: Percentage of students scoring average, high-average, & high.  K = Did not test 1st = 15% 2nd = 32% 3rd = 47% 4th = 47% 5th = 37% 6th = 38%	Spring 2024-2025 NWEA ELA Data: Percentage of students scoring average, high-average, & high. Goal: To increase 3%  K = Did not test 1st = 18% 2nd = 35% 3rd = 50% 4th = 50% 5th = 40% 6th = 41%
LCFF Priority 8: Other Student Outcomes - NWEA Math	Spring 2023-2024 NWEA Math Data: Percentage of students scoring average, high-average, & high.  K = Did not test 1st = 29% 2nd = 42% 3rd = 41% 4th = 42% 5th = 28% 6th = 47%	Spring 2024-2025 NWEA Math Data: Percentage of students scoring average, high-average, & high. Goal: To increase 3%  K = Did not test 1st = 32% 2nd = 45% 3rd = 44% 4th = 45% 5th = 31% 6th = 50%

LCFF Priority 8: Other Student Outcomes - NWEA SLA	<p>Spring 2023-2024 NWEA SLA Data: Percentage of students scoring average, high-average, &amp; high.</p> <p>K = Did not test 1st = 12% 2nd = 16% 3rd = 33% 4th = 50% 5th = 29% 6th = 38%</p>	<p>Spring 2024-2025 NWEA SLA Data: Percentage of students scoring average, high-average, &amp; high. Goal: To increase 3%</p> <p>K = Did not test 1st = 15% 2nd = 19% 3rd = 36% 4th = 53% 5th = 32% 6th = 41%</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation</p> <p>A. Identify students' reading levels in grades K-6 by administering multiple assessments including, but not limited to, NWEA, STAR reading assessment, DIBELS/IDEL, running records, IABs, and Post-Tests.</p> <p>B. Teachers and Literacy Support Teachers will provide strategic/intensive instructional/differentiated support during guided reading to all students in small groups and/or one-on-one during the language arts block using the Wonders/Maravillas resources, guided reading materials, supplemental materials/programs, and research-based resources and strategies.</p> <p>C. Intervention and general education teachers will progress monitor students regularly with support from instructional aides.</p> <p>D. Purchase standard-based software programs, supplemental instructional resources, and/or novels and reading materials to support the individual needs of students in ELA, Math, and/or Science for use in the classrooms, during small-group instruction, and other times of the day.</p> <p>E. Teachers will provide daily schedules that include identified times for ELA, ELD, Mathematics, Science and Social Science, and Physical Education.</p> <p>F. Teachers will utilize writing strategies in all grade levels. Professional Development will be provided through the district or an outside vendor.</p> <p>G. Provide a classroom setting conducive to learning.</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>87551 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries - DI</p> <p>24443 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Instructional Materials</p> <p>2000 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p> <p>3398 Title I Basic -- 3010 4000-4999: Books And Supplies Materials and Supplies</p> <p>77392 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries ((1)3 hrs (1) 6hrs)</p> <p>175861 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p>

