School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Stone Avenue Elementary School
Address	5111 Stone Avenue Jurupa Valley, CA 92509-4090
County-District-School (CDS) Code	33 67090 6111280
Principal	Marian Gutterud, Ed.D.
District Name	Jurupa Unified School District

SPSA Revision Date	May 25, 2023
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 26, 2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission
The mission of Stone Avenue Elementary School is to promote the successful academic and social/emotional development of all our students. We do this by providing the best first instruction, holding high expectations, inspiring a love of life-long learning, and instilling a commitment to excellence in our students. This achievement is based on meeting the needs of all students through differentiated and individualized instruction, guided reading, and working collaboratively and using data to identify strengths and challenges. Our staff's goal to meet all students' needs is evidenced by consistent, ongoing analysis towards standards mastery through district wide formative assessments including Performance Tasks, DIBELS/IDEL, STAR Reading, NWEA and informal classroom assessments. The goals for and of every student are mastery of state standards, social/emotional development, and college/career readiness.

Vision
The vision of Stone Avenue School is to cultivate a culture of equity where the educational practices, assessments and school values are aligned to provide every student access to opportunity and success. This is where excellence is the norm for all students and educators are deliberate about creating an equitable culture where all students receive the resources they need to prepare for college and/or career. We do this by creating a safe environment where students take risks, collaborate, authentically engage, and take ownership of their learning; where learning intentions are clear to educators and students and the use and review of formative assessment data drives individual student support.
Due by third week of April

School Profile

Describe The students and community and how school serves them.

The Story

Stone Avenue Elementary is part of Jurupa Unified School District located in Jurupa Valley, California and is one of four Dual Immersion Elementary sites. Here students become bilingual and bi-literate in both English & Spanish. The program is integrated within our school, with 14 Dual Immersion classes and 13 monolingual English classes, from TK to Sixth Grade. The school year is 180 traditional days of which 37 are minimum days to support teacher collaboration and professional development. The staff is dedicated to providing a positive, safe environment that promotes student achievement so that each student can reach his/her potential.

Stone Avenue's School Plan is aligned to the goals of the district including College and Career Readiness, Data Driven Decision Making, Safe and Orderly Environment, and Parent, student and community engagement. Stone Avenue's enrollment is 617 students, from TK through Sixth grade. The school has a culturally and linguistically diverse population with the main ethnic representation being 85.8% Hispanic, 10.2% White, & 1% African American, and other 1.5%. The school population includes 31% English Language Learners (ELLs) and 62% percent of the students that are socio-economically disadvantaged.

Stone Avenue's Dual Immersion Program is a unique educational program designed to develop bilingualism and biliteracy in English and the target language, Spanish. This is a voluntary program and instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in both languages. The program follows the 90/10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four through six. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests (Lindholm-Leary, 2001; Dual Language Education, Multilingual Matters LTD).

Stone Avenue Elementary students are serviced by 27 teachers, all of whom are fully credentialed. We also have three Full-Time Class Reduction Intervention Teachers, One Full-Time and One 50% Educational Specialist, an 80% Psychologist, and an 80% Speech Pathologist. We also have an Instrumental Band Teacher one day per week. The school campus has 37 classrooms, a multipurpose room, library, and main office. Our staff participates in common meetings through district principal meetings and SBCP meetings, site leadership and grade level meetings.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Stone Avenue Elementary will focus on continuous growth in the areas of English Language Arts and English Language Development by providing strategic support to all students throughout the school day. Teachers will also provide differentiated/guided reading time during the day to support individual needs. This time will be scheduled in the teacher's daily schedule and the school's Intervention Teachers and instructional aides will help support in the classroom.

In addition, teachers will provide the first best instruction in the area of math and schedule time for math intervention using supplemental supports, which include the assistance of the intervention teacher(s) and instructional aides. Teachers will use formative assessments to support students in specific areas of need in math. Intervention Teachers and instructional aides will also provide support to identified students in the area of mathematics. Students can also participate in after-school learning opportunities to expand their knowledge and opportunities aligned with the standards outside of the school day.

Stone Avenue will also continue to support students in the areas of organization, responsibility, and school to home communication through the AVID program. Along with AVID school to home communication, Stone Avenue will support parents through monthly newsletters, workshops and activities geared to support student achievement. Stone Avenue staff will also participate in professional development focused on academic achievement.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Stone Avenue teachers provided daily differentiated instruction in both ELA and Mathematics. Intervention teachers and classified staff pushed into the classroom to support student learning. Classified staff were provided extra hours to support student learning in the classroom throughout the school day. Teachers use NWEA data and DIBELS/LECTURA to identify students' needs and create groupings.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Hispanic and SED students scored 74.4 and 74.2 points away from standards. Students in grades 6th, improved achievement from the fall to the spring (32% of th grade were in the 41st %ile at the beginning of the year compared 37% at the end of the year. Students in grades 3rd improved math achievement from fall to spring (43% were in the 41st %ile in the fall compared to 45% in the spring). Students in 4th grade maintained the same percentage in the 41st %ile or higher at 25%. Students in 5th grade decreased in the number of students in the 41st %ile or better (30% in the fall compared to 28% in the spring).

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP performance in Mathematics had two student groups with a performance gap.

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with educational partner involvement, include strategies that support state standards and address the needs of all students, particularly those at risk of not meeting these standards. We also use assessments to identify activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised, as needed, to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements services for students. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents, students and staff through surveys, SSC, ELAC, Student Council and Parent Conferences. The school receives input from School Site Council, the English Language Acquisition Committee (ELAC), Gifted and Talented Education (GATE), staff members, parents, and students. This input is shared with SSC members during meetings to make informed decisions.

Resource Inequities

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

Forcus on Students with Disabilities - Based on the CAASPP, school data, Stone Avenue will focus on supplemental supports for students with disabilities, English Learners, and SED students. On-going formative assessments and data analysis will guide instruction, interventions, and fluidity of program implementation. Stone Avenue will focus on attendance improvement through supplemental academic support, family communication, and school activities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. Declining enrollment continues at Stone Avenue.
2. Incoming kinder enrollment slightly declined in 21-22, and in 22-23, enrollment numbers returned similar to 20-21.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	184	192	193	27.80%	31.0%	31.3%
Fluent English Proficient (FEP)	138	109	94	20.90%	17.6%	15.2%
Reclassified Fluent English Proficient (RFEP)	12			6.5%		

Conclusions based on this data:

1. The percentage of English Learners for the past two years remains the same at 31.3%.
2. The percentage of Fluent English Proficient students has decline from 20.9% to 15.2%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.1			8.79			18.68			27.47		NA	45.05	
Grade 4		2439.7			12.79			20.93			27.91		NA	38.37	
Grade 5		2445.2			2.13			19.15			35.11		NA	43.62	
Grade 6		2515.2			12.38			28.57			30.48		NA	28.57	
All Grades	N/A	N/A	N/A		9.04			22.07			30.32		NA	38.56	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.29			56.04		NA	29.67	
Grade 4		11.63			65.12		NA	23.26	
Grade 5		7.45			62.77		NA	29.79	
Grade 6		12.38			57.14		NA	30.48	
All Grades		11.44			60.11		NA	28.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.40			51.65		NA	43.96	
Grade 4		4.65			62.79		NA	32.56	
Grade 5		6.38			57.45		NA	36.17	
Grade 6		16.19			58.10		NA	25.71	
All Grades		8.24			57.45		NA	34.31	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.09			60.44		NA	27.47	
Grade 4		9.30			73.26		NA	17.44	
Grade 5		3.19			73.40		NA	23.40	
Grade 6		14.29			66.67		NA	19.05	
All Grades		9.84			68.35		NA	21.81	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79			57.14		NA	34.07	
Grade 4		6.98			75.58		NA	17.44	
Grade 5		5.32			69.15		NA	25.53	
Grade 6		15.24			74.29		NA	10.48	
All Grades		9.31			69.15		NA	21.54	

Conclusions based on this data:

