

School Year:

2021-22

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 20, 2021
Schoolsite Council (SSC) Approval Date	May 20, 2021
Local Board Approval Date	June 28, 2021

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

The mission of Stone Avenue School is to cultivate the successful academic, social, and emotional development of our students. We do this by maintaining high expectations, meeting the academic and social/emotional needs of each student, acknowledging the unique needs of students, inspiring a love of life-long learning, and instilling a commitment to excellence in our students.

School Profile

Describe The students and community and how school serves them.

The Story

Stone Avenue Elementary School opened in September, 1993, with an enrollment of 467 students which has grown to a current total enrollment of 657 students in Transitional Kindergarten through 6th grade. Stone Avenue offers Dual Immersion program in grades kindergarten through sixth grade. Dual Immersion is a voluntary program and is designed to develop bilingualism and bi-literacy in English and in Spanish. Instruction is provided by highly trained and specialized teachers who, at most grades, work with partners within their own grade levels. Students learn California Standards in all subject areas, and become linguistically and academically fluent in two languages.

Stone Avenue Elementary is a beautiful facility situated on a hill overlooking the surrounding community. The architectural design was the third of its type in the district with adaptations to its particular geographical surroundings. During the 2016-2017 school year, a two-story eight-classroom addition was opened. It is an attractive school in which we all take great pride.

At Stone Avenue Elementary we are committed to offering a diverse learning experience. Teachers and staff accomplish this by providing extra support to struggling students and enrichment for student at the proficient and advanced levels. Our struggling students are supported by two intervention teachers. The intervention teachers support students in grades 1st- 6th grades. The intervention instruction focuses on bridging reading foundational gaps through re-teaching phonemic awareness, phonics, fluency, vocabulary, and comprehension. The intervention teachers provide supplemental, research-based, strategic instructional strategies to fill in the learning gaps for struggling. In addition, classroom teachers provide small-group instruction to ensure all students' needs are met at their levels. Students' needs are identified through formative assessments including DIBELS (Dynamic Indicators of Early Literacy Skills), IDEL, STAR, and other assessments. These assessments allow teachers to target specific skills during small-group instruction for a minimum of 30 minutes a day, 5 days a week. The intervention teachers push into classroom during scheduled small-group instruction to support students.

In order to support students at every level, Stone Avenue's GATE Program (Gifted and Talented Education) provides enrichment and differentiation to excelling students through GATE strategies in classrooms. Students are also provided opportunities to participate in GATE Enrichment Classes, field trips, and after-school activities. Thirty minutes of English Language Development are provided daily to English Language Learners.

Stone Avenue Elementary is a recognized California Title 1 Academic Achievement school. There is ongoing assessment towards standards mastery through district wide assessment as well as teacher created assessments, both formal and informal, on a regular basis. The goal for and of every student is mastery of state standards annually to prepare for college and career readiness.

There are 32 teachers, all of whom are fully credentialed. The school campus is comprised of 37 classrooms, the newly constructed two-story portable building housing 6 classrooms, a multipurpose room, library, and main office. The school year is 180 traditional days and has been restructured to include 40 minimum days in order to support teacher collaboration. Approximately 70% of the students receive free lunch.

SPSA Highlights

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

Stone Avenue Elementary will focus on continuous improvement 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 take the next steps in digging deeper into the text to support student comprehension of rigorous texts with support of Impact Teams.

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 teachers 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 workshops and activities geared to support student achievement. Stone will also continue its work with Impact Teams to improve teaching and learning.

Stone Avenue will provide staff development and training to improve teacher efficacy and clarify of standards. This will include Impact Teams, collaboration, conferences, and district training.

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

For the 2019 CAASPP data, the following occurred: In English Language Arts, Stone Avenue maintained with an average distance from standard at 16.5. White students increased in English Language Arts. Students with disabilities and Hispanic students maintained distance from standard. In addition, our English Learner progress showed 43.2% of our ELLs' English language skills were moderately to well developed. Stone Avenue uses Units of Study to provide best first instruction to our students. In addition, students receive guided reading/differentiated instruction at least four days per week to ensure their literacy skills continue to grow to meet standards. Finally, the suspension rate at Stone Avenue decreased 0.8% by providing positive behavioral interventions and supports.

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

Based on 2019 CAASPP data In mathematics, Stone Avenue decreased with an average distance of 39.7 from the standard. Our English Learners decreased by 53.3 points, and Socioeconomically Disadvantaged students decreased 46.6 points. Our students with disabilities decreased 100.8 points Chronic absenteeism maintained with with an average rate of 8.4%, a slight decrease of 0.2%, however the rate of Chronic Absenteeism for our English Learners, Socioeconomically Disadvantaged and Hispanic students increased. Stone Avenue will focus on providing best first instruction in mathematics, and then providing math intervention in small groups to ensure all students increase their knowledge. Incentives and parent education will support attendance improvement.