	<p>H. Provide professional development to certificated and classified staff through workshops, conferences, trainings, and other avenues of learning, including college and career readiness, QTEL, and the Science of Reading.</p> <p>I. Provide food/snacks/beverages for professional development/training.</p> <p>Measures:  Lesson plans  Science of Reading  QTEL  DIBELS/IDEL  NWEA  Interim Assessment Blocks (IABs)  Formative Assessments  Teacher Created Assessments  CAASPP</p>		<p>103000  Title I Basic -- 3010  1000-1999: Certificated  Personnel Salaries  Support Teacher Salary Split  Funded</p> <p>52501  LCFF Suppl/Conc -- 0707  1000-1999: Certificated  Personnel Salaries  Support Teacher Salary Split  Funded</p>
1.2	<p>Assessments</p> <p>A. Utilize an assessment and monitoring system that utilizes the curriculum-embedded Performance Tasks, Post-Tests, IABs, DIBELS/IDEL, STAR, and other identified assessments. These assessments will inform teachers, parents, students, and administrators about student learning and the effectiveness of instruction. They provide timely data to teachers so that they can make decisions that will improve instruction and student learning. In addition, these assessments provide a basis for monitoring progress toward mastery of grade-level standards.</p> <p>B. Use walk-through data &amp; debriefs to identify student needs/strengths and guide teachers on the next steps for professional development, workshops, and conferences.</p> <p>Measures:  Identify students utilizing multiple measures:  NWEA  DIBELS/IDEL Assessments  McGraw Hill Assessments  Teacher created assessments  Performance Tasks  STAR Reading  Interim Assessment Blocks (IAB)</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities  Hispanic  Socioeconomically Disadvantaged  English Learners  White</p>	
1.3	<p>Supplemental Instructional Resources/Incentives</p> <p>A. EMCC will support students' opportunities in literacy, Makerspace, 3D printer lessons, and other supplemental activities. This may include in-person or virtual support. Library books and classroom libraries may be purchased based on curriculum needs.</p> <p>B. Purchase student incentives to encourage improvement in the areas of attendance, academics, and behavior.</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities  Hispanic  Socioeconomically Disadvantaged  English Learners  White</p>	<p>90461  LCFF District -- 500 0707  2000-2999: Classified  Personnel Salaries  Elementary Media Center  Clerk Salary</p> <p>600  LCFF Suppl/Conc -- 0707  4000-4999: Books And  Supplies</p>



	<p>Measures: Purchase requests Library Schedule Time Accounting</p>		Materials/Books
1.4	<p>Parent Workshops A. Provide parents with the opportunities to attend workshops based on grade level California State Standards expectations, college career ready, GATE, computer science, literacy from home to school connection, parent surveys, and staff recommendations. Work with SSC, ELAC &amp; Community Schools committees to identify areas of need for workshops. Teachers will be provided additional hours to provide workshops. Classified employees will be provided extra hours for babysitting and/or workshop support.</p> <p>Measures: RFP Sign In Sheets Flyers Time Cards</p>	<p>All Students (prioritizing these subgroups):  Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>200 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials/Books</p>
1.7	<p>Strategic Intervention/Enrichment/After School Activities A. Provide additional time (TK &amp; K/minimum of 30 minutes; 1-6/minimum of 30 minutes) in the instructional day to allow for English language arts and mathematics intervention aligned to CCSS.</p> <p>B. Provide supplemental instruction, instructional materials, resources, and support for English Language Learners.</p> <p>C. GATE students receive extended opportunities for differentiated instruction, after-school activities, and field trips.</p> <p>D. Provide SEL activities (such as sports, art, drama, etc.) and other supplemental student opportunities identified through surveys, student voice, teacher recommendations, and needs.</p> <p>G. Provide extra hours for classified and teachers to work with students outside of contracted time.</p> <p>H. Purchase supplemental materials and equipment.</p> <p>Measures: DIBELS/IDEL Teacher-created assessments from data analysis Teacher Created Assessments Lesson Plans CAASPP Data SMART Goals</p>	<p>All Students (prioritizing these subgroups):  Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>2985 Title III LEP -- 4203 4000-4999: Books And Supplies Material &amp; Supplies</p> <p>500 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Classified Hourly</p>

