School Year: **2025-26**

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 27, 2025	June 24, 2025

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 inform the SPSA development process.

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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.

As a Title 1 Schoolwide Program, Stone Avenue performs a Comprehensive Needs Assessment annually and develops the SPSA with educational partners. 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

As part of the planning process for the SPSA Annual Review, our school community is given opportunities to provide input. Ongoing discussions with our parent community occur during School Site Council (SSC), English Learner Advisory Committee (ELAC), and Gifted and Talented Education (GATE) meetings. During SSC meetings, we look at data and use this information to review goals and actions in the School Plan for Student Achievement (SPSA), capturing parent input. ELAC members provide input and advice for SSC to vote on. To increase parent attendance at ELAC, students were given awards during the ELAC meetings for making growth on ELPAC assessments and for Reclassification. Parents were given personal invitations. Staff provides input during monthly meetings with various teams including Special Education (SPED) staff, Support Teachers, Classified Staff Members, Activity Supervisors, Site Leadership Team, School Culture Committee members, and Positive Behavior Support (PBIS) team. State assessment data, English Language Proficiency Assessment (ELPAC) results, NWEA benchmark growth reports, daily and monthly attendance rates, and discipline data. The Stone Avenue school community completed various surveys: Parents participated in the Local Control and Accountability Plan (LCAP) and parents of English Learners worked with administration to complete the Comprehensive Needs Survey, students in grades 3 - 6 participated in the Panorama Survey, and staff participated in various site administered surveys. Survey data were used to identify Greatest Needs and Performance Gaps for our SPSA. The principal has also received support from our district School Based Coordinated Program (SBCP) meetings in addition to bi monthly Principal meetings. Ongoing conversations and data analysis were conducted throughout the school year as a means to set goals and plan for academic improvement.

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 Math: Low (Orange) Level
School Climate - Suspension - Medium (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.

Stone Avenue Elementary did not have any state indicators for any subgroup that was two or more performance levels below the "all student" performance. Our Students With Disabilities subgroup scored 152 points below the standard in the area of math on the state assessments.

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, attendance, and major and minor behavior for students. Grade level and classroom assessments were used. Additionally, NWEA Reading and Math Benchmark assessments were administered to students in grades 1st - 6th three times during the school year. TK and Kindergarten classes used Education Software for Guiding Instruction (ESGI) to monitor students in reading and math. As another measure to identify students with reading difficulties to work in a small group with the classroom teacher, intervention support teacher or paraprofessional, all students in grades TK - 3 and students in grades 4 - 6 who scored below average on NWEA in reading were assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) or Lectura assessments. Data Talk meetings were scheduled with classroom teachers, intervention support teachers, and administration to look closely at data and develop a reading and math support schedule. All teachers were trained in Quality Teaching for English Learners (QTEL) and many teachers are trained in Guided Language Acquisition Design (GLAD) to support our English Learners. Students set goals for assessments and follow up mini conferences were conducted with intervention support teachers, education specialists, or classroom teachers. Suspension rates overall and for our socioeconomically disadvantaged, students with disabilities, and Hispanic subgroups was in the Medium and High (orange) range. To respond, we revamped our Schoolwide Positive Behavior Intervention Support (PBIS) program to include restorative practices, incentives for positive behavior, and conflict mediation meetings for students. Monthly meetings for Activity Supervisors include information on behavior management and specific support on how to support students with disabilities We hosted the Ripple Effect Assembly for all grades to promote Anti-Bullying and a Boundaries Assembly for grades 2nd and 4th. A schoolwide effort to create a sense of belonging and inclusivity has been promoted 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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.16%	0.16%	0.16%	1	1	1
African American	0.97%	0.81%	0.47%	6	5	3
Asian	0.16%	0.16%	0%	1	1	0
Filipino	0%	0.16%	0%	0	1	0
Hispanic/Latino	85.78%	85.58%	85.62%	531	528	542
Pacific Islander	0.48%	0.16%	0.16%	3	1	1
White	10.18%	10.37%	10.58%	63	64	67
Multiple/No Response	0.65%	0.49%	0.47%	4	3	3
			Total Enrollment	619	617	633

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Transitional Kindergarten			30
Kindergarten	87	98	84
Grade 1	85	78	89
Grade 2	79	91	83
Grade3	88	80	90
Grade 4	85	87	81
Grade 5	89	86	87
Grade 6	106	97	89
Total Enrollment	619	617	633

Conclusions based on this data:

1. Enrollment at Stone Avenue had been decreasing in the past two years prior to the 2023 - 2024 school year where there was an increase of 16 students.

2. Enrollment at Stone Avenue in sixth grade has been steadily declining over the course of the past three years.

3. Kindergarten enrollment at Stone Avenue significantly decreased during the 2023 - 2024 school year, dropping by 14 students.

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**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	192	193	190	27.8%	31.0%	30.0%
Fluent English Proficient (FEP)	109	94	90	20.9%	17.6%	14.2%
Reclassified Fluent English Proficient (RFEP)	18	19	12	3%	9%	6.3%

Conclusions based on this data:

1. At Stone Avenue the percentage of English Language Learners has decreased slightly by 1% from 2022-2023 to 2023-2024.

2. At Stone Avenue the percentage of Fluent English Proficient students has decreased by 3.4% from 2022-2023 to 2023-2024.

3. At Stone Avenue the percentage of Reclassified Fluent English Proficient students has dramatically increased 6% from 2021 - 2022 to 2022 - 2023 and then decreased by 2.7% in 2023 - 2024.

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.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	84	94	91	83	91	91	83	91	100.0	98.8	96.8
Grade 4	87	90	84	86	90	83	86	90	83	98.9	100.0	98.8
Grade 5	94	85	93	94	85	92	94	85	92	100.0	100.0	98.9
Grade 6	105	102	88	105	102	87	105	102	87	100.0	100.0	98.9
All Grades	377	361	359	376	360	353	376	360	353	99.7	99.7	98.3

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2379.	2415.	2380.	8.79	15.66	13.19	18.68	24.10	18.68	27.47	37.35	24.18	45.05	22.89	43.96
Grade 4	2439.	2427.	2448.	12.79	8.89	8.43	20.93	25.56	26.51	27.91	22.22	36.14	38.37	43.33	28.92
Grade 5	2445.	2429.	2438.	2.13	4.71	3.26	19.15	16.47	23.91	35.11	23.53	16.30	43.62	55.29	56.52
Grade 6	2515.	2481.	2507.	12.38	7.84	12.64	28.57	16.67	21.84	30.48	34.31	32.18	28.57	41.18	33.33
All Grades	N/A	N/A	N/A	9.04	9.17	9.35	22.07	20.56	22.66	30.32	29.44	26.91	38.56	40.83	41.08

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	14.29	9.64	15.38	56.04	72.29	53.85	29.67	18.07	30.77
Grade 4	11.63	10.00	8.43	65.12	63.33	77.11	23.26	26.67	14.46
Grade 5	7.45	7.06	6.52	62.77	48.24	52.17	29.79	44.71	41.30
Grade 6	12.38	4.90	8.05	57.14	52.94	54.02	30.48	42.16	37.93
All Grades	11.44	7.78	9.63	60.11	58.89	58.92	28.46	33.33	31.44

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	4.40	7.23	8.79	51.65	71.08	54.95	43.96	21.69	36.26
Grade 4	4.65	5.56	7.23	62.79	56.67	67.47	32.56	37.78	25.30
Grade 5	6.38	5.88	5.43	57.45	47.06	54.35	36.17	47.06	40.22
Grade 6	16.19	11.76	18.39	58.10	57.84	57.47	25.71	30.39	24.14
All Grades	8.24	7.78	9.92	57.45	58.06	58.36	34.31	34.17	31.73