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

While reviewing the data, a performance gap was noted between English Learners, Hispanic, Socioeconomically Disadvantaged compared to White students. English Learners decreased 23.3 points compared to an increase for White students of 12.5 points, English Learners are 29.2 points below standard and White students are 17.9 points above standard. Our Hispanic population is 21 points below standard, and Socioeconomically Disadvantaged students are 22.6 points below standard. All sub-groups increased in points. Stone Avenue will continue professional development to ensure first best instruction and provide designated and integrated supports, as well as small group instruction providing supplemental support to meet the needs of individual students.

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

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 stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Based on school data, Stone Avenue will focus on supplemental support for English Learners, SED students, and students with disabilities. On-going formative assessments and data analysis will guide instruction and fluidity of program implementation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.54%	0.41%	0.28%	4	3	2
African American	0.80%	1.24%	1.53%	6	9	11
Asian	0.13%	%	0.14%	1		1
Filipino	%	%	0.14%			1
Hispanic/Latino	85.79%	86.64%	83.98%	640	629	603
Pacific Islander	0.13%	0.41%	0.42%	1	3	3
White	10.99%	9.78%	11.14%	82	71	80
Multiple/No Response	1.21%	1.1%	0.56%	9	8	13
	Total Enrollment			746	726	718

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	105	115	106
Grade 1	88	90	98
Grade 2	102	92	91
Grade3	99	108	95
Grade 4	133	101	110
Grade 5	94	123	97
Grade 6	125	97	121
Total Enrollment	746	726	718

Conclusions based on this data:

1. Based on enrollment data, Hispanic/Latino students are approximately 84% of enrollment and white students make up approximately 11%. Stone Avenue will provide strategic instruction and intervention to students based on their unique individual needs, as well as parent workshops to support students at home. Stone Avenue will implement Impact Teams to support students clarity and understanding of learning.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	272	265	195	36.5%	36.5%	27.2%
Fluent English Proficient (FEP)	111	106	151	14.9%	14.6%	21.0%
Reclassified Fluent English Proficient (RFEP)	35	19	71	12.2%	7.0%	26.8%

Conclusions based on this data:

1. The percentage of English Learners continues to drop annually.
2. The percentage of Fluent English Proficient increases each year through first quality instruction and designated and integrated support.
3. The percentage of Reclassified Fluent English Proficient (RFEP) fluctuates annually. The percentage of students reclassified went from 16.3% to 12.2%, however students continue to show progress towards language acquisition. Teachers will continue to provide integrated and designated ELD daily.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	132	98	108	132	97	107	132	97	107	100	99	99.1
Grade 4	101	130	101	101	130	98	101	130	98	100	100	97
Grade 5	127	98	126	126	98	124	126	98	124	99.2	100	98.4
Grade 6	87	124	95	87	124	94	87	124	94	100	100	98.9
All Grades	447	450	430	446	449	423	446	449	423	99.8	99.8	98.4

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2402.7	2425.2	2424.0	17.42	15.46	15.89	22.73	31.96	28.04	22.73	36.08	37.38	37.12	16.49	18.69
Grade 4	2430.1	2457.6	2454.3	12.87	20.77	15.31	23.76	23.08	25.51	20.79	26.15	28.57	42.57	30.00	30.61
Grade 5	2456.4	2473.8	2484.8	4.76	9.18	9.68	25.40	33.67	33.87	26.19	21.43	23.39	43.65	35.71	33.06
Grade 6	2521.1	2506.9	2504.7	8.05	8.87	7.45	41.38	27.42	32.98	29.89	39.52	36.17	20.69	24.19	23.40
All Grades	N/A	N/A	N/A	10.99	13.81	12.06	27.35	28.51	30.26	24.66	30.96	30.97	37.00	26.73	26.71

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.39	12.37	14.02	44.70	61.86	57.01	40.91	25.77	28.97
Grade 4	14.85	19.23	17.35	45.54	51.54	46.94	39.60	29.23	35.71
Grade 5	7.94	13.27	16.13	46.03	48.98	51.61	46.03	37.76	32.26
Grade 6	6.90	11.29	10.64	63.22	50.81	48.94	29.89	37.90	40.43
All Grades	11.21	14.25	14.66	48.88	53.01	51.30	39.91	32.74	34.04