<p><b>1.9</b></p>	<p>Maintain Facility, Hardware, Materials &amp; Supplies  A. Maintain facility, equipment, and resources to ensure fluidity of student support.</p> <p>B. Purchase technology, computers, printers, and other supplies for quality instruction.</p> <p>Measures:  Work Orders  Purchase Orders</p>	<p>All Students</p>	<p>100  LCFF Suppl/Conc -- 0707  4000-4999: Books And Supplies  Technology  Supplies/Equipment</p>
<p><b>1.10</b></p>	<p>College and Career Readiness  A. Implement college and career-readiness in grades K-6 - Focus on Note taking (STAR), organization, and communication</p> <p>B. Monitor college and career-ready strategies, including but not limited to organization, note-taking, and communication (i.e., agendas/calendars).</p> <p>C. Provide staff development for staff members via meetings, conferences, and/or release time.</p> <p>Measures  Sign-in Sheets  Travel Requests  Purchase Orders  Agendas</p>	<p>All Students (prioritizing these subgroups):   Students with Disabilities  Hispanic  Socioeconomically Disadvantaged  English Learners  White</p>	<p>100  LCFF Suppl/Conc -- 0707  1000-1999: Certificated Personnel Salaries  Staff Development</p>
<p><b>1.11</b></p>	<p>Staff Development/Collaboration  A. Provide PD on effective research-based instructional strategies, implementation, and data analysis of CCSS (subjects including but not limited to mathematics, ELA, ELD, Early literacy (foundational skills), science, and other CCSS).</p> <p>B. Provide professional development/conferences and/or release time for staff collaboration, SEL, UDL, QTEL, Inclusion, equity, technology, and other areas of focus via district initiatives, site meetings, workshops, or conferences.</p> <p>C. Provide release time (hourly/subs) for teachers to attend training, planning, data analysis, and/or collaboration meetings.</p> <p>D. Provide funds for refreshments for staff development</p>	<p>All Students (prioritizing these subgroups):   Students with Disabilities  Hispanic  Socioeconomically Disadvantaged  English Learners  White</p>	<p>500  LCFF Suppl/Conc -- 0707  1000-1999: Certificated Personnel Salaries  Teacher Hourly, Sub Release Time</p>
<p><b>1.13</b></p>	<p>Pre-School Transition  A. The school will communicate board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration information and suggested activities for summer prep.</p> <p>B. TK/K teachers will schedule meetings for parents and students prior to the start of school. Information will be shared so that parents/students become familiar with the campus. Depending on</p>	<p>All students Preschool - Kinder</p>	

	<p>current health circumstances, These meetings may occur in person or virtually.</p> <p>C. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students.</p> <p>D. This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Stone Avenue teachers provided daily differentiated instruction in both ELA, SLA, ELD, & Math. Language Support teachers, resource teachers and Bilingual Tutors pushed into the classrooms to support students' learning. Teachers used CAASPP, NWEA, and classroom data to identify and create small groups to address students' individualize academic needs. Teachers also use QTEL, GLAD, and GATE strategies to support all students prioritizing these subgroups: Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners, and White students.

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

All actions were impacted due to negotiated salary increases for all staff. Science of Reading 1 day professional development for all TK-6 grade teachers as well as a 1 day release for grade level planning. All AVID supplies and agendas were paid through the district funds no site funds were used for these expenditures.

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.

Stone Avenue will continue to use multiple measures to identify students' needs, and allocate additional funding for classified staff to help with student learning in the classroom. Teachers will provide release time for professional development, data analysis, attendance for all student population with a focus on our white student population and collaboration. We are currently working on a grant to have a Community Schools TSA which will improve school and community communication and access to more parent school collaboration.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will have a safe, orderly, and inviting learning environment.**