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	12.09	9.64	5.49	60.44	77.11	74.73	27.47	13.25	19.78
Grade 4	9.30	8.89	7.23	73.26	76.67	69.88	17.44	14.44	22.89
Grade 5	3.19	8.24	10.87	73.40	62.35	69.57	23.40	29.41	19.57
Grade 6	14.29	7.84	12.64	66.67	79.41	66.67	19.05	12.75	20.69
All Grades	9.84	8.61	9.07	68.35	74.17	70.25	21.81	17.22	20.68

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	8.79	12.05	9.89	57.14	73.49	58.24	34.07	14.46	31.87
Grade 4	6.98	7.78	7.23	75.58	70.00	74.70	17.44	22.22	18.07
Grade 5	5.32	3.53	5.43	69.15	51.76	54.35	25.53	44.71	40.22
Grade 6	15.24	10.78	14.94	74.29	60.78	66.67	10.48	28.43	18.39
All Grades	9.31	8.61	9.35	69.15	63.89	63.17	21.54	27.50	27.48

Conclusions based on this data:

1. Overall testing for Reading on the CAASPP showed that grades 4th - 6th had a decrease of students performing in the Below Standard range, from 33.33% to 31.44%.

2. Overall testing for Writing on the CAASPP showed an increase in students scoring at the Above Level range, moving from a 7.78% in 2022 - 2023 to a 9.92% in 2023 - 2024.

3. Overall, in the area of Research and Inquiry, there was a slight decrease in the Below Standard range for all grades on the CAASPP, moving from a 27.50% to a 27.48%.

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.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	91	84	94	91	84	91	91	84	91	100.0	100.0	96.8
Grade 4	86	90	84	85	90	83	85	90	83	98.8	100.0	98.8
Grade 5	93	86	93	93	86	92	92	86	92	100.0	100.0	98.9
Grade 6	104	102	89	104	102	87	104	102	87	100.0	100.0	97.8
All Grades	374	362	360	373	362	353	372	362	353	99.7	100.0	98.1

Table title: Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2378.	2410.	2391.	6.59	14.29	7.69	15.38	25.00	25.27	20.88	26.19	20.88	57.14	34.52	46.15
Grade 4	2420.	2432.	2448.	3.53	4.44	8.43	17.65	17.78	22.89	36.47	40.00	40.96	42.35	37.78	27.71
Grade 5	2433.	2439.	2451.	1.09	2.33	3.26	8.70	13.95	7.61	27.17	32.56	42.39	63.04	51.16	46.74
Grade 6	2488.	2473.	2468.	8.65	4.90	10.34	15.38	15.69	6.90	29.81	35.29	37.93	46.15	44.12	44.83
All Grades	N/A	N/A	N/A	5.11	6.35	7.37	14.25	17.96	15.58	28.49	33.70	35.41	52.15	41.99	41.64

Table title: Overall Achievement for All Students

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.09	17.86	13.19	42.86	50.00	43.96	45.05	32.14	42.86
Grade 4	1.18	7.78	7.23	50.59	52.22	56.63	48.24	40.00	36.14
Grade 5	2.17	4.65	4.35	51.09	48.84	55.43	46.74	46.51	40.22
Grade 6	8.65	3.92	9.20	49.04	51.96	48.28	42.31	44.12	42.53
All Grades	6.18	8.29	8.50	48.39	50.83	50.99	45.43	40.88	40.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.79	14.29	7.69	54.95	65.48	61.54	36.26	20.24	30.77
Grade 4	4.71	5.56	10.84	52.94	58.89	55.42	42.35	35.56	33.73
Grade 5	2.17	0.00	3.26	55.43	59.30	63.04	42.39	40.70	33.70
Grade 6	6.73	4.90	6.90	65.38	58.82	58.62	27.88	36.27	34.48
All Grades	5.65	6.08	7.08	57.53	60.50	59.77	36.83	33.43	33.14

Conclusions based on this data:

1. Every grade, 3rd - 6th, showed an increase in the percentage of students scoring in the standards exceeded range, moving from an overall score of 6.35% to a 7.37%.

2. Overall, student enrollment is declining and fewer students took the CAASPP Math assessment in the 2023 - 2024 school year than the year prior.

3. 3rd grade showed the most significant decline in the percentage of standards exceeded, moving from a 14.29% to a 7.69%, while 6th grade made the most significant increase, moving from a 4.90% to a 10.34%.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1433.9	1391.9	1416.7	1448.7	1402.3	1439.0	1399.0	1367.3	1364.5	31	36	46
1	1453.9	1445.1	1408.4	1477.2	1478.5	1434.5	1430.1	1411.4	1381.8	33	22	29
2	1472.7	1463.1	1482.9	1492.4	1476.6	1512.5	1452.4	1449.2	1452.8	24	34	22
3	1486.9	1495.3	1493.7	1480.4	1505.0	1499.4	1492.8	1485.0	1487.5	22	25	35
4	1503.5	1522.9	1512.1	1497.7	1524.3	1515.1	1508.7	1521.2	1508.5	28	19	24
5	1504.7	1519.3	1509.6	1500.6	1530.1	1501.5	1508.3	1508.1	1517.3	22	21	15
6	1529.2	1512.0	1533.9	1521.8	1513.4	1536.5	1536.1	1510.1	1531.0	18	25	18
All Grades										178	182	189

**ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students**

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	19.35	8.33	8.70	32.26	25.00	32.61	38.71	47.22	45.65	9.68	19.44	13.04	31	36	46
1	9.09	4.55	0.00	33.33	31.82	24.14	51.52	36.36	44.83	6.06	27.27	31.03	33	22	29
2	12.50	0.00	18.18	50.00	41.18	31.82	25.00	44.12	40.91	12.50	14.71	9.09	24	34	22
3	13.64	8.00	17.14	31.82	44.00	40.00	50.00	40.00	34.29	4.55	8.00	8.57	22	25	35
4	17.86	26.32	16.67	32.14	42.11	58.33	35.71	26.32	20.83	14.29	5.26	4.17	28	19	24
5	13.64	9.52	13.33	22.73	42.86	33.33	40.91	42.86	40.00	22.73	4.76	13.33	22	21	15
6	22.22	12.00	5.56	44.44	52.00	77.78	27.78	16.00	11.11	5.56	20.00	5.56	18	25	18
All Grades	15.17	8.79	11.11	34.83	39.01	40.21	39.33	37.36	35.98	10.67	14.84	12.70	178	182	189

**Overall Language
Percentage of Students at Each Performance Level for All Students**

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.48	16.67	17.39	29.03	27.78	39.13	25.81	33.33	32.61	9.68	22.22	10.87	31	36	46
1	36.36	31.82	27.59	45.45	40.91	27.59	15.15	22.73	24.14	3.03	4.55	20.69	33	22	29
2	33.33	17.65	45.45	45.83	47.06	45.45	16.67	29.41	4.55	4.17	5.88	4.55	24	34	22
3	18.18	48.00	48.57	45.45	40.00	34.29	31.82	8.00	8.57	4.55	4.00	8.57	22	25	35
4	21.43	68.42	41.67	60.71	26.32	54.17	10.71	0.00	0.00	7.14	5.26	4.17	28	19	24
5	18.18	47.62	26.67	50.00	47.62	53.33	13.64	0.00	6.67	18.18	4.76	13.33	22	21	15
6	33.33	28.00	44.44	33.33	48.00	50.00	27.78	8.00	5.56	5.56	16.00	0.00	18	25	18
All Grades	28.65	33.52	34.39	44.38	39.56	41.27	19.66	17.03	14.81	7.30	9.89	9.52	178	182	189