1. Test scores in the area of at/near in Reading were 60.11%; Writing 57.45%, Listening 68.35% and Research/Inquiry were 69.15. Students' average scores were higher in Research/Inquiry.
2. Fourth grade students scored higher in Reading (65.12%), Writing (62.79%), Listening (73.26%), and Research/Inquiry 69.15%) than other grade levels.
3. There were more students score "below standard" in writing than in other subjects.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2378.6			6.59			15.38			20.88		NA	57.14	
Grade 4		2420.4			3.53			17.65			36.47		NA	42.35	
Grade 5		2433.2			1.09			8.70			27.17		NA	63.04	
Grade 6		2488.8			8.65			15.38			29.81		NA	46.15	
All Grades	N/A	N/A	N/A		5.11			14.25			28.49		NA	52.15	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			39.56		NA	52.75	
Grade 4		8.24			41.18		NA	50.59	
Grade 5		1.09			40.22		NA	58.70	
Grade 6		7.69			55.77		NA	36.54	
All Grades		6.18			44.62		NA	49.19	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.09			42.86		NA	45.05	
Grade 4		1.18			50.59		NA	48.24	
Grade 5		2.17			51.09		NA	46.74	
Grade 6		8.65			49.04		NA	42.31	
All Grades		6.18			48.39		NA	45.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.79			54.95		NA	36.26	
Grade 4		4.71			52.94		NA	42.35	
Grade 5		2.17			55.43		NA	42.39	
Grade 6		6.73			65.38		NA	27.88	
All Grades		5.65			57.53		NA	36.83	

Conclusions based on this data:

1. Only 19.36% of students scored met or exceeded standards in mathematics overall.

2. Students scored better in Communication Reasoning (63.18%) than in Problem Solving and Modeling/Data Analysis (54.47%) and Concepts/Procedures (50.80%).

3. More than 50% of the students in grades 3rd, 4th, and 5th scored below standard in Concepts/Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1421.7	1433.9		1438.3	1448.7		1382.7	1399.0		43	31	
1	1448.8	1453.9		1465.1	1477.2		1432.0	1430.1		23	33	
2	1473.6	1472.7		1475.9	1492.4		1470.9	1452.4		24	24	
3	1492.9	1486.9		1488.7	1480.4		1496.5	1492.8		31	22	
4	1475.9	1503.5		1480.1	1497.7		1471.3	1508.7		20	28	
5	1528.0	1504.7		1521.1	1500.6		1534.3	1508.3		24	22	
6	1517.8	1529.2		1519.7	1521.8		1515.4	1536.1		18	18	
All Grades										183	178	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.95	19.35		32.56	32.26		44.19	38.71		9.30	9.68		43	31	
1	8.70	9.09		26.09	33.33		47.83	51.52		17.39	6.06		23	33	
2	4.17	12.50		45.83	50.00		37.50	25.00		12.50	12.50		24	24	
3	16.13	13.64		32.26	31.82		41.94	50.00		9.68	4.55		31	22	
4	0.00	17.86		30.00	32.14		50.00	35.71		20.00	14.29		20	28	
5	20.83	13.64		41.67	22.73		33.33	40.91		4.17	22.73		24	22	
6	11.11	22.22		33.33	44.44		44.44	27.78		11.11	5.56		18	18	
All Grades	11.48	15.17		34.43	34.83		42.62	39.33		11.48	10.67		183	178	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.28	35.48		55.81	29.03		20.93	25.81		6.98	9.68		43	31	
1	21.74	36.36		43.48	45.45		30.43	15.15		4.35	3.03		23	33	
2	25.00	33.33		37.50	45.83		29.17	16.67		8.33	4.17		24	24	
3	25.81	18.18		45.16	45.45		25.81	31.82		3.23	4.55		31	22	
4	10.00	21.43		50.00	60.71		30.00	10.71		10.00	7.14		20	28	
5	41.67	18.18		54.17	50.00		0.00	13.64		4.17	18.18		24	22	
6	27.78	33.33		50.00	33.33		16.67	27.78		5.56	5.56		18	18	
All Grades	23.50	28.65		48.63	44.38		21.86	19.66		6.01	7.30		183	178	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.30	6.45		16.28	29.03		51.16	51.61		23.26	12.90		43	31	
1	4.35	6.06		13.04	21.21		39.13	33.33		43.48	39.39		23	33	
2	0.00	4.17		50.00	25.00		33.33	45.83		16.67	25.00		24	24	
3	12.90	4.55		16.13	27.27		58.06	45.45		12.90	22.73		31	22	
4	0.00	7.14		0.00	25.00		45.00	42.86		55.00	25.00		20	28	
5	12.50	0.00		20.83	22.73		54.17	40.91		12.50	36.36		24	22	
6	0.00	11.11		22.22	16.67		27.78	61.11		50.00	11.11		18	18	
All Grades	6.56	5.62		19.67	24.16		45.90	44.94		27.87	25.28		183	178	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.91	29.03		65.12	61.29		6.98	9.68		43	31	
1	34.78	39.39		60.87	57.58		4.35	3.03		23	33	
2	16.67	25.00		79.17	70.83		4.17	4.17		24	24	
3	25.81	31.82		61.29	59.09		12.90	9.09		31	22	
4	0.00	39.29		90.00	53.57		10.00	7.14		20	28	
5	16.67	13.64		79.17	72.73		4.17	13.64		24	22	
6	22.22	16.67		61.11	66.67		16.67	16.67		18	18	
All Grades	21.86	29.21		69.95	62.36		8.20	8.43		183	178	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.63	45.16		74.42	41.94		13.95	12.90		43	31	
1	21.74	15.15		69.57	81.82		8.70	3.03		23	33	
2	16.67	41.67		75.00	54.17		8.33	4.17		24	24	
3	35.48	18.18		61.29	68.18		3.23	13.64		31	22	
4	40.00	17.86		45.00	75.00		15.00	7.14		20	28	
5	75.00	45.45		20.83	31.82		4.17	22.73		24	22	
6	55.56	55.56		38.89	38.89		5.56	5.56		18	18	
All Grades	33.33	32.58		57.92	57.87		8.74	9.55		183	178	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.65	6.45		79.07	80.65		16.28	12.90		43	31	
1	13.04	15.15		43.48	36.36		43.48	48.48		23	33	
2	12.50	8.33		70.83	70.83		16.67	20.83		24	24	
3	9.68	9.09		54.84	54.55		35.48	36.36		31	22	
4	0.00	7.14		30.00	57.14		70.00	35.71		20	28	
5	25.00	4.55		54.17	45.45		20.83	50.00		24	22	
6	11.11	11.11		27.78	38.89		61.11	50.00		18	18	
All Grades	10.38	8.99		55.74	55.62		33.88	35.39		183	178	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.58	22.58		18.60	48.39		55.81	29.03		43	31	
1	4.35	3.03		52.17	75.76		43.48	21.21		23	33	
2	0.00	12.50		75.00	62.50		25.00	25.00		24	24	
3	22.58	13.64		70.97	81.82		6.45	4.55		31	22	
4	0.00	14.29		60.00	71.43		40.00	14.29		20	28	
5	12.50	18.18		75.00	54.55		12.50	27.27		24	22	
6	5.56	22.22		83.33	77.78		11.11	0.00		18	18	
All Grades	12.57	14.61		57.38	66.85		30.05	18.54		183	178	

Conclusions based on this data:

1. Students scoring a four overall improved from 11.48% to 15.17%.

2. The number of students scoring a one in the writing domain dropped from 30.05% to 18.54%, increasing the percentage of students in somewhat/moderately, and well-developed.