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to our Community Schools Assessment Needs, we found that family stress and mental health are of great importance, affecting our student behavior. Out of 293 students in grades 3-6, 61.1% of them shared that they were stressed, 16% of them had deaths in the family and were experiencing grief and loss. Out of the 27 parents who took the survey, 35% of them were experiencing family stress, 45% of them wanted ways to improve their child's behavior, 25% wanted more college and career readiness for their child, 15% wanted financial planning and budgeting support, 15% of them were experiencing anxiety, depression and needed mental health support. Out of 22 staff members who took the survey, 45% of them needed more strategies to improve student behavior, 81% were experiencing family stress, 81.1% were experiencing anxiety and depression and needed mental health support, and 21% had family loss. The School Climate Survey showed that 64% of the 6th-grade students felt safe at school, 64% also felt connected to the school, and 63% felt that teachers and other adults cared about them at school. Based on this data, Stone Avenue will work closely with all students, staff, and the community to ensure that they all feel safe and welcome at our school site. Using the Second Step curriculum, we will integrate social-emotional lessons into daily lesson plans and work with students to identify appropriate behavior expectations, consequences, and positive reinforcements. Staff will refer students to Behavioral Health Associates and UCR interns when needed for social-emotional support. The PBIS/BSEL committee will work with staff to review data on areas of concern and identify ways to improve student's behavior and school culture. Student Council will also continue to identify ways to improve student culture and environment. We also focused on our school-wide attendance for all students, with a special focus on our white subgroup population, which is the only group in the red. We created many fun activities, incentives, school spirit days, prizes, raffles, and dances & game days during lunchtime to make school a fun and exciting place to learn. Our suspension rate in all subgroups was in the blue and at 0.6%. We focused on PBIS/BSEL activities and SEL with our PICO staff, creating an inclusive supportive school environment for all of our student population.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 99 % Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-2025 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 93.47% K: 92.55%	TK: 96.47% K: 95.55%

	1: 93.56% 2: 94.33% 3: 95.04% 4: 94.89% 5: 94.56% 6: 93.16%  Source: Student Information System P-2 report	1: 96.56% 2: 97.33% 3: 98.04% 4: 97.89% 5: 97.56% 6: 96.16%  Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 27.6% Socioeconomically Disadvantaged: 28.8% English Learners: 26.7% Students with Disabilities: 33.3% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 26.8% Pacific Islander: NA Two or More Races: 25% White: 33.8%	All Students: 24.6% Socioeconomically Disadvantaged: 25.8% English Learners: 23.7% Students with Disabilities: 30.3% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 23.8% Pacific Islander: NA Two or More Races: 22% White: 30.8%
LCFF Priority 6: Pupil Suspension Rate	All Students: 0.6% Socioeconomically Disadvantaged: 0.8% English Learners: 0.5% Students with Disabilities: 1.5% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.7% Pacific Islander: NA Two or More Races: 0% White: 0%	All Students: 0.3% Socioeconomically Disadvantaged: 0.5% English Learners: 0.2% Students with Disabilities: 0.5% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.2% Pacific Islander: NA Two or More Races: 0% White: 0%
LCFF Priority 6: Pupil Expulsion Rate	All Students: NA Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA	All Students: NA Socioeconomically Disadvantaged: NA English Learners: NA Students with Disabilities: NA Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: NA Pacific Islander: NA Two or More Races: NA White: NA

LCFF Priority 6: School Climate Survey: School Safety (6th grade)	How safe do you feel when you are at school? Safe/Very Safe: 64%	How safe do you feel when you are at school? Safe/Very Safe: 67%
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	I feel connected to my school. Strongly Agree/Agree: 64%	I feel connected to my school. Strongly Agree/Agree: 67%
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 63%	Do the teachers and other grown-ups at school care about you? Very much true/Pretty much true: 66%

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
<b>2.1</b>	<p>Positive Behavior Support/Social Emotional Learning Training</p> <p>A. Teachers, Classified Staff, and Administrators will be encouraged to attend site and district PBIS/Social/Emotional Learning training. Positive Behavior Interventions and Support (PBIS) and Social/Emotional Learning (SEL) lessons will be provided to students daily. PBIS/SEL team members will provide monthly training/informational meetings.</p> <p>B. Provide incentives to encourage improvement of attendance.</p> <p>C. Stone Avenue students will be trained as Peer Mediators. They will meet with two or more students involved in a dispute to resolve problems and reduce school conflict. They will also provide problem-solving, communication, and leadership skills, conflict resolution skills, and improved student/teacher communication.</p> <p>D. Provide funds for the cost of refreshments for staff development.</p> <p>Measures Office Referrals Behavior Logs Suspension Reports</p>	All Students	<p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies PBIS/SEL/Attendance Resource Materials &amp; Incentives</p> <p>1000 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher Hourly PBIS/SEL</p> <p>100 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies</p>
<b>2.2</b>	<p>Health and Safety</p> <p>A. Implement PBIS/Social Emotional Learning strategies/traits to be used schoolwide to support a bully-free campus</p> <p>B. Create and revise the Safe School Plan</p> <p>C. Participate in Red Ribbon Week Activities</p> <p>D. Train all staff on child abuse reporting procedures</p> <p>E. Follow child abuse reporting procedures</p> <p>F. Develop and practice routing disaster procedures</p>	All Students	<p>57132 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide Salary (6 hrs)</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</p>