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.45	5.56	4.35	29.03	5.56	10.87	51.61	61.11	54.35	12.90	27.78	30.43	31	36	46
1	6.06	0.00	3.45	21.21	18.18	6.90	33.33	27.27	31.03	39.39	54.55	58.62	33	22	29
2	4.17	2.94	4.55	25.00	23.53	27.27	45.83	38.24	13.64	25.00	35.29	54.55	24	34	22
3	4.55	0.00	2.86	27.27	24.00	28.57	45.45	52.00	51.43	22.73	24.00	17.14	22	25	35
4	7.14	10.53	0.00	25.00	31.58	33.33	42.86	36.84	45.83	25.00	21.05	20.83	28	19	24
5	0.00	0.00	0.00	22.73	19.05	26.67	40.91	52.38	53.33	36.36	28.57	20.00	22	21	15
6	11.11	4.00	0.00	16.67	20.00	44.44	61.11	44.00	38.89	11.11	32.00	16.67	18	25	18
All Grades	5.62	3.30	2.65	24.16	19.23	22.75	44.94	45.60	42.86	25.28	31.87	31.75	178	182	189

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	29.03	19.44	17.39	61.29	55.56	69.57	9.68	25.00	13.04	31	36	46
1	39.39	54.55	37.93	57.58	36.36	44.83	3.03	9.09	17.24	33	22	29
2	25.00	20.59	63.64	70.83	76.47	31.82	4.17	2.94	4.55	24	34	22
3	31.82	20.00	28.57	59.09	64.00	60.00	9.09	16.00	11.43	22	25	35
4	39.29	47.37	33.33	53.57	42.11	66.67	7.14	10.53	0.00	28	19	24
5	13.64	9.52	13.33	72.73	85.71	73.33	13.64	4.76	13.33	22	21	15
6	16.67	8.00	5.56	66.67	76.00	94.44	16.67	16.00	0.00	18	25	18
All Grades	29.21	24.18	28.57	62.36	63.19	61.90	8.43	12.64	9.52	178	182	189

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	45.16	8.33	28.26	41.94	66.67	56.52	12.90	25.00	15.22	31	36	46
1	15.15	22.73	3.45	81.82	72.73	79.31	3.03	4.55	17.24	33	22	29
2	41.67	26.47	36.36	54.17	61.76	63.64	4.17	11.76	0.00	24	34	22
3	18.18	64.00	57.14	68.18	32.00	31.43	13.64	4.00	11.43	22	25	35
4	17.86	73.68	58.33	75.00	21.05	37.50	7.14	5.26	4.17	28	19	24
5	45.45	95.24	73.33	31.82	0.00	13.33	22.73	4.76	13.33	22	21	15
6	55.56	72.00	88.89	38.89	12.00	5.56	5.56	16.00	5.56	18	25	18
All Grades	32.58	46.70	43.92	57.87	41.76	45.50	9.55	11.54	10.58	178	182	189

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.45	5.56	2.17	80.65	75.00	71.74	12.90	19.44	26.09	31	36	46
1	15.15	9.09	6.90	36.36	27.27	34.48	48.48	63.64	58.62	33	22	29
2	8.33	5.88	13.64	70.83	52.94	27.27	20.83	41.18	59.09	24	34	22
3	9.09	0.00	0.00	54.55	60.00	60.00	36.36	40.00	40.00	22	25	35
4	7.14	15.79	0.00	57.14	57.89	83.33	35.71	26.32	16.67	28	19	24
5	4.55	4.76	6.67	45.45	52.38	66.67	50.00	42.86	26.67	22	21	15
6	11.11	4.00	0.00	38.89	40.00	44.44	50.00	56.00	55.56	18	25	18
All Grades	8.99	6.04	3.70	55.62	53.85	57.14	35.39	40.11	39.15	178	182	189

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.58	14.29	11.11	48.39	37.14	48.89	29.03	48.57	40.00	31	35	45
1	3.03	0.00	0.00	75.76	63.64	48.28	21.21	36.36	51.72	33	22	29
2	12.50	5.88	4.55	62.50	61.76	59.09	25.00	32.35	36.36	24	34	22
3	13.64	0.00	5.71	81.82	80.00	74.29	4.55	20.00	20.00	22	25	35
4	14.29	31.58	12.50	71.43	57.89	75.00	14.29	10.53	12.50	28	19	24
5	18.18	0.00	0.00	54.55	80.95	86.67	27.27	19.05	13.33	22	21	15
6	22.22	16.00	38.89	77.78	64.00	61.11	0.00	20.00	0.00	18	25	18
All Grades	14.61	9.39	9.57	66.85	61.88	62.23	18.54	28.73	28.19	178	181	188

Conclusions based on this data:

1. In Overall Language, English Language Learners showed an increase on Level 3 and Level 4, moving from a 8.79% to a 11.11% on Level 4 and from a 39.01% to a 40.21% on Level 3.

2. There was an increase in the number of students who took the ELPAC assessment in 2023 - 2024, increasing from 182 to 189 students.

3. The greatest area of need is in the area of Reading on the ELPAC assessments. Only 3.7% of students scored at a Level 4.

School and Student Performance Data
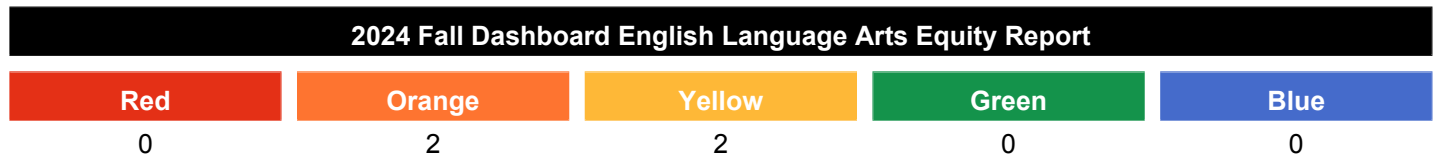
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
633	**68.9%**	**30%**	**0.3%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	190	30%
Foster Youth	2	0.3%
Homeless	0	0.0%
Socioeconomically Disadvantaged	436	68.9%
Students with Disabilities	50	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5%
American Indian	1	0.2%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	542	85.6%
Two or More Races	3	0.5%
Pacific Islander	1	0.2%
White	67	10.6%

Conclusions based on this data:

1. Stone Avenue has a predominant Hispanic student population of 85.6%.

2. More than half of Stone Avenue students are Socioeconomically Disadvantaged, 68.9%.

3. 70% of students at Stone Avenue are English Only students.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. English Learner Progress was in the green category, which is in the Medium range, demonstrating growth from the previous school year.

2. Mathematics as well as Suspension rates were in the orange range for the Fall of 2024.

3. English Language Arts and Chronic Absenteeism are in the yellow range.

School and Student Performance Data

Academic Performance
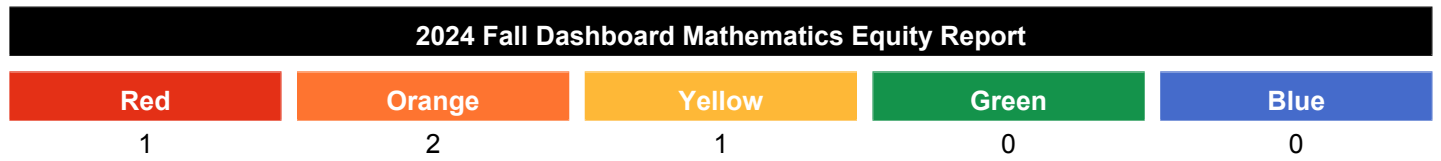## English Language Arts

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
40.0 points below standard	63.7 points below standard	Less than 11 Students
Increased 4.3 points	Increased 5.2 points	
337 Students	118 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	49.5 points below standard
		Maintained 0.8 points
2 Students	5 Students	243 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
116.0 points below standard	Less than 11 Students	0 Students
Increased 8.7 points		
31 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	0 Students	42.5 points below standard
		Increased 4.0 points
0 Students		298 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	33.8 points below standard
		Declined 6.0 points
2 Students	1 Student	27 Students

Conclusions based on this data:

1. All student sub-groups scored below the standard, in the yellow range, on English Language Arts, and Students with Disabilities scored in the orange range.