3. Students scoring a four in listening improved from 21.86% to 29.21%.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
619	**62.0**	**31.0**	**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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	192	31.0
Foster Youth	2	0.3
Homeless	3	0.5
Socioeconomically Disadvantaged	384	62.0
Students with Disabilities	34	5.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.0
American Indian	1	0.2
Asian	1	0.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino		
Hispanic	531	85.8
Two or More Races	4	0.6
Pacific Islander	3	0.5
White	63	10.2

Conclusions based on this data:

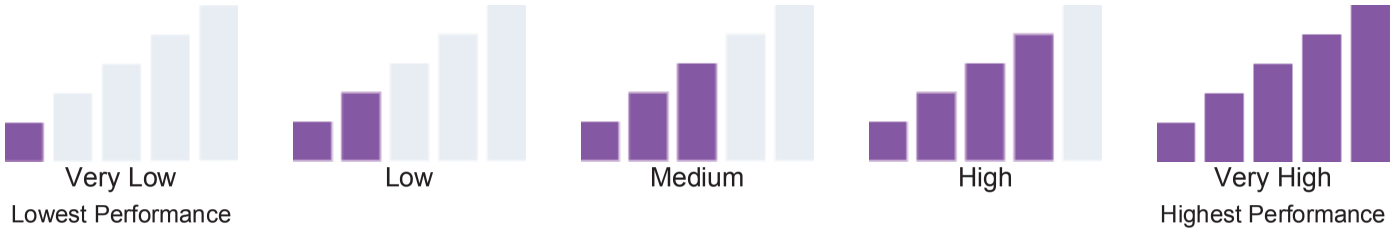
1. Stone Avenue's enrollment is predominantly Hispanic with 85.5%.
2. Stone Avenue enrollment includes 31% English Learners.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: Low		
English Learner Progress: Medium		

Conclusions based on this data:

1. Students scored in the low range in both English Language Arts and Mathematics.
2. English Language Learners made medium progress.
3. Chronis Absenteeism is very high.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Low

38.8 points below standard

361 Students

English Learners

Low

57.2 points below standard

143 Students

Foster Youth

No Performance Level

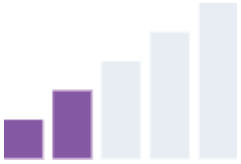
0 Students

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged



Low

41.8 points below standard

254 Students

Students with Disabilities

No Performance Level

92.9 points below standard

29 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 5 Students		No Performance Level 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Low 41.0 points below standard 307 Students	No Performance Level 2 Students	No Performance Level 3 Students	Low 34.3 points below standard 38 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.9 points below standard	13.6 points below standard	29.7 points below standard
84 Students	59 Students	186 Students

Conclusions based on this data:

1. All sub-groups scored in the low range.
2. Current English Learners were 87.9 points below standards compared to reclassified English Learners who were at 13.6 points below standard and English only who were 29.7 points below standard.

3. Students with disabilities scored 92.9 points below standard

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	0	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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

Low

70.3 points below standard

360 Students

English Learners

Low

82.4 points below standard

143 Students

Foster Youth

No Performance Level

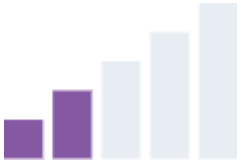
0 Students

Homeless

No Performance Level

3 Students

Socioeconomically Disadvantaged



Low

74.4 points below standard

253 Students

Students with Disabilities

No Performance Level

125.8 points below standard

29 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 5 Students		No Performance Level 1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Low 74.2 points below standard 306 Students	No Performance Level 2 Students	No Performance Level 3 Students	Low 48.9 points below standard 38 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
105.2 points below standard 84 Students	49.9 points below standard 59 Students	63.1 points below standard 185 Students

Conclusions based on this data:

1. All sub-groups scored in low range.
2. Current English Learners scored 105.2 points below standard compared to Reclassified who scored 49.9 points below and English Only who scored 63.1 points below.

3. Students with disabilities scored 125.8 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

48.2 making progress towards English language proficiency

Number of EL Students: 141 Students

Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.4%	28.4%	0.0%	48.2%

Conclusions based on this data:

1. English Learners made medium progress towards English language proficiency.
2. More students progress (48.2%) than decreased (23.4%) or maintained (28.4%).

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

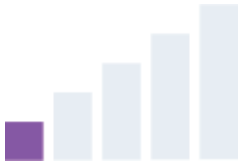
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

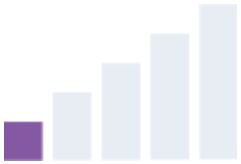


Very High

31.4% Chronically Absent

640 Students

English Learners



Very High

28.7% Chronically Absent

202 Students

Foster Youth

No Performance Level

Less than 11 Students

5 Students

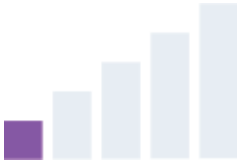
Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

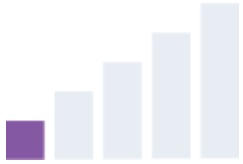


Very High

35.7% Chronically Absent

454 Students

Students with Disabilities



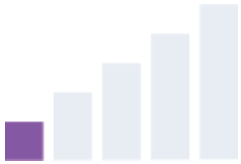
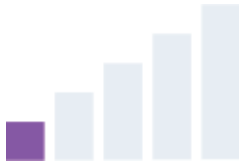
Very High

42.9% Chronically Absent

49 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
6 Students	1 Student	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
31.7% Chronically Absent	35.7% Chronically Absent	Less than 11 Students	28.6% Chronically Absent
552 Students	14 Students	3 Students	63 Students

Conclusions based on this data:

1. All sub-groups has very high chronic absenteeism.
2. Students with disabilities had the highest percentage of chronic absenteeism with 42.9% followed by socioeconomically disadvantaged at 35.7%.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Very Low

0.3% suspended at least one day

676 Students

English Learners

Very Low

0% suspended at least one day

212 Students

Foster Youth

No Performance Level

Less than 11 Students

5 Students

Homeless

No Performance Level

Less than 11 Students

3 Students

Socioeconomically Disadvantaged

Very Low

0.4% suspended at least one day

481 Students

Students with Disabilities

Very Low

0% suspended at least one day

51 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
8 Students	1 Student	1 Student	

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level	No Performance Level	Very Low
0.3% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
580 Students	15 Students	3 Students	68 Students

Conclusions based on this data:

1. All sub-groups had very low percentage of students suspended.
2. 0.4% of socioeconomically disadvantaged students were suspended for at least one day.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)
Local Priorities:	P2

Identified Need from the Annual Evaluation and Needs Assessment:

Stone Avenue will continue to focus on providing quality instruction in the classroom. Staff will focus on providing supplemental, specific supports for English Learners through Integrated and designated instruction. Staff will collaborate regularly to ensure consistency across the grade levels and to share best instruction and resources. During collaboration time, staff will review standards, plan, create rubrics, and analyze data/student work. Stone will also continue to provide inclusive services to our students with IEPs ensuring access to state standards and flexible opportunities to show evidence of their knowledge through UDL. Administrator and teachers trained in UDL will work with staff to identify flexible ways of teaching and assessments.

All teachers will continue to implement AVID strategies focusing on the three goals of organization, school to home communication and three-column note-taking. The AVID Facilitator and other teachers will be asked to share ideas during staff meetings to improve teacher knowledge and usage of three-column note-taking and modeling.

Literacy intervention will be implemented in English Only and Dual Immersion classes in grades 1st-3rd and with identified students in grades 4th-6th. In addition, math intervention support staff will provided supplemental support during math intervention time blocks. Students will be identified based on area of needs in grades 3rd-6th. A school-wide schedule will be created to ensure small group guided reading/reading intervention and math intervention takes place. Paraprofessionals/Classified staff will also be scheduled in the classrooms during guided reading to provide additional reading opportunities for students and in classes to support students in mathematics. Paraprofessionals will be trained by site level intervention teachers and Education Specialists. To improve efficacy, Intervention Teachers and Education Specialists will meet with instructional aides to review student services, prepare materials, and discuss appropriate strategies and lessons for students' needs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP ELA/ Data Dashboard ELA	Standard Exceeded - 9.04% Standard Met - 22.07% Standard Nearly Met - 30.32% Standard Not Met - 38.56%	Improvement in number of students in met or exceeded by 2% Standard Exceeded - 11% Standard Met - 28% Standard Nearly Met - 27% Standard Not Met - 34%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP Math/ Data Dashboard Math	Standard Exceeded - 5.11% Standard Met - 14.25% Standard Nearly Met - 28.49% Standard Not Met - 52.15%	Improvement in number of students in proficient or above by 2% Standard Exceeded - 7% Standard Met - 16% Standard Nearly Met - 26% Standard Not Met - 49%
P4 Assessments - Percentage of English Learner Pupil who make progress towards English Proficiency ELPAC Data	ELPAC 15.17% - Level 4 - Well Developed 34.83% - Level 3 - Moderately Developed 39.33% - Level 2 - Somewhat Developed 10.67% - Level 1 - Minimally Developed	English Learner Progress increase by 2% 17.17% - Level 4 - Well Developed 34.83% - Level 3 - Moderately Developed 37.33% - Level 2 - Somewhat Developed 10.67% - Level 1 - Minimally Developed
P4 Statewide Assessment - Reclassification Rate	Reclassification	Increase Reclassification Rate by 2%
NWEA - Reading	NWEA Language Arts - Reading Grade Low Low Avg. Avg. High Avg. High K 38% 26% 15% 12% 9% 1st 20% 34% 17% 9% 20% 2nd 44% 19% 25% 8% 3% 3rd 41% 16% 27% 13% 4% 4th 37% 26% 15% 19% 4% 5th 37% 28% 17% 13% 5%	student scores will see an improvement of 2%
NWEA - Mathematics	NWEA Math Grade Low Low Avg. Avg. High Avg. High K 34% 18% 17% 23% 8% 1st 38% 29% 18% 11% 5% 2nd 32% 32% 12% 12% 12% 3rd 53% 28% 12% 6% 1% 4th 52% 20% 18% 9% 1% 5th 45% 30% 20% 5% 0%	student scores will see an improvement of 2%