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.21	14.43	15.89	43.94	64.95	64.49	34.85	20.62	19.63
Grade 4	10.89	22.31	12.24	52.48	46.92	65.31	36.63	30.77	22.45
Grade 5	23.02	16.33	19.35	38.89	53.06	50.00	38.10	30.61	30.65
Grade 6	17.24	16.13	14.89	59.77	53.23	58.51	22.99	30.65	26.60
All Grades	18.61	17.59	15.84	47.53	53.90	59.10	33.86	28.51	25.06

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.85	17.53	14.02	68.94	71.13	74.77	21.21	11.34	11.21
Grade 4	6.93	10.00	12.24	64.36	74.62	70.41	28.71	15.38	17.35
Grade 5	5.56	12.24	8.06	64.29	61.22	69.35	30.16	26.53	22.58
Grade 6	12.64	9.68	6.38	72.41	74.19	75.53	14.94	16.13	18.09
All Grades	8.52	12.03	10.17	67.26	70.82	72.34	24.22	17.15	17.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.15	20.62	18.69	55.30	62.89	66.36	29.55	16.49	14.95
Grade 4	14.85	16.92	16.33	53.47	61.54	56.12	31.68	21.54	27.55
Grade 5	12.70	17.35	15.32	40.48	47.96	54.84	46.83	34.69	29.84
Grade 6	16.09	17.74	18.09	66.67	63.71	55.32	17.24	18.55	26.60
All Grades	14.57	18.04	17.02	52.91	59.47	58.16	32.51	22.49	24.82

Conclusions based on this data:

1. In 2019, students in grade 3 averaged 44% met or exceeded standard sin ELA; , approximately 41% of 4h grade students met or exceed standards in ELA; 43.55% of 5th grade students met or exceeded standards in ELA; and 38.29% of 6th grade students met or exceeded standards in ELA. Stone Avenue has continued to focus on first quality instruction and priority standards to meet the needs of students.
2. Teachers will continue to focus on support literacy skills and students self monitoring to increase number of students meeting/exceeding standards.
3. Stone Avenue will expand the Impact Teams on campus to increase teacher and student clarity.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	130	98	108	129	97	107	129	97	107	99.2	99	99.1
Grade 4	100	130	101	100	130	99	100	130	99	100	100	98
Grade 5	127	98	126	126	98	124	126	98	124	99.2	100	98.4
Grade 6	87	124	95	87	124	95	87	124	95	100	100	100
All Grades	444	450	430	442	449	425	442	449	425	99.5	99.8	98.8

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2428.0	2428.4	2441.8	9.30	13.40	23.36	39.53	28.87	32.71	32.56	32.99	23.36	18.60	24.74	20.56
Grade 4	2442.7	2474.8	2450.5	7.00	16.15	6.06	18.00	26.15	24.24	41.00	41.54	36.36	34.00	16.15	33.33
Grade 5	2454.5	2452.3	2468.1	9.52	4.08	4.84	8.73	12.24	14.52	33.33	30.61	41.13	48.41	53.06	39.52
Grade 6	2530.9	2495.8	2478.1	17.24	11.29	3.16	25.29	9.68	18.95	33.33	40.32	35.79	24.14	38.71	42.11
All Grades	N/A	N/A	N/A	10.41	11.58	9.41	23.08	19.15	22.35	34.84	36.97	34.35	31.67	32.29	33.88

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	25.77	41.12	40.31	45.36	33.64	26.36	28.87	25.23
Grade 4	13.00	30.00	13.13	37.00	36.92	36.36	50.00	33.08	50.51
Grade 5	9.52	7.14	10.48	26.98	30.61	37.10	63.49	62.24	52.42
Grade 6	25.29	12.10	6.32	40.23	37.90	38.95	34.48	50.00	54.74
All Grades	20.36	19.15	17.88	35.75	37.64	36.47	43.89	43.21	45.65

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.05	15.46	24.30	58.14	50.52	52.34	24.81	34.02	23.36
Grade 4	9.00	18.46	9.09	46.00	49.23	46.46	45.00	32.31	44.44
Grade 5	8.73	2.04	5.65	37.30	42.86	52.42	53.97	55.10	41.94
Grade 6	18.39	12.10	2.11	48.28	35.48	44.21	33.33	52.42	53.68
All Grades	13.12	12.47	10.35	47.51	44.32	49.18	39.37	43.21	40.47

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.16	17.53	23.36	63.57	57.73	50.47	16.28	24.74	26.17
Grade 4	9.00	22.31	13.13	55.00	52.31	49.49	36.00	25.38	37.37
Grade 5	7.14	4.08	6.45	41.27	44.90	48.39	51.59	51.02	45.16
Grade 6	21.84	12.90	8.42	52.87	45.97	47.37	25.29	41.13	44.21
All Grades	14.25	14.70	12.71	53.17	50.11	48.94	32.58	35.19	38.35

Conclusions based on this data:

1. Communicating Reasoning: In 2019, third grade, 56.07% met or exceeded standard , 30.3% of fourth grade students met or exceeded standard , 19.36% of fifth grade students met/exceeded standard, and 22.11% of sixth grade met/exceeded standard. .