2. English Learners made a more significant increase than the overall student group. English learners increased 5.2 points compared to all students who increased 5.3 points overall.

3. Students with Disabilities scored below the yellow range for all students, showing a decrease of 49.5 points below the standard, placing them in the orange range.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Yellow	No Performance Color
60.8 points below standard	75.7 points below standard	Less than 11 Students
Maintained 1.0 points	Increased 5.0 points	2 Students
337 Students	118 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	68.3 points below standard
2 Students	5 Students	Maintained 2.6 points
		243 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
152.0 points below standard	Less than 11 Students	0 Students
Declined 3.3 points		
31 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Less than 11 Students	0 Students	64.1 points below standard
		Maintained 0.4 points
0 Students		298 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	43.8 points below standard
		Declined 12.8 points
2 Students	1 Student	27 Students

Conclusions based on this data:

1. In Mathematics for all students there was a -1 point decrease moving all students to the orange category.

2. English Language Learners had the greatest increase of +5 points, scoring in the yellow category, which was higher than the score for all students.

3. Students with Disabilities had the greatest decline of -3.3 points, scoring in the red category, which was lower than the score for all students.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
46% making progress.	making progress.
Number Students: 137 Students	Number Students: 2 Students

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.

2024 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**
20.4%	33.6%	0%	46%

Conclusions based on this data:

1. More students made progress on the ELPAC, 46%, versus students who had a decrease, 20.4%.

2. 0% of students maintained ELPI Level 4, likely because they reclassified in 2023, and did not take the ELPAC in 2024.

3. 54% of all English Learners decreased or maintained a level on ELPI.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
21.1% Chronically Absent	18.5% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.5	Declined 8.2	
664 Students	205 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	23.2% Chronically Absent
		Declined 5.6
3 Students	7 Students	469 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
29.2% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 4.1	4 Students	1 Student
65 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	0 Students	20% Chronically Absent
1 Student		Declined 6.9
		566 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Orange
20% Chronically Absent	Fewer than 11 students - data not displayed for privacy	27.1% Chronically Absent
Declined 5	2 Students	Declined 6.7
20 Students		70 Students

Conclusions based on this data:

1. All student subgroups showed a decline in chronic absenteeism at Stone Avenue.

2. All student subgroups scored yellow, which aligned with All Students, except the Students with Disabilities subgroup, who scored in the orange range.

3. The English Learner subgroup had the greatest decline, 8.2 points, and had the lowest percentage of students who are chronically absent, 18.5%.

School and Student Performance Data

Conditions & Climate
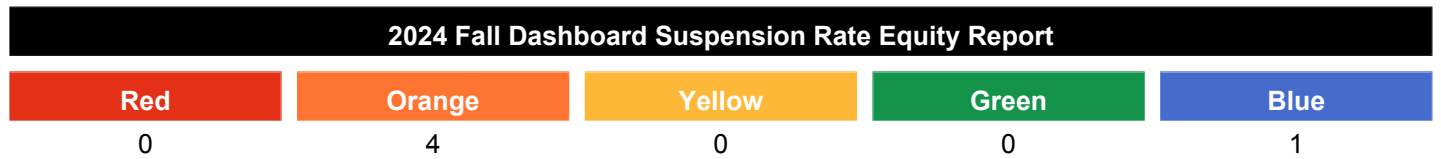## Suspension Rate

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Blue	No Performance Color
1.2% suspended at least one day	0.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 0.6%	Maintained 0%	
681 Students	215 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	1.2% suspended at least one day
		Increased 0.4%
7 Students	10 Students	484 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
2.9% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 1.5%	4 Students	1 Student
68 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	0 Students	1.2% suspended at least one day
3 Students		Increased 0.5%
		581 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	1.4% suspended at least one day
Maintained 0%	2 Students	Increased 1.4%
20 Students		70 Students

Conclusions based on this data:

1. Stone Avenue had a .6% increase in suspensions overall in 2024.

2. Students with Disabilities, Hispanic, White, and Socioeconomically Disadvantaged subgroups showed an increased of suspensions in 2024.

3. English Learners and Two or More Races subgroups maintained the same range in suspensions in 2024.

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, Chronic Absenteeism, and Suspension. ELA showed an increase of 4.3 points but we remain in the yellow band, at 40 points below the standard. There was a decrease of -1 points in Math, and we remain 60.8 points below standard. In the area of English Language Learners, we showed an increase of 4.3 points, however, we remain 40 points below the standard. Although there was a decline in Chronic Absenteeism, 21.1% of students continue to be chronically absent. Specifically, our Students with Disabilities and White subgroups remain in the orange category.   Suspension increased by 0.6%, demonstrating the greatest needs with the following subgroups: White, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic.
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 for positive behavior and attendance. Staff will focus on providing supplemental, specific support for English Learners through integrated and designated ELD instruction. Staff will collaborate regularly to ensure consistency across the grade levels and to share best instruction and resources. During collaboration time, staff will engage in standards-based planning, creation of rubrics and/or success criteria, and we will analyze data and student work to determine next steps. Inclusive practices will be utilized for all students, with a closer focus on students with IEPs, ensuring access to state standards and flexible opportunities to show evidence of their knowledge. Teachers will be encouraged to attend district provided professional development opportunities such as Universal Design for Learning (UDL), Anti-Bias Training, and Crisis Prevention Intervention (CPI). Additionally, as a staff, we will work to increase academic rigor and quality interactions, using Quality Teaching for English Learners (QTEL) strategies. Teachers will continue to implement a college-ready environment & strategies. Literacy and Math small group intervention support will be implemented in 1st-3rd grade classrooms based on benchmark and diagnostic data results. Targeted students in grades 4th-6th may also receive small group support from paraprofessional staff.   A school-wide schedule will be created to ensure that small group reading and math intervention groups are established in all classrooms to provide targeted supports for identified students. Paraprofessionals/Classified staff will be assigned to classrooms to provide additional small group support. 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. Additionally, Education Specialist will have time to meet with general education teachers to discuss student progress on IEP goals and progress on standards.

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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	All Students - 40 points below the standard (Yellow) English Learners - 63.7 points below the standard (Yellow) Long-Term English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 49.5 points below the standard (Orange) Students with Disabilities- 116 points below the standard (Orange) African American - N/A Asian -N/A Filipino - N/A Hispanic - 42.5 points below the standard (Yellow) Native Hawaiian or Pacific Islander - N/A White- 33.8 points below the standard Two or More Races - N/A	All Students - 37 points below the standard English Learners - 60.7 points below the standard Long-Term English Learners- N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 46.5 points below the standard Students with Disabilities - 113 points below the standard African American - N/A Asian - - N/A Filipino - - N/A Hispanic - 39.5 points below the standard Native Hawaiian or Pacific Islander - - N/A White - 30.8 points below the standard Two or More Races - N/A
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	All Students - 60.8 points below the standard (Orange) English Learners - 75.7 points below the standard (Yellow) Long-Term English Learners - N/A Foster Youth - N/A Homeless- N/A Socioeconomically Disadvantaged - 68.3 points below the standard (Orange) Students with Disabilities - 152 points below the standard (Red) African American - N/A Asian- N/A Filipino - N/A Hispanic - 64.1 points below the standard (Orange) Native Hawaiian or Pacific Islander - N/A White - 43.8 points below the standard Two or More Races - N/A	All Students - 57.8 points below the standard English Learners - 72.7 points below the standard Long-Term English Learners - N/A Foster Youth - N/A Homeless - N/A Socioeconomically Disadvantaged - 65.3 points below the standard Students with Disabilities - 149 points below the standard African American - N/A Asian - N/A Filipino - N/A Hispanic - 61.1 points below the standard Native Hawaiian or Pacific Islander - N/A White - 40.8 points below the standard Two or More Races - N/A
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	Current Percentage of English Learners making progress: 46% Status Level: Green	Current Percentage of English Learners making progress: 48% Status Level: Green
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified: 9.09%	Percentage of English Learners Reclassified: 10%
P8: Other Student Outcomes - NWEA ELA	Achievement Percentile: All Grades: 35th All Grades (EL): 16th All Grades (Students with Disabilities): 8th Grade 1: 26th	Achievement Percentile: All Grades: 40th All Grades (EL): 21st All Grades (Students with Disabilities): 13th Grade 1: 31st