Planned Strategies/Activities

Action 1.1
CCSS Implementation

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Identify students' reading levels in grades K-6 by administering multiple assessments including, but not limited to NWEA, STAR reading assessment, DIBELS/IDEL, running records, IABs and UoS Performance Tasks and Post-Tests. B. Teachers and Literacy Support Teachers will provide strategic/intensive instructional/differentiated support during guided reading to all students in small group 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. C. Intervention and general education teachers will progress monitor students regularly with support from instructional aides. D Provide additional hours for classified employees to support students in the classrooms based on student need. E. Purchase standard-based software programs, supplemental instructional resources, and/or novels and reading materials to support the individual needs of students in ELA, Math and/or Science for use in the classrooms, during small-group instruction and other times of the day. F. Teachers will provide daily schedules which include identified times for ELA, ELD, Mathematics, Science and Social Science, and Physical Education. G. Teachers will utilize writing strategies in all grade levels. Professional Development through the district or outside vendor will be provided. H. Provide a classroom setting conducive to learning. I. Provide professional development to certificated and classified staff through workshops, conferences, trainings, and other avenues of learning including but not limited to Equity through Excellence, AVID, Science of Reading.	X All Students X Other student group(s) English Learners	Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $10000 Instructional Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5800 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $12000 Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $10457 (3) Bilingual Language Tutors Salaries (3 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $33277 (1) Bilingual Language Tutor Salary (3 hrs) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $12734 Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $107749 Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $35916

J. Provide food/snacks/beverages for professional development/training. Measures: Lesson plans UoS Pacing Guides DIBELS/IDEL NWEA Interim Assessment Blocks (IABs) Formative Assessments Teacher Created Assessments CAASPP		Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $162445

Action 1.2

1.2 Assessments

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Utilize assessment and monitoring system utilizing the curriculum embedded Performance Tasks, Post-Tests, IABs, DIBELS/IDEL, STAR, and other identified assessments. These assessments will inform teachers, parents, students, and administrator on student learning and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers to make decisions that will improve instruction and student learning. In addition, these assessments provide a basis for monitoring progress towards mastery of grade level standards. B. Use walk-through software program to provide specific feedback to teachers, identify student needs/strengths and guide administrators on next steps for professional development, workshops, and conferences. Measures: Identify students utilizing multiple measures: NWEA DIBELS/IDEL Assessments McGraw Hill Assessments Teacher created assessments Performance Tasks STAR Reading Interim Assessment Blocks (IAB)	X All Students	Software - Assessments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $3200

Action 1.3

1.3 Supplemental Instructional Resources/Incentives

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. EMCC will support opportunities for students in the areas of literacy, MakerSpace, A/R, and other supplemental activities. This may include in-person or virtual support. Library books and classroom libraries may be purchased based on curriculum needs.. B. Purchase student incentives to encourage improvement in the areas of attendance, academics, and behavior. Measures: Purchase requests Library Schedule Time Accounting	X All Students	Elementary Media Center Clerk Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $82099 Materials/Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $11437 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3000

Action 1.4

1.4 Parent Workshops

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide parents with the opportunities to attend workshops based on grade level California State Standards expectations, AVID, computer science, parent surveys, and staff recommendations. Work with SSC and ELAC committees to identify areas of need for workshops. Teachers will be provided additional hours to provide workshops. Classified employees will be provided extra hours for babysitting and/or workshop support.	X All Students	Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 $400

Measures: RFP Sign In Sheets Flyers Time Cards		

Action 1.5

	X All Students	

Action 1.6

1.7 Strategic Intervention/Enrichment/ELO/After School Activities

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide additional time (TK & K/minimum of 30 minutes; 1-6 a minimum of 30 minutes) in the instructional day to allow for English language arts intervention and mathematics intervention aligned to CCSS. B. Provide supplemental instruction, instructional materials, resources and supports for English Language Learners. C. GATE students receive extended opportunities for differentiated instruction, after-school activities, and fieldtrips. D. Provide before school and/or after-school extended learning opportunities, SEL activities (such as sports, art, drama, etc.), and other supplemental student opportunities as identified through surveys, student voice, teacher recommendations and need. G. Provide extra hours for classified and teachers to work with students outside of contracted time. H. Purchase supplemental materials and equipment.	X All Students	Material & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $4827 Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1000 Classified Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $500

I. Clerical assistance to support extended learning opportunities after school. Measures: DIBELS/IDEL Teacher Created assessments from data analysis Teacher Created Assessments Lesson Plans District UOS Assessments CAASPP Data SMART Goals		

Action 1.7

1.9 Maintain Facility, Hardware, Materials & Supplies

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Maintain facility, equipment and resources to ensure fluidity of student support. B. Purchase technology, computers, printers, and other supplies to provide quality instruction. Measures: Work Orders Purchase Orders	X All Students	Technology Supplies/Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100

Action 1.8

1.10 AVID

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

A. Implement AVID in grades K-6 - Focus on Notetaking (STAR), organization and communication B. Monitor AVID strategies including but not limited to organization, note-taking, and communication (i.e. agendas/calendars). C. Provide staff development for staff members via meetings, conferences and/or release time. Measures Sign-in Sheets Travel Requests Purchase Orders Agendas	X All Students	Staff Development 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $100

Action 1.9

1.11 Staff Development/Collaboration

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide PD on effective research based instructional strategies, implementation, data analysis of CCSS (subjects including but not limited to mathematics and ELA, ELD, Early literacy (foundational skills), science, and other CCSS). B. Provide professional development/conferences and/or release time for staff collaboration, SEL, UDL, Inclusion, equity, technology, and other areas of focus via district initiatives, site meetings, workshops or conferences. C. Provide release time (hourly/subs) for teachers to attend trainings, planning time, data analysis, and/or collaboration meetings. D. Provide funds for refreshments for staff development	X All Students	Teacher Hourly, Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1000 Conferences/Travel 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2500

Action 1.10

1.12 Communication Enhancement Program

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The Communication Enhancement Program (CEP) at Stone Ave. is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions. Delivery of services may be virtual depending on Covid19 data.	X Other student group(s) Students w/speech difficulties	

Action 1.11

1.13 Pre-School Transition

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. The school will communicate board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration information and suggested activities for summer prep. B. TK/K teachers will schedule meetings for parents and students prior to the start of school. Information will be shared so that parents/students become familiar with the campus. These meetings may take place in person or virtually depending on current health circumstances. C. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students.	X Other student group(s) Preschool/ Head Start	

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P1

Identified Need from the Annual Evaluation and Needs Assessment:

Stone will integrate SEL into daily lesson plans using Second Step curriculum and work with students to identify appropriate behavior expectations, consequences, and positive reinforcements.. Staff will refer students to Behavior Health Aide when needed. The PBIS/BSEL committee will work with staff to review data on areas of concern and identify ways to improve students behavior and school culture. Peer Mediators will support student relationships on playground working on conflict resolution. The Student Council will continue to identify ways to improve student culture and environment.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate	School Attendance (%) TK 89.82 KN 91.13 1 93.47 2 93.38 3 93.68 4 93.1 5 93.47 6 94.16	School Attendance Improve attendance by 1%
P5 Chronic Absenteeism rate	During the 2020-21 school year, Chronic Absenteeism rate: increase due to COVID: Overall: 10.1% Hispanic 10.7% White 8.3%	Chronic Absenteeism rate: decrease chronic absenteeism by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Pupil Suspension rate	Suspension Rate 0%	Suspenstion Rate Keep under 1.0%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP 2022 Survey Student Responses School Safety: 64% favorable responses	LCAP Survey Improvement feeling of safety at school by 2%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey - Favorable Responses Student Responses Teacher-Student Relationships: 77% School Safety: 64% School Climate: 70% School Belonging: 68% Teacher Responses Professional Learning 65% School Climate 61% School Leadership 56% Feedback and Coaching 50% Parent Responses Community Priorities 89% Strengths & Opportunities 53%	California Healthy Kids Survey Improve student feeling of safety as measured by LCAP Survey

Planned Strategies/Activities

Action 2.1

2.1 Positive Behavior Support/Social Emotional Learning Training

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source

A. Teachers, Classified Staff, and Administrators will be encouraged to attend site and district training of PBIS/Social/Emotional Learning. Positive Behavior Interventions and Support (PBIS) and Social/Emotional Learning (SEL) lessons will be provided to students daily. Members of the PBIS/SEL team will provide monthly trainings/informational meetings. B. Provide incentives to encourage improvement of attendance. C. Stone Avenue students will be trained as Peer Mediators. They will meet with two or more students involved in a dispute to work out problems and reduce school conflict, provide problem-solving, communication and leadership skills, conflict resolution skills, and improve student/teacher communication. D. Provide funds for the cost of refreshments for staff development. Measures Office Referrals Behavior Logs Suspension Reports		PBIS/SEL/Attendance Resource Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5160 Teacher Hourly PBIS/SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1150 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100

Action 2.2

2.2 Health and Safety

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Implement PBIS/Social Emotional Learning strategies/traits to be used schoolwide to support a bully-free campus B. Create and revise the Safe School Plan C. Participate in Red Ribbon Week Activities D. Train staff on child abuse reporting procedures E. Follow child abuse reporting procedures F. Develop and practice routing disaster procedures G. Notify staff of dangerous students H. Distribute the discrimination and harassment policy to employees, students, and parents I. Adopt district dress code J. Maintain school and playground safety rules K. Provide student incentives for positive behavior and responsibility.	X All Students	Health Care Aide Salary (3 hrs) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20590 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1050

L. Purchase furniture to provide a welcoming and safe environment M. Activity Supervisors will monitor students and enforce school rules, behavior expectations and support PBIS/SEL strategies during outdoor activities. Measures School Safety Plan Teacher Discipline Plan Supervisor Schedules Dress Code Teacher, Parent and Student Handbooks Safe school survey to be designed/adopted and administered to all students/parents/staff annually. Attendance will continue to be monitored for improvement. Referrals will continue to be monitored for improvement.		

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Stone Avenue will work to improve parent Involvement by providing a welcoming first impression (in the office), using school to home communication opportunities, inviting parents to volunteer in the classroom, sending communications from school in home languages, and offering opportunities for parent/school activities, workshops, and conferences. An additional goal is to improve teacher/parent communication via phone calls and/or face to face meetings to build relationships.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent 2022 LCAP Survey Community Priorities Extremely Important - 78% Quite Important - 18% Somewhat Important - 4%	Improve Parent Engagement and Satisfaction with School by 2%
P5 Student Engagement	Parent 2022 LCAP Survey Student Activities and Extracurricular Extremely Important - 56% Quite Important - 31% Somewhat Important - 13%	Improve parent opinion of a positive learning environment by 2%

Planned Strategies/Activities

Action 3.1

3.1 Provide Parent Tutoring/workshops/Conferences

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Provide opportunities for parent workshops and attendance at conferences. B. Classified staff will provide babysitting services during parent workshops. C. Provide refreshments/snacks/food and incentives for parent workshops, ELAC, SSC, PTO, and GATE meetings. Measures Time Cards Parent Sign In Sheets Agendas	X All Students	Child care/ Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $184 Incentives/Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $169

Action 3.2

3.2 Improve Communications

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Stone Avenue will support parent understanding of the Common Core Standards, state and local academic assessments, requirements of Title 1 and how to monitor a child's progress and work with educators to improve achievement. This will be accomplished with Back to School Night/TItle I meeting, Parent Conferences, and Parent Workshops/Classes.	X All Students	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1000 Postage 5000-5999: Services And Other Operating Expenditures

B. Distribute and discuss grade level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings. C. Discuss student academic assessments with parents at Parent-Conference meetings. D. Invite parents to attend the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee. E. Teachers will provide regular school updates to parents. F. School Newsletter will be sent home to parents monthly. Measures Sign-in sheets School calendars Flyers Time cards Supply requests		Title I Basic -- 3010 $100

Action 3.3

3.3 Parent involvement

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Purchase grade 3-6 agendas to build responsibility for work completion and develop strong work habits and school to home communication. B. Conduct a fall activity to build community involvement and parental support. C. Conduct family evening programs based on parent feedback and student data. D. Purchase homework folders for every student for school to home communication	X All Students	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $357

E. Provide bilingual assistance in the front office before, during, and after the school year to assist parents with beginning of year information updates and needs. F. Provide additional hours for classified staff to support in family events such as Back to School Night, DI Parent meetings, and other family related events. Measures Student/parent survey Attendance at parent workshops and evening programs		

Action 3.4

3.4 Translation Services

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Acquire materials and supplies to support the program in home languages B. Assign bilingual personnel for translation to parent conferences, parent workshops, and other meetings with translation needs. C. Set up teacher conference schedules to facilitate translation D. Make calls home and communicate with parents in home language. Measures Increased parent involvement Translation Schedules	X All Students	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $100 Translator Clerk Typist Salary (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $41881

Action 3.5

3.5 Standards & Achievement

	X Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A. Assist parents in understanding academic content standards and academic achievement standards, state and local academic assessments, requirements of Title 1 and how to monitor a child's progress and work with educators to improve achievement. B. Distribute and discuss grade level standards at Back to School Night, Parent-Conference meetings, SSC, ELAC, and other committee meetings. C. Discuss student academic assessments with parents at Parent-Conference meetings. D. Hold Parent DI meetings to discuss language acquisition. E. Provide report cards three times per year. F. Provide communications to the parents of students receiving supplemental supports. G. Meetings will be held in-person or virtually depending on Covid19 or any other emergency condition. Measures Agendas Sign-In Sheets Parent-Friendly Standards Brochures Report Cards	X All Students	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4 Statewide Assessments - CAASPP ELA/ Data Dashboard ELA	Improvement in number of students in proficient or above by 1%	Overall distance from standard 38.8 points below standard English Learners - 57.2 points below standards Hispanics - 41 points below standard SED - 41.8 points below standard White - 34.3 points below standard
P4 Statewide Assessments - CAASPP Math/ Data Dashboard Math	Improvement in number of students in proficient or above by 1%	Overall distance from standard 70.3 points below standard English Learners - 82.4 points below standard Hispanics - 74.2 points below standard SED - 74.4 points below standard White - 48.9 points below standard
P4 Assessments - Percentage of English Learner Pupil who make progress towards English Proficiency ELPAC Data	English Learner Progress School - Increase points by 2% SED - Increase points by 2% EL - Increase points by 2%	English Learner Progress School - 48.2 % made progress towards proficiency 28.4% maintained progress towards proficiency 23.4% decreased progress towards proficiency
P4 Statewide Assessment - Reclassification Rate	Increase Reclassification Rate by 2% 2020-2021 5%	Reclassification rate - 2021-2022 -18%
P8: iStation (3-5) ELA	student scores will see an improvement of 2%	NWEA Language Arts Reading K 63% Low 22% Low Average 12% Average