2. Teachers will continue to collaborative and share strategies during Impact Team meetings to provide first best instruction and use formative assessments to improve student academic achievement. On-going assessment will ensure growth and fluidity of small-groups, and provide opportunity for students to receive instruction based on their on-going needs.
3. Weekly math intervention will be provided based on data to increase conceptual understanding.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1444.3	1443.7	1456.5	1461.7	1415.7	1401.4	52	42
Grade 1	1464.4	1464.9	1464.6	1481.3	1463.9	1448.1	34	37
Grade 2	1481.3	1466.9	1480.6	1473.4	1481.6	1459.6	36	19
Grade 3	1498.6	1490.6	1485.3	1484.8	1511.4	1495.8	40	21
Grade 4	1506.9	1501.0	1500.0	1497.4	1513.3	1504.0	39	25
Grade 5	1524.0	1518.5	1505.7	1509.6	1541.7	1526.9	36	29
Grade 6	1543.9	1525.7	1540.9	1518.7	1546.3	1532.2	37	26
All Grades							274	199

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	48.08	16.67	*	59.52	28.85	19.05	*	4.76	52	42
1	35.29	10.81	44.12	54.05	*	35.14	*	0.00	34	37
2	36.11	0.00	58.33	52.63	*	36.84		10.53	36	19
3	*	0.00	62.50	61.90	32.50	28.57	*	9.52	40	21
4	*	8.00	48.72	64.00	*	24.00	*	4.00	39	25
5	*	10.34	55.56	48.28	*	37.93		3.45	36	29
6	37.84	11.54	43.24	50.00	*	34.62		3.85	37	26
All Grades	30.66	9.55	45.26	55.78	20.07	30.15	4.01	4.52	274	199

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.85	30.95	26.92	47.62	*	19.05	*	2.38	52	42
1	64.71	27.03	*	54.05	*	18.92		0.00	34	37
2	58.33	21.05	36.11	47.37	*	31.58		0.00	36	19
3	*	19.05	55.00	66.67	*	4.76	*	9.52	40	21
4	41.03	20.00	43.59	72.00	*	4.00	*	4.00	39	25
5	38.89	27.59	50.00	62.07	*	3.45	*	6.90	36	29
6	54.05	26.92	43.24	53.85	*	11.54		7.69	37	26
All Grades	47.45	25.63	40.15	56.78	8.03	13.57	4.38	4.02	274	199

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	28.85	2.38	*	35.71	40.38	59.52	*	2.38	52	42
1	35.29	8.11	35.29	21.62	*	45.95	*	24.32	34	37
2	*	0.00	52.78	21.05	*	63.16		15.79	36	19
3	*	0.00	40.00	38.10	42.50	47.62	*	14.29	40	21
4	*	4.00	*	28.00	33.33	52.00	*	16.00	39	25
5	*	0.00	58.33	13.79	*	79.31	*	6.90	36	29
6	*	7.69	43.24	15.38	35.14	65.38	*	11.54	37	26
All Grades	20.80	3.52	37.96	25.13	31.02	58.79	10.22	12.56	274	199

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.38	23.81	26.92	71.43	*	4.76	52	42
1	76.47	70.27	*	29.73		0.00	34	37
2	77.78	15.79	*	84.21		0.00	36	19
3	27.50	4.76	70.00	85.71	*	9.52	40	21
4	43.59	36.00	48.72	56.00	*	8.00	39	25
5	55.56	3.45	44.44	93.10		3.45	36	29
6	54.05	19.23	45.95	57.69		23.08	37	26
All Grades	56.93	27.64	40.15	65.83	*	6.53	274	199

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	45.24	38.46	50.00	*	4.76	52	42
1	38.24	5.41	55.88	89.19	*	5.41	34	37
2	41.67	15.79	52.78	78.95	*	5.26	36	19
3	40.00	38.10	50.00	57.14	*	4.76	40	21
4	48.72	44.00	43.59	52.00	*	4.00	39	25
5	41.67	51.72	50.00	41.38	*	6.90	36	29
6	54.05	46.15	45.95	46.15		7.69	37	26
All Grades	45.26	35.18	47.45	59.30	7.30	5.53	274	199