		Grade 2: 22nd Grade 3: 22nd Grade 4: 37th Grade 5: 43rd Grade 6: 39th	Grade 2: 27th Grade 3: 27th Grade 4: 42nd Grade 5: 48th Grade 6: 44th
P8: Other Student Outcomes - NWEA Math	Achievement Percentile: All Grades: 32nd All Grades (EL): 19th All Grades (Students with Disabilities): 11th Grade 1: 29th Grade 2: 23rd Grade 3: 33rd Grade 4: 30th Grade 5: 34th Grade 6: 40th	Achievement Percentile: All Grades: 37th All Grades (EL): 24th All Grades (Students with Disabilities): 16th Grade 1: 34th Grade 2: 28th Grade 3: 38th Grade 4: 35th Grade 5: 39th Grade 6: 45th
P8: Other Student Outcomes - NWEA SLA	Achievement Percentile: All Grades: 29th All Grades (EL): 16th All Grades (Students with Disabilities): 11th Grade 1: 27th Grade 2: 11th Grade 3: 22nd Grade 4: 25th Grade 5: 48th Grade 6: 40th	Achievement Percentile: All Grades: 34th All Grades (EL): 21st All Grades (Students with Disabilities): 16th Grade 1: 32nd Grade 2: 16th Grade 3: 27th Grade 4: 30th Grade 5: 52nd Grade 6: 45th

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	CCSS Implementation A. Opportunities for data analysis will be provided for teachers to review state assessments, curriculum embedded performance tasks, benchmark NWEA reading and math assessments for 1st - 6th grade, ESGI data for TK/K in addition to DIBELS and/or Lectura diagnostic assessments administered across K - 6th. Additionally, teachers will review common grade level assessments, IABs and FIABs. Data Talk sessions will be held with the purpose of creating or adjusting small groups, sharing of effective strategies, and for standards based planning. Assessments and progress monitoring provide insight on student advancement toward mastery of grade-level standards. The site will expand licensing for Amplify to include 3rd - 6th grade. In addition, ESGI licensing will be renewed. Assessment data will be shared with educational partners. B. Intervention Support Teachers (ST) will provide strategic and targeted small group support in	All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White	90,790 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Elementary Media Center Clerk Salary 180,584 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary 8,632 Title I Basic -- 3010 4000-4999: Books And Supplies Instructional Materials 1,000 Title I Basic -- 3010

reading and math for our most intensive learners in primary grades. STs will support all teachers through the provision of demo lessons, sharing of research-based resources and strategies, and through support with data analysis of benchmark and diagnostic testing. They will also work with paraprofessional staff in support of a new site implementation of the Walk to Read model in the 2025 - 2026 school year. STs will attend district and county professional development workshops and attend monthly site meetings with administration in an effort to refine practices to increase student achievement. Materials and supplies to support small group instruction and the Walk to Read model will be purchased.

C. Supplemental instructional resources, manipulatives for hands-on learning, and additional supplies to support student achievement and the individual needs of students in ELA, Math, and/or Science will be purchased. Students will be provided with organization materials such as folders, notebooks, binders, agendas and basic school supplies for College and Career Readiness. Teachers will have a classroom supply budget to support the overall instructional program.

D. Grade level teams will have ongoing collaboration time on minimum days and during release days for standards based planning, development of success criteria, a review of common assessments, and to share success and needs. Teacher teams will collaborate to develop class schedules to include instruction in English Language Arts or Spanish Language Arts, ELD, Mathematics, Science, Social Science, and Physical Education. Additionally, Education Specialists and general education teachers will have ongoing opportunities to collaborate to discuss student progress and needs. Sub costs will be necessary to provide one release day for all teacher teams.

E. Sub costs will be utilized for teachers to attend local professional development (PD) opportunities provided by the site, district, or county.   Classified staff will attend professional development to support targeted small group instruction. Professional development will be determined by staff needs surveys and classroom walkthroughs and feedback discussions by administration. PD will support the overall instructional program and align with site and district initiatives. Professional learning opportunities for staff might also include visits to colleagues' classrooms.

F. Funding will support school community events and parent workshops designed to support student learning at home by covering the cost of materials, supplies, and hourly pay for facilitating staff. These workshops will include Math and Literacy Nights, grade-level standards overview presentations,

1000-1999: Certificated Personnel Salaries
Sub Costs for Release Days

88,647
LCFF Suppl/Conc -- 0707
2000-2999: Classified Personnel Salaries
(2) Bilingual Language Tutors Salaries ((1)3 hrs (1) 6hrs)

109,298
Title I Basic -- 3010
1000-1999: Certificated Personnel Salaries
Support Teacher Salary Split Funded

58,853
LCFF Suppl/Conc -- 0707
1000-1999: Certificated Personnel Salaries
Support Teacher Salary Split Funded

	college and career readiness, GATE meetings, and Dual Immersion site walk-throughs, informed by parent surveys and staff recommendations. The school will collaborate with parent committees to identify specific areas of need for these workshops. G. Extended Learning Opportunities (ELO) will be offered for intensive learners who need additional support in ELA, SLA, and/or math. Targeted subgroups based on data will be prioritized. H. An Elementary Media Clerk (EMCC) will support technology issues such as Chromebook repairs. The EMCC will support students with the selection and checkout of books for projects, research presentations, and those based on interest. The EMCC will work with staff to support grade level thematic units by sharing presentations and resources (e.g., book collections) to support curriculum needs. The EMCC will provide Makerspace lessons utilizing STEAM materials and supplies.		
1.2	Essential Services and Supports for Student Learning A. Maintain maintenance contracts for copy machines, poster maker, laminator, 3-D printer, Cricut, and school and classroom printers. B. Necessary supplies will be purchased as needed to operate the poster maker and laminator. Ink and toner will be purchased to sustain copy machines and printers for classroom instruction. C. Printshop services will be available to staff for school wide communication and classroom instructional materials. D. Staff will have a sufficient supply of paper for classroom activities and for use in classroom printers and copy machines. E. Teachers will have adequate working technology in their classrooms. Staff will have access to copy machines, poster maker, laminator, printers, document cameras and projectors to support student learning.	All Students (prioritizing these subgroups): Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White	7,000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Maintenance Contracts 7,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Print Services	
1.3	Visual and Performing Arts (VAPA) A. District funded VAPA teachers will provide opportunities for all students to participate in various visual and performing arts instruction to include art, choir, and dance on a rotating schedule throughout the year. B. Materials and supplies will be purchased to enhance the VAPA program.	All Students		
1.4	Multi-Tiered Systems of Support (MTSS) A. Support will be provided for students who are struggling academically, socially, or emotionally.	All Students (prioritizing these subgroups):	5,000 Title I Basic -- 3010	