<p>G. Notify staff of dangerous students  H. Distribute the discrimination and harassment policy to employees, students, and parents  I. Adopt district dress code  J. Maintain school and playground safety rules  K. Provide student incentives for positive behavior and responsibility.  L. Activity Supervisors will monitor students, enforce school rules and behavior expectations, and support PBIS/SEL strategies during outdoor activities.</p> <p>Measures  School Safety Plan  Teacher Discipline Plan  Supervisor Schedules  Dress Code  Teacher, Parent, and Student Handbooks  A safe school survey is to be designed/adopted and administered to all students/parents/staff annually.  Attendance will continue to be monitored for improvement.  Referrals will continue to be monitored for improvement.  SART &amp; SARB Meetings</p>		Materials/Supplies
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Stone Avenue is in its 2nd year of PBIS/SEL Professional Development. A team of teachers, including a teacher from every grade level and an intervention teacher, attended the training. PBIS/SEL facilitators provided training in PBIS/SEL and Panorama Survey to all staff and supported them if they needed support. Teachers provided daily social-emotional lessons to all students in grades TK-6. They used the Second Step Curriculum to guide their social-emotional lessons. In addition, the School Safety Plan was reviewed and updated, teachers were trained as mandated reporters, and incentives were provided for positive behavior and attendance for all students. Teachers reported that students were receptive to the SEL lessons and Second Step units. Chronic absenteeism dropped 6.69% compared to last school year due to multiple incentives, spirit days, and individual and grade level prizes and competitions to get students to come to school every day. All staff was involved as well during spirit days. This encouraged the students, and we grew our attendance to the mid-ninety percent. Our next goal is to get all grade levels to 95% - 98% attendance every day. We also see our growth in social emotions and the connections students feel with the staff at Stone Ave. Our rates were in the high 60%; however, our goal for next year is to get it to the high 80% - 90%. We will do this by continuing our social-emotional student groups with our behavioral associate and our UCR interns. Our students need that space for a trained mental health specialist to listen and give coping strategies. This will, in turn, help staff with our students who are having discipline issues due to mental health needs.

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

All actions were impacted due to negotiated salary increases for all staff. Teachers taught lessons on the second step, as this was the training and implementation of SEL for this school year. PBIS/SEL professional development was provided free for our Coordinators and grade-level leads from RCOE. 100 Mile Club membership, T-shirts, and incentives were paid through the district. No site funds were used for these expenditures. No extra funds were spent on

incentives as there were incentives left over from the previous year. Next school year, we are expected to be a Community School. With those extra funds, we will have a Community School Teacher on Special Assignment and extra funding for parent workshops, babysitting, and student after-school activities and incentives.

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.