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	2.38	71.15	95.24	*	2.38	52	42
1	41.18	21.62	44.12	54.05	*	24.32	34	37
2	41.67	0.00	50.00	84.21	*	15.79	36	19
3	*	0.00	72.50	66.67	*	33.33	40	21
4	*	4.00	56.41	72.00	28.21	24.00	39	25
5	*	3.45	63.89	86.21	*	10.34	36	29
6	*	7.69	45.95	46.15	32.43	46.15	37	26
All Grades	23.36	6.53	58.76	72.86	17.88	20.60	274	199

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.23	38.10	44.23	38.10	*	23.81	52	42
1	*	2.70	73.53	70.27	*	27.03	34	37
2	*	0.00	83.33	78.95		21.05	36	19
3	*	14.29	67.50	85.71	*	0.00	40	21
4	33.33	12.00	56.41	80.00	*	8.00	39	25
5	36.11	3.45	63.89	96.55		0.00	36	29
6	*	26.92	83.78	69.23		3.85	37	26
All Grades	27.37	15.58	66.06	70.85	6.57	13.57	274	199

Conclusions based on this data:

1. In 2019, 9.55% of English Learners earned an overall score of 4, while 55.78% of English Learners scored a 3. Reading scores were very similar, and listening and speaking had the largest number of ELs scoring 3s and 4s. Teachers continued to focus on reading, writing, speaking and listening improvement through research-based instructional strategies such as GLAD and designated and integrated ELD.

School and Student Performance Data

Student Population

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

2018-19 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
726	71.2	36.5	0.4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	265	36.5
Foster Youth	3	0.4
Homeless	3	0.4
Socioeconomically Disadvantaged	517	71.2
Students with Disabilities	31	4.3

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	9	1.2
American Indian	3	0.4
Hispanic	629	86.6
Two or More Races	3	0.4
Pacific Islander	3	0.4
White	71	9.8

Conclusions based on this data:

- 1. Stone Avenue enrollment is primarily hispanic with 86.6% and white students 9.8%.
- 2. Stone Avenue will reach out to parents to increase family and school relationships.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. The focus on English Language Arts and reading intervention yielded positive results in English Language Arts. Provide Best First Instruction and small-group differentiated instruction to meet all students' needs and improve student achievement. Focus on math improvement will continue for the 2021-2022 school year.
2. The use of counselors/interns, PBIS/SEL and positive reinforcements decreased the number of suspensions and low level referrals. Provide PD for ongoing improvement in academics, social/emotional, and behavior. Peer Mediators will support de-escalation of student conflicts through continued training and support.
3. Parent Involvement activities and workshops for parent/student engagement.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



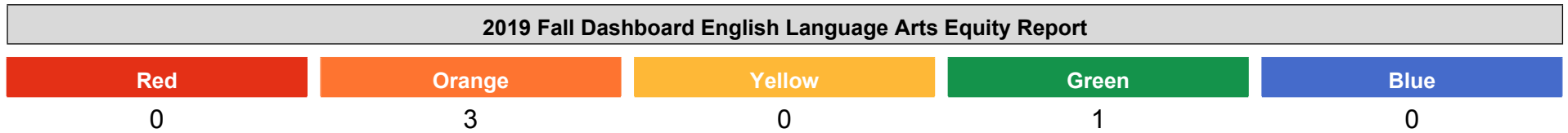
Green



Blue

Highest Performance


This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students



 Orange

16.5 points below standard

Maintained ++0.6 points

407

English Learners



 Orange

38.4 points below standard

Declined -9 points

205


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Socioeconomically Disadvantaged



 Orange

25.7 points below standard

Declined -3.1 points

304

Students with Disabilities










 No Performance Color

78.5 points below standard

Maintained ++1.4 points

23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.6 points below standard Maintained -0.6 points 363	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 31.3 points above standard Increased ++13.4 points 34

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
92.9 points below standard Declined Significantly -26.1 points 92	5.9 points above standard Declined Significantly -19.6 points 113	2.1 points above standard Increased ++7.3 points 177

Conclusions based on this data:

1. In 2019, English Learners declined. Integrated and Designated ELD, and small-group differentiated instruction will continue to focus on language development. Supplemental staff will provide extra support in areas identified via formative assessments and anecdotal notes.
2. Based on decline of English Learners, focus will continue on language acquisition skills in Reading, Writing, Listening, and Speaking.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