	B. Enrichment opportunities will be provided for students working above grade level or who have been recognized as Gifted and Talented (GATE). C. GATE site coordinators will provide training for staff and informational meetings for parents about the GATE program. The coordinators will also update and revise the Annual GATE Plan, schedule parent meetings as needed, monitor the overall GATE program, schedule enrichment opportunities for GATE students, and solicit ideas from educational partners to refine and improve our site program. D. Student Success Team (SST)/504 Coordinators will attend distinct trainings, process SST/504 referrals, run student reports, schedule, prepare, and facilitate SST meetings, and perform other associated tasks. Coordinators will also provide support and/or professional development on the Beyond SST program and/or to provide a review of practices and processes for staff as needed. E. Funds for sub costs will be used for classroom teachers and SST/504 coordinators as needed for parent meetings.	Students with Disabilities Hispanic Socioeconomically Disadvantaged English Learners White	1000-1999: Certificated Personnel Salaries Sub cost for SST/504 Meetings and Trainings
1.5	English Learner Development (ELD) A. Staff will administer the annual English Language Proficiency Assessments for California (ELPAC) to English Learners (ELs). Results will be used to assign appropriate support and instruction. Teachers will monitor and evaluate EL progress. Subs may be needed to help with ELPAC training and assessment administration. B. Bilingual Language Tutors (BLTs) will support English Learners by providing lesson reinforcement, and small group reading support in English and Spanish. C. Staff will be provided with professional development to support the EL program. The district's Multilingual Services staff will provide certificated and classified staff PD in addition to ongoing feedback and guidance for the administrative team, teachers and BLTs regarding data analysis and effective instructional strategies for ELs, Long Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEP) students. Teachers have received Quality Teaching for English Learners (QTEL), and staff will have opportunities to review and plan around QTEL strategies. Instructional materials and resources may be purchased to provide direct support for English Language Learners. D. ELPAC data will be shared with families during parent conferences and parent meetings. During SSC, ELPAC, and Title 1 Annual Meetings, parents	English Learners	3731 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Sub Costs for ELD Planning - QTEL Release Days

	will be informed about reclassification criteria, our EL program and supports, and they will be involved in the Needs Assessment during a spring ELAC meeting to offer suggestions for improvement for our English Learner program. Classified staff may be offered overtime to support translation as needed for parents and families. E. A Newcomer Liaison will make connections with and provide support for students and families.			
1.6	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 preparation. B. TK/K teachers will schedule meetings for parents and students prior to the start of school to ensure a smooth transition for preschoolers entering TK or Kindergarten. Information will be shared so that parents/students become familiar with the campus.	All students, prioritizing incoming Transitional Kindergarteners and Kindergarteners		

Annual Review

SPSA Year Reviewed: 2024-25

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.

Daily differentiated instruction in ELA, SLA, ELD, and Math was provided by Stone Avenue teachers. Intervention Support Teachers, Educational Specialists, Bilingual Tutors, and Instructional Aides supported student learning within classrooms (or as a pull out support) and offered small group support based on benchmark and diagnostic data. To address individualized academic needs, teachers at each grade level used data from CAASPP, NWEA, ESGI, DIBELS, Lectura, common grade-level assessments, and classroom observations to create small groups. Furthermore, teachers implemented QTEL, GLAD, and GATE strategies to support all students, with a focus on specific subgroups: Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, English Learners, and White populations.

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

The negotiated salary increases for all staff and a decrease in the availability of resident substitutes during the 2024-2025 school year had an impact on all activities. Professional development opportunities in writing were not offered to teachers. College and career supplies and agendas were funded through site resources, a change from previous years' district funding. The purchase of software programs and novels was not acquired. While a plan to incorporate STEAM equipment (3D printer and Cricut) in the library has been initiated, it is not yet fully functional.

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.

Utilizing multiple measures to identify student needs will remain a priority at Stone Avenue, with additional funding allocated for classified staff to support classroom learning. Teachers will receive release time for professional development, data analysis, and strategic planning. Attendance for all student populations will be continuously monitored. Data analysis of academic achievement indicates a need for a targeted focus on improving math outcomes for students with disabilities and the white student population. Consequently, the school will transition to a teacher-

centered approach for 1:1 DIBELS and Lectura assessments. Professional development opportunities will be data-driven, informed by student needs and teacher surveys.

As a means of collecting input and advice from School Site Council and Leadership, action items 1.2 - Assessment, 1.3 Supplemental Instructional Resources and Incentives, 1.5 Strategic Intervention/Enrichment/After School Activities, 1.7 College and Career Readiness, and 1.8 Staff Development/Collaboration were consolidated to Action item 1.1. Additional details were provided with the support of educational partners to provide context and evidence of each strategy activity under Action Item 1.1. Action 1.6 Maintain Facility, Hardware, Materials & Supplies was changed to Essential Services and Supports for Student Learning to include other funding necessities.

Action item 1.4 - Parent Workshops - was moved to Goal 3, where it is better aligned. To provide context around additional services and programs provided for students to boost student achievement, new action items were added, including Visual and Performing Arts (VAPA), Multi-Tiered Systems of Supports (MTSS), and English Language Development (ELD).

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: 100% Source: 2024-25 School Accountability Report Card (SARC)"	Percentage of facilities meeting ""Good Repair" status: 100% Source: 2025-26 School Accountability Report Card (SARC)"
LCFF Priority 5: School Attendance Rate	TK: 93.37% K: 92.59%	TK: 94.37% K: 93.59%

	1: 93.22% 2: 94.40% 3: 95.08% 4: 94.74% 5: 95.53% 6: 93.08% Source: Student Information System P-2 report	1: 94.22% 2: 95.40% 3: 96.08% 4: 95.74% 5: 96.53% 6: 94.08% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 21.1% English Learners: 18.5% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 23.2% Students with Disabilities: 29.2% African American: N/A Asian: N/A Filipino: N/A Hispanic: 20% Native Hawaiian or Pacific Islander: N/A White: 27.1% Two or More Races: 20% Source: Fall 2024 Dashboard	All Students: 20% English Learners: 17% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 21% Students with Disabilities: 28% African American: N/A Asian: N/A Filipino: N/A Hispanic: 18% Native Hawaiian or Pacific Islander: N/A White: 25% Two or More Races: 18% Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Suspension Rate	All Students: 1.2% English Learners: 0.5% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 2.9% African American: N/A Asian: N/A Filipino: N/A Hispanic: 1.2% Native Hawaiian or Pacific Islander: N/A White: 1.4% Two or More Races: 0.0% Source: Fall 2024 Dashboard	All Students: 1% English Learners: 0.5% Long-Term English Learners: N/A Foster Youth: N/A Homeless: N/A Socioeconomically Disadvantaged: 1% Students with Disabilities: 2% African American: N/A Asian: N/A Filipino: N/A Hispanic: 1% Native Hawaiian or Pacific Islander: N/A White: 1% Two or More Races: 0.0% Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0.0% Source: Data Quest 2023-24	All Students: 0.0%
LCFF Priority 6: School Climate Survey: School Safety	Percent favorable perceptions of student physical and psychological safety at school: 57% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 60% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Sense of Belonging	Percent favorable of how much students feel they are valued members of the school community. 65% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 68% Source: Panorama Student Survey

LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 71% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 74% Source: Panorama Student Survey

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
2.1	Positive Behavior Support/Social Emotional Learning 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 using the Second Step curriculum which helps students develop skills in self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. PBIS/SEL team members will provide monthly updates for staff during staff meetings. B. Student incentives, awards, and monthly SWIM parties in the Level Up Game Room will recognize students who follow school expectations. Dolphin Deed raffles will be held twice a month and winners earn prizes. Trimester Award Ceremonies will be held to recognize students' achievements and progress in attendance, positive behavior, resilience and goal setting as well as attendance. Funding will be utilized for student incentives. C. Selected Stone Avenue students will be trained in Conflict Mediation. They will work with peers involved in a dispute to resolve problems in a healthy manner and work on activities to reduce school conflict. They will also learn and share problem-solving strategies, healthy communication techniques, and demonstrate leadership skills on campus. D. The BSEL Coordinators, PBIS Team and administrative team will meet monthly to review and revise the BSEL/PBIS School Wide SWIM to Success Plan throughout the year and work towards completion of the Tiered Fidelity Inventory (TFI). The team will discuss staff and parent concerns, review discipline data, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for students who follow school expectations. Site BSEL/PBIS Coordinators and team members will	All Students	204 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Extra hourly for Activity Supervisor Meetings

attend district and county PBIS professional development offerings throughout the school year to gain strategies to support positive behavior outcomes that can be shared with the school.