Metric/Indicator	Expected Outcomes	Actual Outcomes
		3% High Average 0% High 1st 54% Low 18% Low Average 15% Average 8% High Average 5% High 2nd 41% Low 23% Low Average 18% Average 14% High Average 4% High 3rd 21% Low 29% Low Average 25% Average 17% High Average 8% High 4th 37% Low 22% Low Average 28% Average 11% High Average 2% High 5th 45% Low 25% Low Average 9% Average 17% High Average 4% Hihg 6th 32% Low 37% Low Average 16% Average 13% High Average 2% High
P8 iStation (3-5) - Mathematics	student scores will see an improvement of 2%	NWEA Mathematics K 51% Low 22% Low Average 17% Average

Metric/Indicator	Expected Outcomes	Actual Outcomes
		9% High Average 1% High 1st 48% Low 27% Low Average 11% Average 13% High Average 1% High 2nd 52% Low 19% Low Average 13% Average 13% High Average 3% High 3rd 31% Low 24% Low Average 24% Average 16% HIgh Average 5% High 4th 48% Low 26% Low Average 19% Average 7% High Average 0% High 5th 47% Low 25% Low Average 19% Average 7% High Average 2% High 6th 32% Low 30% Low Average 21% Average 15% High Average 2% High
P8: Reading Inventory (6th Grade Only - Spring 2021)	6th grade student scores will see an improvement of 2%	NA

Metric/Indicator	Expected Outcomes	Actual Outcomes
P8: MDTP (6th Grade Only)	6th grade student scores will see an improvement of 2%	NA

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
CCSS Implementation A. Identify students' reading levels in grades K-6 by administering multiple assessments including, but not limited to NWEA, STAR reading assessment, DIBELS/IDEL, running records, IABs and UoS Performance Tasks and Post-Tests. B. Teachers and Literacy Support Teachers will provide strategic/intensive instructional/differentiated support during guided reading to all students in small group 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. Intervention Teachers will provide supplemental instruction in small groups and/or one on one based on student need in identified areas. C. Intervention and general education teachers will progress monitor students regularly with support from instructional aides. D Provide additional hours for classified employees to support students in the classrooms based on student need.	CCSS Implementation (meet with grade level leaders) 1A. Students' reading levels in grades K-6 were identified by administering multiple assessments including NWEA, DIBELS/LECTURA, running records, IABs and UoS Performance Tasks and Post-Tests 1b. Teachers and Literacy Support Teachers provided strategic/intensive instructional/differentiated support during guided reading to all students in small group or one on one during language arts block using curriculum and supplemental supports. Teachers provided instruction based in identified areas based on student needs. 1c. Intervention and general education teachers progress monitored students with support from instructional aides. 1d. An RFP was created to provide additional work hours for classified employees to support students in classrooms based on student needs. 1e. Wowzers and Reflex Math were purchased for supplemental support;	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $128,515 Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $6500 Instructional Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $700 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $9268 Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $1965 Three Bilingual Language Tutors (3 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $60,610	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $145,839 Software License 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $6500 Instructional Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $5523 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $0 Three Bilingual Language Tutors (3 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $56,374

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E. Purchase standard-based software programs to support the individual needs of students in ELA, Math and/or Science for use in the classrooms, during small-group instruction and other times of the day (A/R, Footsteps2Brilliance, Headsprout, Wowzers, Generation Genius and/or equivalent). F. Provide and monitor Units of Study (UOS) pacing guides/materials for English language arts, mathematics, Twig Science, and Social Studies that include pacing timelines, sequence of instruction, and timelines of UOS assessments. G. Provide and monitor necessary daily uninterrupted time for English language arts and ELD. H. Utilize Writing strategies in all grade levels. I. Provide a classroom setting conducive to learning. J. Continue to purchase supplemental materials aligned to all Common Core Standards and identify supplemental materials for CCSS and intervention program. K. Purchase novels and reading materials aligned to CCSS.	Footsteps2Brilliance was used by teachers (provided by RCOE). 1f. Teachers were provided and used pacing guides for English Language Arts and Mathematics. Teachers provided science and social studies as planned by grade levels. 1g. Teachers schedules included uninterrupted ELA and ELD time; Administrator walk-throughs ensured fidelity. 1h. Teachers utilized writing strategies in all grade levels. 1i. Teachers utilized classroom management strategies to provide a classroom setting conducive to learning. 1j. Purchased supplemental materials aligned to CCSS. 1k. Novels were purchased for the library. 1l. Wowzers, Reflex Math, and MClass were purchased for individualized instruction and student support. 1m. No furniture was purchased. 1n. Staff development was provided through workshops, conferences, trainings, and staff release days.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
L. Purchase standard-based software for individualized instruction and support. M. Purchase furniture to support collaboration, small group instruction, and flexible seating. N. Provide staff development through workshops, conferences, trainings, and other avenues of learning. O. Provide food/snacks/beverages for professional development/training. Measures: Lesson plans UoS Pacing Guides DIBELS/IDEL NWEA Interim Assessment Blocks (IABs) Formative Assessments Teacher Created Assessments CAASPP	1o. Snacks were provided for professional development days.		
1.2 Assessments A. Utilize assessment and monitoring system utilizing the curriculum embedded Performance Tasks, Post-Tests, IABs, DIBELS/IDEL, STAR, and other identified assessments. These assessments will inform teachers, parents, students, and administrator on student learning and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers to make decisions that will improve instruction and student learning. In addition, these assessments provide	1.2a Teachers utilized assessment and monitoring system utilizing Performance Tasks, Post-Tests, IABs, DIBELS/LECTURA and other common assessments. Data was used to inform on student learning and effectiveness of instruction. 1.2b Administrators used iAspire sparingly to provide feedback to teachers.	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $71,649 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $71,649 Classified Hourly 2000-2999: Classified Personnel Salaries	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $84,730 Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $84,730 Classified Hourly 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a basis for monitoring progress towards mastery of grade level standards. B. Use walk-through software program to provide specific feedback to teachers, identify student needs/strengths and guide administrators on next steps for professional development, workshops, and conferences. Measures: Identify students utilizing multiple measures: NWEA DIBELS/IDEL Assessments McGraw Hill Assessments Teacher created assessments Performance Tasks STAR Reading Interim Assessment Blocks (IAB)		LCFF Suppl/Conc -- 0707 $3381 Software - Assessments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1603	LCFF Suppl/Conc -- 0707 $500 Software - Assessments 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $4193
1.3 Supplemental Instructional Resources/Incentives A. Purchase additional CSS gap materials as well as other supplemental materials, supplies, incentives, technology, software, library support, and other pertinent items to support student academic achievement and supplement the curriculum. C. EMCC will support opportunities for students in the areas of literacy, MakerSpace, A/R, and other supplemental activities. This may include in-person or virtual support. Library books and classroom libraries may be purchased based on curriculum needs.	1.3a Incentives and headphones were purchased to support student academic achievement and supplement the curriculum. 1.3c The EMCC supported student opportunities in the areas of literacy, MakerSpace, and other supplemental activities.	Elementary Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $70,073 Materials/Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $437 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $3000	Elementary Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $83,790 Materials/Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2413 Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $5000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measures: Purchase requests Library Schedule Time Accounting			
1.4 Parent Workshops A. Provide parents with the opportunities to attend workshops based on grade level California State Standards expectations, AVID, computer science, parent surveys, and staff recommendations. Work with SSC and ELAC committees to identify areas of need for workshops. Teachers will be provided additional hours to provide workshops. Classified employees will be provided extra hours for babysitting and/or workshop support. Measures: RFP Sign In Sheets Flyers Time Cards	1.4a GATE Facilitators provided Challenge Nights for parents and students.	Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $400	Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0
1.7 Strategic Intervention/Enrichment/ELO/After School Activities A. Provide additional time (TK & K/minimum of 30 minutes; 1-6 a minimum of 30 minutes) in the instructional day to allow for English language arts intervention and mathematics intervention aligned to CCSS.	1.7a Teachers provided additional time in both literacy and mathematics for intervention. 1.7b Students who are English Language Learners were provided integrated and designated ELD daily. 1.7c Accelerated Reader was not purchased this school year. 1.7d. GATE students received extended opportunities for	Material & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1782 Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Teacher Hourly 1000-1999: Certificated Personnel Salaries	Materials & Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 $1498 Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $0 Teacher Hourly 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B. Provide supplemental instruction and supports for English Language Learners. C. Provide supplemental opportunities for students to read at their individual book levels using level-based reading programs including, but not limited to Accelerated Reader. D. GATE students receive extended opportunities for differentiated instruction, after-school activities, and fieldtrips. F. Provide before school and/or after-school extended learning opportunities, SEL activities (such as sports, art, drama, etc.), and other supplemental student opportunities as identified through surveys, student voice, teacher recommendations and need. G. Provide extra hours for BLTs/Instructional Aides and teachers to work with students outside of contracted time. H. Purchase supplemental materials and equipment. I. Clerical assistance to support extended learning opportunities after school. Measures: DIBELS/IDEL Teacher Created assessments from data analysis Teacher Created Assessments	differentiated instruction and after-school activities. 1.7f. Upper grade students were provided the opportunity to participate in Student Council. 1.7g. BLTs/Instructional Aides were provided extra hours to work with students outside of their contracted time. 1.7h. Supplemental materials and equipment were purchased to support students. 17i. Clerical assistance supported extended learning opportunities after school.	Title I Basic -- 3010 $0 Classified Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $3500	Title I Basic -- 3010 $0 Classified Hourly 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Lesson Plans District UOS Assessments CAASPP Data SMART Goals			
1.8 Maintain Facility, Hardware, Materials & Supplies A. Maintain facility, equipment and resources to ensure fluidity of student support. B. Purchase technology, computers, printers, and other supplies to provide quality instruction. Measures: Work Orders Purchase Orders	1.8a Facility equipment and resources were maintained. 1.8b A new copier for teacher workroom was purchased; older copier needed to be replaced.	Technology Supplies/Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $908	Technology Supplies/Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
1.10 AVID A. Implement AVID in grades K-6 - Focus on Notetaking (STAR), organization and communication B. Monitor AVID strategies including but not limited to organization, note-taking, and communication (i.e. agendas/calendars). C. Provide staff development for staff members via meetings, conferences and/or release time. Measures Purchase Orders Agendas	1.10a Teachers implemented AVID in grades TK-6 and focused on notetaking, organization and communication. 1.10b AVID strategies were monitored during walk-throughs; teachers monitored agendas/calendars 1.10c Two teachers will be sent to AVID via site PD funds	Staff Development 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500	Staff Development 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11 Staff Development/Collaboration A. Provide PD on effective research based instructional strategies, implementation, data analysis of CCSS (subjects including but not limited to mathematics and ELA, ELD, Early literacy (foundational skills), science, and other CCSS). B. Provide professional development/conferences and/or release time for staff collaboration, SEL, UDL, Inclusion, equity, technology, and other areas of focus via district initiatives, site meetings, workshops or conferences. C. Provide release time (hourly/subs) for teachers to attend trainings, planning time, data analysis, and/or collaboration meetings. D. Provide funds for refreshments for staff development	1.11a PD was offered to all teachers. PD was offered in literacy and mathematics. 1.11b Teachers were provided training with new SEL curriculum, Second Step. Some teachers attended training for inclusion and equity provided by the district. 1.11c Teachers were provided three days for DataTalks to analyze data and share best practices/strategies to support students. Teachers also 1.11d. Refreshments were provided.	Teacher Hourly, Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $13000 Conferences/Travel 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $1200	Teacher Hourly, Sub Release Time 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Conferences/Travel 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $0
1.12 Communication Enhancement Program A. The Communication Enhancement Program (CEP) at Stone Ave. is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.	1.12a The Communication Enhancement Program served students at Stone Avenue Elementary who were identified for interventoin.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Delivery of services may be virtual depending on Covid19 data.			
1.13 Pre-School Transition A. The school will communicate board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration information and suggested activities for summer prep. B. TK/K teachers will schedule meetings for parents and students prior to the start of school. Information will be shared so that parents/students become familiar with the campus. These meetings may take place in person or virtually depending on current health circumstances. C. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students.	1.13a Pre-School Transition meetings were scheduled and completed. 1.13b TK/K teachers scheduled a meet and greet at the beginning of the year in person. 1.13c Pre-School teachers communicated with TK/K teachers.		