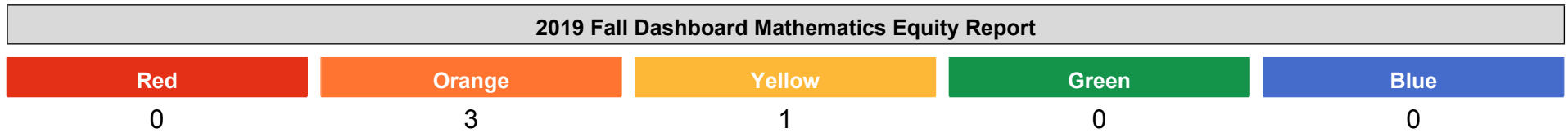
Green



Blue

Highest Performance


This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



 Orange

39.7 points below standard

Declined -4.2 points

407

English Learners



 Orange

53.3 points below standard

Declined -6.1 points

205


Foster Youth


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2


Homeless


 No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Socioeconomically Disadvantaged



 Orange

46.6 points below standard

Declined -3.5 points

304

Students with Disabilities








 No Performance Color

100.8 points below standard

Declined -5.2 points

23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.6 points below standard Maintained -2.9 points 363	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 7.6 points below standard Declined Significantly -21.3 points 34

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.6 points below standard Declined Significantly -28.6 points 92	12.4 points below standard Declined -6 points 113	26.5 points below standard Maintained -1 points 177

Conclusions based on this data:

- In 2019, there was a slight decrease in achievement for all students including English Learners. Stone Avenue will continue to provide quality first instruction, provide professional development and review data as grade levels to improve student learning.

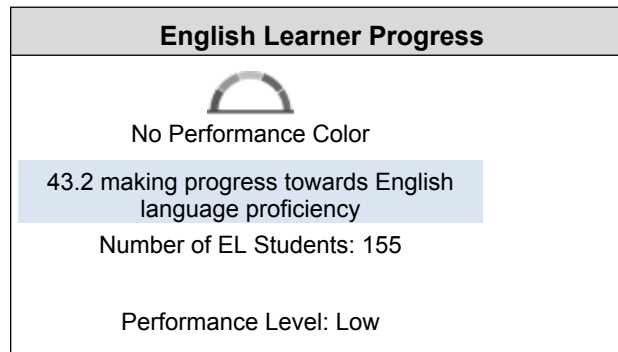
2. Stone Avenue needs to focus on First Best Instruction, Balanced Math, Math Fun, intervention, and supplemental supports to support increase in student achievement.
3. Provide small-group intervention weekly in the area of mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
23.8	32.9	1.9	41.2

Conclusions based on this data:

- English Learners continue to develop towards English Language Proficiency. Stone will continue to provide First Best Instruction and small-group differentiated instruction to meet the needs of all students and improve student achievement. Supplemental staff will provide additional help where needed based on data.
- Data shows students continue to develop. Stone will continue to provide daily integrated and designated ELD based on student language needs.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



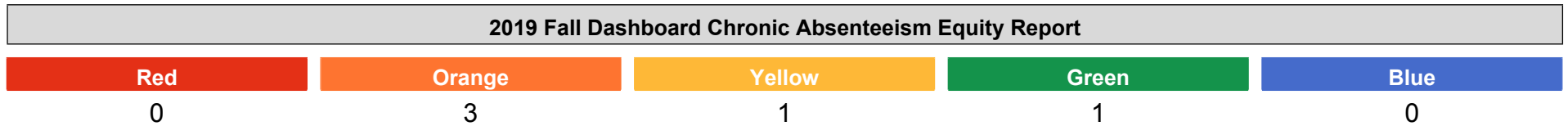
Green



Blue







Highest Performance

This section provides number of student groups in each color.











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 8.4 Maintained -0.2 764	 Orange 6.1 Increased +0.9 278	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Orange 8.9 Increased +0.8 564	 Yellow 15.4 Declined -3.7 39

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.1 Increased +0.8 661	 No Performance Color 0 Declined -8.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 5.4 Declined -6.6 74

Conclusions based on this data:

1. Chronically absenteeism gained 0.9% for our English Learners and 0.8% socio-economically disadvantaged students. In 2020-21, chronic absenteeism rose due to virtual learning and the pandemic.
2. School needs to provide safe, welcoming place for all students and work with families to support increase in attendance.
3. Work with our hispanic and English Learner populations to increase participation and attendance. Also, involve families in identifying workshops and ideas for attendance improvement.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