Stone Avenue will continue to use multiple measures to identify students' needs, and allocate additional funding for classified staff to help with student learning in the classroom. Teachers will be provided release time for trainings, data analysis, and collaboration. All staff has access to free professional development through Hanover digital platform.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.**

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to our Panorama Data and our Community Schools Assessment Needs, we found that family stress and mental health are of great importance, affecting our student behavior. Out of 293 students in grades 3-6, 61.1% of them shared that they were stressed, 16% of them had deaths in the family and were experiencing grief and loss. Out of the 27 parents who took the survey, 35% of them were experiencing family stress, 45% of them wanted ways to improve their child's behavior, 25% wanted more college and career readiness for their child, 15% wanted financial planning and budgeting support, 15% of them were experiencing anxiety, depression and needed mental health support. Out of 22 staff members who took the survey, 45% of them needed more strategies to improve student behavior, 81% were experiencing family stress, 81.1% were experiencing anxiety and depression and needed mental health support, and 21% had family loss. Stone Avenue will continue to increase parent involvement activities. The PBIS/SEL team planned for monthly activities and additional in-school opportunities for parents. We also started a Community Schools Committee to plan future parent literacy, computer literacy, nutrition, and stress & anxiety classes. Next year, we will have a Community Schools Teacher on Special Assignment and provide classes for Mental Health, Budgeting and Finance, and School to College Connection. We will also have more parent after-school workshops.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>LCFF Priority 3: Parent &amp; Family Engagement: California School Parent Survey</p>	<p>The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."</p> <p>72%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child."</p> <p>75%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>
<p>LCFF Priority 3: Parent &amp; Family Engagement: California School Parent Survey</p>	<p>The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."</p> <p>40%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement."</p> <p>43%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>
<p>LCFF Priority 3: Parent &amp; Family Engagement: California School Parent Survey</p>	<p>The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."</p> <p>88%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class."</p> <p>91%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>
<p>LCFF Priority 3: Parent &amp; Family Engagement: California School Parent Survey</p>	<p>The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>80%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class."</p> <p>83%</p> <p>Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Provide Parent Tutoring/workshops/Conferences</p> <p>A. Provide opportunities for parent workshops and attendance at conferences.</p> <p>B. Classified staff will provide babysitting services during parent workshops.</p> <p>C. Provide refreshments/snacks/food and incentives for parent workshops, ELAC, SSC, PTO, and GATE meetings.</p> <p>Measures Time Cards Parent Sign-in In Sheets Agendas</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>184 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Child care/ Classified Hourly</p> <p>500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives/Refreshments</p> <p>100 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies</p> <p>417 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials &amp; Supplies</p>
3.2	<p>Improve Communications</p> <p>A. Stone Avenue will support parents' understanding of the Common Core Standards, state and local academic assessments, Title 1 requirements, and how to monitor a child's progress and work with educators to improve achievement. This will be accomplished through Back to School Night/Title I meetings, Parent Conferences, and Parent Workshops/Classes.</p> <p>B. Distribute and discuss grade-level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings.</p> <p>C. Discuss student academic assessments with parents at Parent-Conference meetings.</p> <p>D. Invite parents to the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee.</p> <p>E. Teachers will provide regular school updates to parents.</p> <p>F. School Newsletter will be sent home to parents monthly.</p> <p>Measures Sign-in sheets School calendars</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>400 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials &amp; Supplies</p>

	<p>Flyers Time cards Supply requests</p>		
<b>3.3</b>	<p>Parent involvement</p> <p>A. Purchase grade 3-6 agendas to develop responsibility for work completion, strong work habits, and school-to-home communication.</p> <p>B. Conduct a fall activity to build community involvement and parental support.</p> <p>C. Conduct family evening programs based on parent feedback and student data.</p> <p>D. Purchase homework folders for every student for school-to-home communication</p> <p>E. Provide bilingual assistance in the front office before, during, and after the school year to assist parents with information updates and needs at the beginning of the year.</p> <p>F. Provide additional hours for classified staff to support family events such as Back to School Night, DI Parent meetings, and other family-related events.</p> <p>Measures Student/parent survey Attendance at parent workshops and evening programs</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>100 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Classified Hourly</p>
<b>3.4</b>	<p>Translation Services</p> <p>A. Acquire materials and supplies to support the program in home languages</p> <p>B. Assign bilingual personnel for translation to parent conferences, parent workshops, and other meetings with translation needs.</p> <p>C. Set up teacher conference schedules to facilitate translation</p> <p>D. Make calls home and communicate with parents in the home language.</p> <p>Measures Increased parent involvement Translation Schedules</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners</p>	<p>100 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials &amp; Supplies</p>
<b>3.5</b>	<p>Standards &amp; Achievement</p> <p>A. Assist parents in understanding academic content standards and achievement standards, state and local academic assessments, Title 1 requirements, how to monitor a child's progress, and how to work with educators to improve achievement.</p> <p>B. Distribute and discuss grade-level standards at Back to School Night, Parent-Conference</p>	<p>All Students (prioritizing these subgroups):</p> <p>Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White</p>	<p>100 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials and Supplies</p>