E. The BSEL/PBIS plan includes action steps to connect students to adults on campus (Stone Avenue 6) by completing ongoing check-ins. Special attention will be given to students who have been identified as having social emotional needs, behavior challenges, and/or who are chronically absent.

F. Student incentives, awards, and monthly SWIM parties in the Level Up Game Room will recognize students who follow school expectations. Dolphin Deed raffles will be held twice a month. Trimester Award Ceremonies will be held to recognize students' achievements and progress in attendance, positive behavior, resilience and goal setting as well as attendance.

G. Administrators will meet with Activity Supervisors once a month to discuss safety issues and concerns on campus and to discuss ways to connect positively with students. Staff will meet to identify and discuss preventative measures to prevent, deter, and react to problematic behavior to increase student safety on campus and establish a welcoming community. Classified staff members will be compensated for attending meetings outside of their work schedule.

H. A Behavioral Health Associate will support Stone Avenue students with social emotional needs. An Multi-Tiered Systems of Support Teacher on Special Assignment (MTSS - TSA) will work with staff and students on restorative practices and community building. MTSS - TSA will also work with students to provide individualized and small group support support for emotional needs.

I. On-site training will be provided for staff on disciplinary steps, available interventions, and avenues of communication regarding student needs. All teachers were Calming Corner trained during the 2024 - 2025 school year.

| 2.2 | Safe and Healthy Environment
A. An administrative team consisting of a site principal and assistant principal work together to provide a safe and welcoming environment for the Stone Avenue school community.

B. The Safe Schools Coordinator will work with administration to update and revise the Safe School Plan. As part of the plan. Through the development of the plan, a needs assessment will be conducted to see where we can improve safety on campus. Input from students, staff, and parents | All Students | 61,819
LCFF District -- 500 0707
2000-2999: Classified Personnel Salaries
Health Care Aide Salary (6 hrs) |

will be considered. As part of our Safe School Plan, students and staff will participate in monthly disaster drills, rotating between fire, earthquake, lockout, and lockdown. Supplies will be purchased as needed to include radios/walkies, emergency supply materials, and first aid supplies.

C. Participate in national events that highlight student safety such as Annual Walk to School Day, Red Ribbon Week, The Great Shake Out, and Kindness Week.

D. Mandated Keenan child abuse and sexual harassment training is provided for all staff.

E. Staff will wear district provided lanyards/ID badges at all times while on campus. Visitors will be required to check in at the office with their ID to be cleared through the Raptor System. Once they are cleared, they will be provided a sticker badge to wear while they are on campus, and they will be asked to sign in. Volunteers must be cleared by the district and they will follow the same process as visitors on site.

F. Our BSEL/PBIS team will meet monthly to analyze major and minor discipline data by location, grade, time of day, and type of behavior and discuss strategies to support student's understanding of our school-wide behavior expectations (Show respect, Work responsibly, Instill safety, and Motivate kindly). Students will be incentivized for following the site expectations through Dolphin Deeds that will be used for bimonthly raffles for an opportunity to win a prize. Additionally, teachers select four students each month to participate in our monthly SWIM parties for a visit to the Level Up Game Room.

G. Activity Supervisors will attend monthly meetings with administrators to discuss student needs, review safety protocols as needed and to provide support on how to address problematic behaviors. Activity Supervisors will monitor students, enforce school rules and behavior expectations, and support PBIS/SEL strategies during outdoor activities.

H. Staff and students will participate in the Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons that teach students to think critically, behave safely and responsibly while working digitally. The site Technology Coordinator will provide an overview for staff for completion of lessons.

I. During the 2025 - 2026 school year, the Bluepoint pull stations will be activated. All staff will be trained. Additionally, exterior security cameras will be installed for added safety.

| 2.3 | Attendance
A. Our School Culture Committee will meet monthly to analyze attendance data, discuss solutions for tardiness and chronic absenteeism, and to brainstorm ideas for incentivizing positive attendance. Incentives include weekly 30 second dance parties, Extra Extra Recess, and shout outs during announcements. An effort will be made to schedule special events and activities on low attendance days (Mondays and Fridays) as a means to increase attendance on those days. Additionally, Saturday School will be advertised and promoted to recoup lost funding from absences.

B. Provide opportunities for students to participate in leadership activities or to join clubs or programs on campus to increase attendance. These clubs include the Peer Mediator Program, Student Council, VAPA, 100 Mile Club, Intramural Sports, Clean Up Crew, and Think Together.

C. Stone Avenue 6: Staff members select 6 students for ongoing check-ins to identify areas where students may need support, to build stronger relationships between staff and students, and to create a welcoming environment for students, which may increase student attendance.

D. A McKinney Vento/Foster Youth Liaison will make connections with and provide support for students and families. | All Students (prioritizing these subgroups):

Students with Disabilities
Hispanic
Socioeconomically Disadvantage | |

Annual Review

SPSA Year Reviewed: 2024-25

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 third year of Positive Behavioral Interventions and Supports (PBIS) and Behavior and Social-Emotional Learning (BSEL) Professional Development. A team of teachers, representing each grade level and including an intervention teacher, participated in the trainings on a rotating basis. PBIS/SEL facilitators provided training on PBIS/BSEL and the Panorama Survey. All students received daily social-emotional lessons through the Second Step Curriculum.

In addition, the School Safety Plan was reviewed and updated, and all teachers received mandated reporter training. Incentives were implemented school-wide to promote positive behavior and attendance. These efforts, along with spirit days and individual/grade-level prizes and competitions, contributed to a 6.5% decrease in chronic absenteeism compared to the previous school year. Staff participation in spirit days also positively motivated students. Recognizing that Mondays and Fridays had the lowest attendance, the school made a conscious effort to schedule school-wide events on those days.

The next goal is to analyze tardiness data more closely and achieve a daily attendance rate of 95%-98% across all grade levels. The school has observed growth in students' social-emotional skills and their connection with staff, with 65% of students reporting they feel valued at school. The goal for the upcoming year is to increase this percentage to the high 80s or 90s. To achieve this, the school will continue its social-emotional student groups led by the Multi-Tiered

Systems of Support Teacher on Special Assignment and a new Behavior Health Associate. These professionals will provide students with opportunities to work with trained mental health specialists for support and coping strategies, which is expected to help staff address student discipline issues related 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.

Stone Avenue did not have a Peer Mediator Program this school year due to a new administrative team and the negotiated salary increases for all staff impacting the budget. However, PBIS/BSEL professional development was provided at no cost to PBIS Committee members, as the district covered the expense and the site utilized resident substitutes. Furthermore, one-time funds for Positive Behavior Intervention Support received during the 2023-2024 school year significantly offset costs for attendance and behavior incentives, enabling the purchase of supplies and materials for a new Level Up Game Room. Additionally, the new Executive PTO Board revamped the PTO bylaws, and the PTO helped cover costs for Dolphin Deed raffle incentives for positive behavior and attendance. Membership, T-shirts, and incentives for the 100 Mile Club were paid for by the district, with no site funds 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 support with student needs. Teachers will be provided release time for trainings, data analysis, and collaboration. A new action was added, Action 2.3 - Attendance, since this is an area of focus at Stone Avenue Elementary. Additional strategies and descriptions (examples) were added under each Action Item to provide context and details regarding processes and practices to support each action.