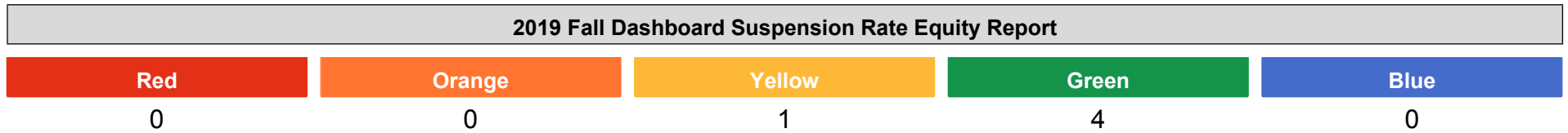
Green



Blue

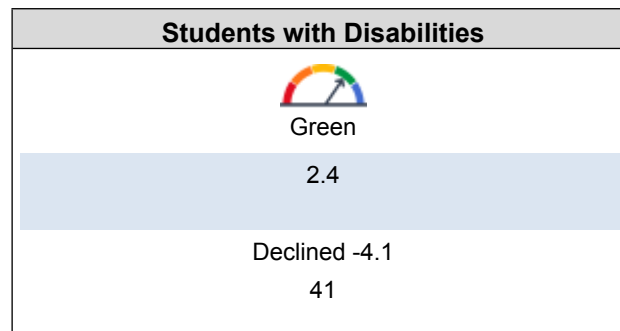
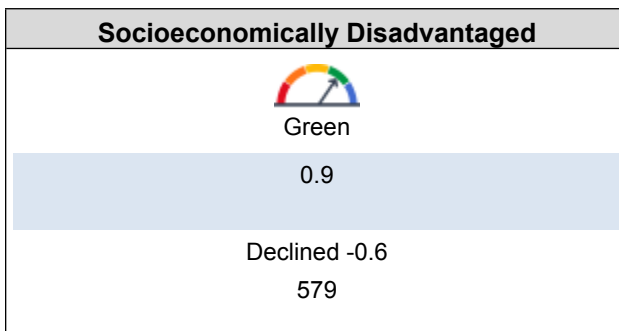
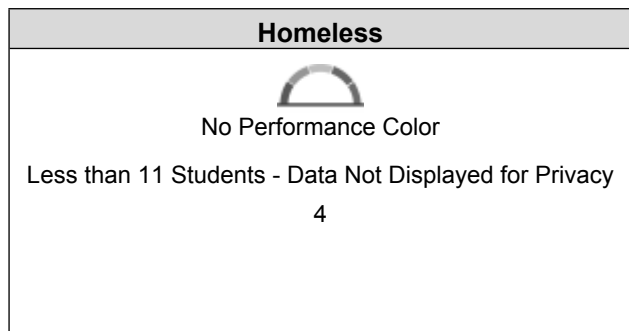
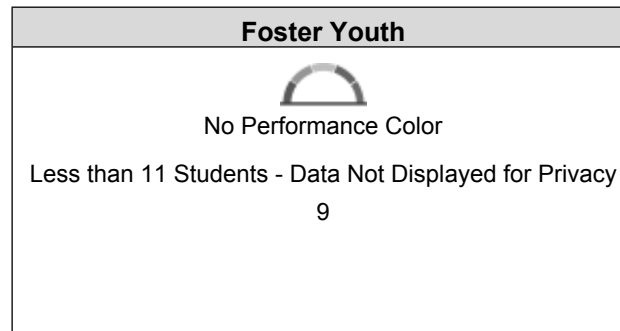
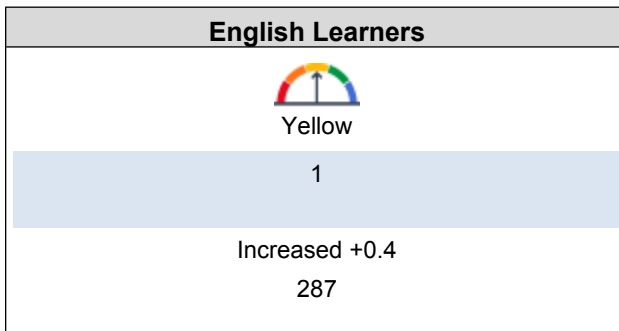
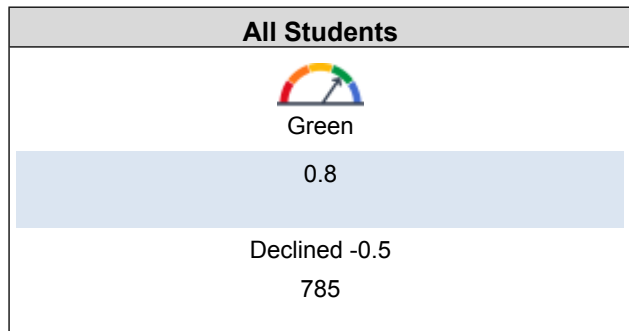
Highest Performance

This section provides number of student groups in each color.