Analysis

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

Stone Avenue teachers provided daily differentiated instruction in both ELA and Mathematics. Intervention teachers and classified staff pushed into the classroom to support student learning. Classified staff were provided extra hours to support student learning in the classroom throughout the school day. Teachers use NWEA data and DIBELS/LECTURA to identify students' needs and create groupings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students in grades 6th, improved achievement from the fall to the spring (32% of th grade were in the 41st %ile at the beginning of the year compared 37% at the end of the year. Students in grades 3rd improved math achievement from fall to spring (43% were in the 41st %ile in the fall compared to 45% in the spring). Students in 4th grade maintained the same percentage in the 41st %ile or higher at 25%. Students in 5th grade decreased in the number of students in the 41st %ile or better (30% in the fall compared to 28% in the spring).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There is a difference in the allocation for staff as all staff members received a 10% raise.

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

Stone Avenue will continue to use multiple measures to identify students' needs, and allocate additional funding for classified staff to help with student learning in the classroom. Teachers will be provided release time for trainings, data analysis, and collaboration.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School Attendance Rate	School Attendance Improve attendance by 1%	School Attendance 21-22 92.05%
P5 Chronic Absenteeism rate	Chronic Absenteeism rate: decrease chronic absenteeism by 1%	21-22 Chronic Absenteeism rate: 31.4%
P6 Pupil Suspension rate	Suspenstion Rate Keep under 1.0%	Suspension Rate: 0.3%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey Improvement feeling of safety at school by 2%	LCAP Survey School Safety - 60% (-4%)
P6 Surveys of pupils, parents, teachers on sense of safety	California Healthy Kids Survey Improve student feeling of safety as measured by LCAP Survey	School Safety 60% (3rd-5th) (-4%) School safety 66% (6th) (-3%)

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Positive Behavior Support/Social Emotional Learning Training A. Teachers, Classified Staff, and Administrators will be encouraged to	A. SA site team attended district training of PBIS/Social/Emotional Learning provided by RCOE. Positive Behavior Interventions and Support	PBIS/SEL Resource Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707	PBIS/SEL Resource Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
attend site and district training of PBIS/Social/Emotional Learning. Positive Behavior Interventions and Support (PBIS) and Social/Emotional Learning (SEL) lessons will be provided to students daily. B. Stone Avenue students will be trained as Peer Mediators. They will meet with two or more students involved in a dispute to work out problems and reduce school conflict, provide problem-solving, communication and leadership skills, conflict resolution skills, and improve student/teacher communication. C. Provide funds for the cost of refreshments for staff development. Measures Office Referrals Behavior Logs Suspension Reports	(PBIS) and Social/Emotional Learning (SEL) lessons will be provided to students daily. B. Stone Avenue students were trained as Peer Mediators. They supported students during recess to resolve conflicts, provided problem-solving skills. C. Provided funds for refreshments for staff development.	$150 Staff Training Hourly, PBIS/SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $150 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100	$0 Staff Training Hourly, PBIS/SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0
2.2 Health and Safety A. Implement PBIS/Social Emotional Learning strategies/traits to be used schoolwide to support a bully-free campus B. Create and revise the Safe School Plan C. Participate in Red Ribbon Week Activities D. Train staff on child abuse reporting procedures E. Follow child abuse reporting procedures F. Develop and practice routing disaster procedures	A. Implemented PBIS/Social Emotional Learning strategies/traits to be used schoolwide to support a bully-free campus B. Created and revised the Safe School Plan C. Participated in Red Ribbon Week Activities D. Trained staff on child abuse reporting procedures E. Followed child abuse reporting procedures F. Developed and practiced routing disaster procedures	Health Care Aide 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $11,858 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $50	Health Care Aide 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $20,315 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G. Notify staff of dangerous students H. Distribute the discrimination and harassment policy to employees, students, and parents I. Adopt district dress code J. Maintain school and playground safety rules K. Provide student incentives for positive behavior and responsibility. L. Purchase furniture to provide a welcoming and safe environment M. Activity Supervisors will monitor students and enforce school rules, behavior expectations and support PBIS/SEL strategies during outdoor activities. Measures School Safety Plan Teacher Discipline Plan Supervisor Schedules Dress Code Teacher, Parent and Student Handbooks Safe school survey to be designed/adopted and administered to all students/parents/staff annually. Attendance will continue to be monitored for improvement. Referrals will continue to be monitored for improvement.	G. Notify staff of dangerous students (N/A) H. Distributed the discrimination and harassment policy to employees, students, and parents I. Adopted district dress code J. Maintained school and playground safety rules K. Provided student incentives for positive behavior and responsibility. L. Did not purchase furniture. M. Activity Supervisors monitored students and enforced school rules, behavior expectations and support PBIS/SEL strategies during outdoor activities.		