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
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 88.7% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 92% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 95.3% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 97% Source: LCAP Staff Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 94.4% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class." 97% Source: LCAP Parent Survey Winter 2025-26
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 93% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 96% Source: LCAP Staff Survey Winter 2025-26

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	Home-School Connections and School Community A. Provide opportunities for parents to attend parent conferences as well as workshops to include Family Literacy or Math Night, Riverside	All Students (prioritizing these subgroups): Students with Disabilities Hispanic	200 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries

County sponsored workshops, and district parent meetings and events. B. Classified staff will provide babysitting services during parent workshops as needed and/or requested. C. 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, trimester report cards, and Parent Workshops/Classes. Bilingual personnel for translation will be provided as needed. D. Keep families well informed regarding site and district parent meetings to include School Site Council (SSC), District Advisory Council (DAC), English Learner Advisory Committee (ELAC), DELAC - District ELAC, Parent and Teacher Organization (PTO), and Gifted and Talented Education (GATE) advisory committee. Meeting times will be provided at various times of the day to increase parent attendance. E. To keep parents informed of school events and partnership opportunities, a School Newsletter will be sent home to parents monthly and the site will post event flyers on social media platforms to include DoJo, Parent Square, Instagram, and Facebook. Additionally, a Parent Handbook will be shared with families at the beginning of the school year to outline school policies and processes. SMORE licensing will be purchased annually. F. Communicate the JUSD Volunteer Process with families. Encourage parents to volunteer in classrooms and during school events and activities, including chaperone opportunities for school field trips taking place off site. G. Purchase 2 pocket folders for TK - 2nd grade students and binders and agendas for 3rd - 6th grade students to develop responsible habits for work completion and as a means to increase school-to-home communication. H. To provide opportunities to support an active school community, several daytime and evening events will be coordinated for families to enjoy, based on educational partner feedback. Activities may include a Fall and/or Spring Festival, Awards Ceremonies, Kindergarten and Sixth Grade Promotion, Dual Immersion Showcase, Multicultural Day, College and Career Day, Walk to School Day, grade level sponsored events, and PTO sponsored events such as Scholastic Book Fair, School Dances, Step It Up Fundraiser, Movie Night, and the Holiday Shop.	Socioeconomically Disadvantaged English Learners White	Child care/ Classified Hourly 600 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Incentives/Refreshments 900 Title I Parent Involvement -- 3010 1902 1000-1999: Certificated Personnel Salaries Teacher Hourly for Parent Workshops 287 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Materials & Supplies

| | I. Provide opportunities for our Classified Ambassador to connect with families and provide resources as needed.

J. Provide bilingual assistance in the front office before and during the school year to assist parents with information updates and needs throughout the year. Ensure all written, verbal, and digital communication is available in English and Spanish.

K. Provide additional hours for classified staff to support evening family events as needed to support families. such as Back to School Night, DI Parent meetings, and other family-related events.

C. Provide refreshments/snacks/food and incentives for parent meetings and workshops such as ELAC, SSC, PTO, and GATE meetings. | | |

Annual Review

SPSA Year Reviewed: 2024-25

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 numerous events for parents and families, including Back to School Night, Fall Festival, Literacy Night, Sweetheart Dance, Talent Show, DI Showcase Event, LTEL and Newcomer Family Night, Award Ceremonies, Relay Races, and various grade-level or classroom events and celebrations.

To foster strong home-school connections and partnerships with families, parents were encouraged to complete the district volunteer process to become cleared volunteers. Frequent volunteers received badges to enhance their sense of feeling welcome at Stone Avenue. Parent volunteers supported other school activities such as the Day of Awesomeness, College and Career Day, and field trips, as well as a wide range of PTO-sponsored events like book fairs, buddy pictures, and holiday events such as the Holiday Shop.

Additionally, parents were invited to attend ELAC, SSC, PTO General Assembly, and GATE parent meetings. To increase attendance at ELAC meetings, families of students who demonstrated an increase in their ELPAC level, as well as families of reclassified students, received personal invitations to ELAC meetings where their children were being recognized.

Although Stone Avenue did not meet the criteria to become a Community School, we try to operate with a community-focused approach by collaborating with local vendors and district departments to support students and families. Riverside Health provided mental health workshops for parents, supported a Mental Health Awareness Day for students, and the Glen Avon Library attended Back to School Night to offer information on obtaining library cards and their available resources. The PICO department has been an instrumental resource for families, providing support for physical, mental, and financial needs. Reach Out has assisted with materials our new school garden. Efforts were also made to build the capacity of the Classified Ambassador this year, ensuring parents are aware of her role and how she can provide support. She also hosted a Coffee and Q&A session for families before school. These combined efforts have contributed to increased parent and family engagement at Stone Avenue.

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

The PTO provided financial support for school events. Budgetary constraints resulting from salary increases prevented the allocation of funds for childcare at parent meetings. Furthermore, Dual Immersion parent meetings were not conducted during the 2024-2025 school year. However, DI teachers collaborated to organize the end-of-year DI Showcase and have initiated planning for the upcoming school year.

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

Stone Avenue will strengthen parent involvement by partnering with district-approved vendors and committees to meet family needs. We will also focus on increasing attendance at SSC, ELAC, GATE, and PTO meetings. Goal 3 now consolidates previous Actions 3.1-3.5 into a single action: Home School Connections and School Community. Our primary goal is to cultivate a welcoming school community with diverse activities where parents and staff can collaborate to enhance student opportunities. A strong home-school connection will provide lasting benefits for our students.

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	$129,648.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$624,545.00
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 ($)
Title I Basic -- 3010	$123,930.00
Title I Parent Involvement -- 3010 1902	$1,987.00
Title III LEP -- 4203	$3,731.00

Subtotal of additional federal funds included for this school: $129,648.00

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

State or Local Programs	Allocation ($)
LCFF District -- 500 0707	$333,193.00
LCFF Suppl/Conc -- 0707	$161,704.00

Subtotal of state or local funds included for this school: $494,897.00

Total of federal, state, and/or local funds for this school: $624,545.00

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	123,930	0.00
Title I Parent Involvement -- 3010 1902	1,987	0.00
Title III LEP -- 4203	3,731	0.00
LCFF Suppl/Conc -- 0707	161,704	0.00
LCFF District -- 500 0707	333,193	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	333,193.00
LCFF Suppl/Conc -- 0707	161,704.00
Title I Basic -- 3010	123,930.00
Title I Parent Involvement -- 3010 1902	1,987.00
Title III LEP -- 4203	3,731.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	359,366.00
2000-2999: Classified Personnel Salaries	241,660.00
4000-4999: Books And Supplies	16,519.00
5000-5999: Services And Other Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	180,584.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	152,609.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	58,853.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	88,851.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	7,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	115,298.00
4000-4999: Books And Supplies	Title I Basic -- 3010	8,632.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	900.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	200.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	887.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	3,731.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	560,535.00
Goal 2	62,023.00
Goal 3	1,987.00

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
Corrine Ortiz	Principal
Kristin Baltazar	Classroom Teacher
Tyler Hughes	Classroom Teacher
Nicole Howard	Classroom Teacher
Esther Fisher	Other School Staff
Karla Cervantes	Parent or Community Member
Stephanie Lopez	Parent or Community Member
Rose Estrada	Parent or Community Member
Mary Rivera	Parent or Community Member
Elizabeth Alcaraz	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
	Special Education Advisory Committee
	Other: District Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/27/2025.

Attested:

	Principal, Corrine Ortiz on 5/27/2025
	SSC Chairperson, Karla Cervantes on 5/27/2025

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

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.

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.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

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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