	<p>meetings, SSC, ELAC, and other committee meetings.</p> <p>C. Discuss student academic assessments with parents at Parent-Conference meetings.</p> <p>D. Hold Parent DI meetings to discuss language acquisition.</p> <p>E. Provide report cards three times per year.</p> <p>F. Provide communications to the parents of students receiving supplemental support.</p> <p>G. Meetings will be held in-person</p> <p>Measures Agendas Sign-In Sheets Parent-Friendly Standards Brochures Report Cards</p>		
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Stone Avenue hosted multiple parent involvement activities including GATE information Night, Winter Dance, Loteria Night, Hawaiian Dance, 6th Grade end of year dance and the Slime Run. In addition, parents were invited to the "Boo Parade" and Literacy Family Picnic during school hours as well as assemblies acknowledging student achievement. Parents in our ELAC committee were offered the opportunity to attend CAFE. No parents attended. Refreshments were provided during ELAC and SSC meetings.

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

All actions were impacted due to negotiated salary increases for all staff. PTO funds were also spent on some of the activities.

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.

Stone Avenue will continue to increase parent involvement activities. The PBIS/SEL team planned monthly activities and additional in-school opportunities for parents. We also started a Community Schools Committee to plan future parent literacy classes, computer literacy classes, nutrition classes, and stress and anxiety classes.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$212,653
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$682,725.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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 (\$)
LCFF District -- 500 0707	\$411,005.00
LCFF Suppl/Conc -- 0707	\$160,720.00
Title I Basic -- 3010	\$106,398.00
Title I Parent Involvement -- 3010 1902	\$1,117.00
Title III LEP -- 4203	\$3,485.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$682,725.00

Total of federal, state, and/or local funds for this school: \$682,725.00

# 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
Title I Basic -- 3010	106398	0.00
Title I Parent Involvement -- 3010 1902	1117	0.00
Title III LEP -- 4203	3485	0.00
LCFF Suppl/Conc -- 0707	160720	0.00
LCFF District -- 500 0707	411005	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	411,005.00
LCFF Suppl/Conc -- 0707	160,720.00
Title I Basic -- 3010	106,398.00
Title I Parent Involvement -- 3010 1902	1,117.00
Title III LEP -- 4203	3,485.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	332,962.00
2000-2999: Classified Personnel Salaries	315,320.00
4000-4999: Books And Supplies	34,443.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	175,861.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	235,144.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	54,101.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	79,676.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	26,943.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	103,000.00
4000-4999: Books And Supplies	Title I Basic -- 3010	3,398.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,117.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	2,985.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	621,592.00
Goal 2	59,232.00
Goal 3	1,901.00



# 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
Norma Arvayo	Principal
David Gruidl	Classroom Teacher
Barry Brandon	Classroom Teacher
Nicole Howard	Classroom Teacher
Lisa Ponce	Other School Staff
Nina Brentham	Parent or Community Member
Amber Mercado	Parent or Community Member
Cynthia Silva	Parent or Community Member
Elizabeth Alcaraz	Parent or Community Member
Miguel Rivera	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**

Other: Classified Ambassador, Esther Fisher

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 5/23/2024.

Attested:



Principal, Norma Arvayo on 5/23/2024



SSC Chairperson, David Gruidl on 5/23/2024

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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