Analysis

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

Stone Avenue was part of PBIS/SEL training this year. A team of teachers including a teacher from every grade level and intervention teachers, attended training. PBIS/SEL Facilitators provided training in PBIS/SEL and Panorama Survey. Teachers provided daily SEL lessons and implemented Second Step SEL

curriculum. In addition, Stone Avenue had Peer Mediators supported peers with conflict resolution. In addition, the School Safety Plan was reviewed and updated, teachers were trained as mandated reporters, and incentives were provided for positive behavior and attendance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers reported the students were very receptive to the SEL lessons and Second Step and the data showed that 69% of students felt a sense of belong, up 1% from last year. However, there was a 5% drop in school climate and 4% drop in school safety.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Teachers taught two lessons of Second Step as this was the training and implementation year. Due to increase in salaries, more funds were spent in the area of salaries. No extra funds were spent on incentives as there were incentives left over from previous 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.

The PBIS/SEL team will focus on providing training/monthly meetings to staff members and attendance improvement. Incentives for positive behavior and improved attendance will be purchased.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Improve Parent Engagement and Satisfaction with School by 2%	Parent Engagement Community Partnerships 46% Responded Favorably (up 10%)
P5 Student Engagement	Improve parent opinion of a positive learning environment by 2%	Student Sense of Belonging 69% (up 1%) Teacher-Student Relationships 76%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Provide Parent Tutoring/workshops/Conferences A. Provide opportunities for parent workshops and attendance at conferences. B. Classified staff will provide babysitting services during parent workshops.	A. Provided opportunities for parent attendance at conferences. B. Classified staff did not provide babysitting services C. Provided refreshments/snacks/food and incentives for parent workshops, ELAC, SSC, PTO, and GATE meetings.	Child care/ Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $300 Incentives/Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Materials & Supplies 4000-4999: Books And Supplies	Child care/ Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Incentives/Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100 Materials & Supplies 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C. Provide refreshments/snacks/food and incentives for parent workshops, ELAC, SSC, PTO, and GATE meetings. Measures Time Cards Parent Sign In Sheets Agendas		LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $169	LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0
3.2 Improve Communications A. Stone Avenue will support parent understanding of the Common Core Standards, state and local academic assessments, requirements of Title 1 and how to monitor a child's progress and work with educators to improve achievement. This will be accomplished with Back to School Night/TItle I meeting, Parent Conferences, and Parent Workshops/Classes. B. Distribute and discuss grade level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings. C. Discuss student academic assessments with parents at Parent-Conference meetings. D. Invite parents to attend the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee. E. Teachers will provide regular school updates to parents. Measures	A. Stone Avenue supported parent understanding of the Common Core Standards, state and local academic assessments, requirements of Title 1 and how to monitor a child's progress and worked with educators to improve achievement. This was accomplished with Back to School Night/Title I meeting, Parent Conferences, and Parent Workshops/Classes. B. Distributed and discussed grade level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings. C. Discussed student academic assessments with parents at Parent-Conference meetings. D. Invited parents to attend the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee. E. Teachers provided regular school updates to parents.	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $1000 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $100	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $0 Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Sign-in sheets School calendars Flyers Time cards Supply requests			
3.3 Parent involvement A. Purchase grade 3-6 agendas to build responsibility for work completion and develop strong work habits and school to home communication. B. Conduct a fall activity to build community involvement and parental support. C. Conduct family evening programs based on parent feedback and student data. D. Purchase homework folders for every student for school to home communication E. Provide bilingual assistance in the front office before, during, and after the school year to assist parents with beginning of year information updates and needs. F. Provide additional hours for classified staff to support in family events such as Back to School Night, DI Parent meetings, and other family related events. Measures Student/parent survey	A. Purchased grade 3-6 agendas to build responsibility for work completion and develop strong work habits and school to home communication. B. Conducted a fall activity to build community involvement and parental support. C. Conducted multiple family evening programs including Father/Daughter Dance, Mother/Son Bingo Night, Fall Festival, and the Slime Run. D. District purchased homework folders for every student for school to home communication E. Provided bilingual assistance in the front office before, during, and after the school year to assist parents with beginning of year information updates and needs. F. Provided additional hours for classified staff to support in family events such as Back to School Night, DI Parent meetings, and other family related events. Measures Student/parent survey	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $473	Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attendance at parent workshops and evening programs	Attendance at parent workshops and evening programs		
3.4 Translation Services A. Acquire materials and supplies to support the program in home languages B. Assign bilingual personnel for translation to parent conferences, parent workshops, and other meetings with translation needs. C. Set up teacher conference schedules to facilitate translation D. Make calls home and communicate with parents in home language. Measures Increased parent involvement Translation Schedules	A. Acquired materials and supplies to support the program in home languages B. Assigned bilingual personnel for translation to parent conferences, parent workshops, and other meetings with translation needs. C. Set up teacher conference schedules to facilitate translation D. Made calls home and communicate with parents in home language. Measures Increased parent involvement Translation Schedules	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $100 Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $38,203	Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $0 Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $43,167
		Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $100	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Analysis

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

Stone Avenue hosted multiple parent involvement activities including the Fall Festival, Father/Daughter Dance, Mother/Son Bingo Night, and the Slime Run. In addition, parents were invited to the "Boo Parade" and Literacy Family Picnic during school hours as well as assemblies acknowledging student achievement. Parents in our ELAC committee were offered the opportunity to attend CABE in Riverside. No parents attended. Refreshments were provided during ELAC meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent involvement increased this year both during the school day and after-school. Parents were cleared to volunteer in the classroom and prepare for activities, two of our activities were sold out, and we saw an increase in parents attending in-school and after-school activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to an increase in salary, more funds were spent on personnel. PTO funds were also spent on some of the activities.

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

Stone Avenue will continue to increase parent involvement activities. The PBIS/SEL team planned for monthly activities and additional in-school opportunities for parents.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	212,653
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	572,782.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	135040	0.00
Title I Parent Involvement -- 3010 1902	2026	0.00
Title III LEP -- 4203	5327	0.00
LCFF Suppl/Conc -- 0707	165255	0.00
LCFF District -- 500 0707	265134	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	265,134.00
LCFF Suppl/Conc -- 0707	165,255.00
Title I Basic -- 3010	135,040.00
Title I Parent Involvement -- 3010 1902	2,026.00
Title III LEP -- 4203	5,327.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	309,886.00
2000-2999: Classified Personnel Salaries	203,765.00
4000-4999: Books And Supplies	40,331.00
5000-5999: Services And Other Operating Expenditures	18,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	162,445.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	102,689.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	38,166.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	87,442.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	23,947.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	15,700.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	108,749.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	12,734.00
4000-4999: Books And Supplies	Title I Basic -- 3010	10,457.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	3,100.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	526.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	400.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,100.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	500.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,827.00

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
Marian Gutterud, Ed.D.	Principal
Barry Brandon	Classroom Teacher
Angelica Quintero	Classroom Teacher
Penny Read	Classroom Teacher
Lisa Ponce	Other School Staff
Nina Brentham	Parent or Community Member
Sandra Ciprian	Parent or Community Member
Amber Mercado	Parent or Community Member
Yvonne Pacheco	Parent or Community Member
Miguel Rivera	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program 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 5/25/2023.

Attested:

Principal, Marian Gutterud, Ed.D. on 5/25/2023

SSC Chairperson, Angelica Quintero on 5/25/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program