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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 10	 No Performance Color Less than 11 Students - Data Not 3	 No Performance Color Less than 11 Students - Data Not 1	
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.7 Declined -0.4 678	 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not 3	 Green 1.3 Declined -1 77

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.8

Conclusions based on this data:

1. Provide PD in SEL to improve preferred behavior. Integrate character trait SEL into daily lesson plans. Collaborate with staff to ensure student goals are appropriate and supports are in place for all students. Provide continued reinforcements for positive behavior and emotional intelligence.
2. Provide proactive and preventative counseling in social skills, conflict resolution, etc.
3. Provide proactive and intervention counseling for students based on student needs. Have Peer Mediators work with peers to reduce conflicts on the playground.

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 to continue to increase focus on First Best Instruction, Integrated and designated instruction, expand Impact Teams to provide clarity and focus of priority standards for teachers and students alike. Next year we will increase Impact teams adding a third grade level. 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 in grades 5th and 6th have been trained in AVID strategies, as well as other teachers in lower grade levels. Stone will continue to work on the three goals of organization, school to home communication and three-column note-taking. Teachers who are trained provided ideas during staff meetings to improve teacher knowledge and usage of three-column note-taking and modeling.

Literacy intervention will continue to be implemented in kindergarten through 6th grade and a school-wide schedule will be implemented to allow all grade level students support by the intervention teachers. Paraprofessionals will also be scheduled in the classrooms during guided reading to provide additional reading opportunities for students. Paraprofessionals will be trained by site level intervention teachers and SAI teacher. To improve efficacy, Intervention Teachers and SAI teacher will meet with instructional aides at least one Wednesday per month to review student services, prepare materials, and discuss appropriate strategies and lessons for students' needs.

In addition, a math goal will be added to the SPSA to address the plateau of math achievement. Teachers will work together to identify successful ways to support student achievement in mathematics.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessments - CAASPP ELA/ Data Dashboard ELA	CAASPP Scores 2018-2019: English Language Arts Standard Exceeded: 12% Standard Met: 30% Standard Nearly Met: 31%	CAASPP was not administered Spring 2020 or 2021 due to COVID19 Shelter in Place order. Expected outcome will be established once the baseline is established. Students will maintain scores in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Not Met: 27% Student group performance: Orange zone of CA. Dashboard Overall: Maintained -0.5	
P4 Statewide Assessments - CAASPP Math/ Data Dashboard Math	CAASPP Scores 2018-2019 Math Standard Exceeded: 9% Standard Met: 22% Standard Nearly Met: 34% Standard Not Met: 34% Overall: Declined 4.2 points*	CAASPP was not administered Spring 2021 or 2021 due to COVID19 Shelter in Place order. Expected outcome will be established once the baseline is established.
P4 Assessments - Percentage of English Learner Pupil who make progress towards English Proficiency ELPAC Data	English Learner Progress Indicator 43.2% made progress towards English Language Acquisition EL's who decreased at least one ELPI level 23.8 EL's who maintained 32.9% EL's who maintained ELPI Level 4 1.9 EL's who progressed at least one ELPI Level 41.2	English Learner Progress School - Increase points by 2% SED - Increase points by 2% EL - Increase points by 2%
P4 Statewide Assessment - Reclassification Rate	English Learner Reclassification Rate (2017-2018) 12.2%	Increase Reclassification Rate by 2%
P8: iStation (3-5) ELA	ELA ISIP 3rd Grade Tier 1-33% Tier 2-26% Tier 3-41% 4th Grade Tier 1-48% Tier 2-20% Tier 3-32% 5th Grade Tier 1-56% Tier 2-17% Tier 3-27%	Increase students in Tiers 1 & 2; reduce Tier 3.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8 iStation (3-5) - Mathematics	Math ISIP 3rd Grade Tier 1-8% Tier 2-22% Tier 3-64% 4th Grade Tier 1-8% Tier 2-28% Tier 3-64% 5th Grade Tier 1-10% Tier 2-16% Tier 3-73%	Increase students in Tiers 1 & 2; reduce Tier 3.
P8: Reading Inventory (6th Grade Only - Spring 2021)	Advanced - 9% Proficient - 23% Basic - 33% Below Basic - 35%	6th grade student scores will see an improvement of 2%
P8: MDTP (6th Grade Only)		Expected outcome will be established once the baseline is established.

Planned Strategies/Activities

Action 1.1

CCSS Implementation

	<u>X</u>	Modified Action	
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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 STAR reading assessment, district Screener, DIBELS, IDEL, running records, and UoS Performance Tasks and Post-Tests.	<u>X</u> All Students <u>X</u> Other student group(s) English	Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$118,386

- B. Intervention and general education teachers will progress monitor students regularly with support from instructional aides.
- B. Teachers will provide strategic/intensive instructional/differentiated support during guided reading to all students scheduled during the language arts block. This includes small-group and one on one support.
- C. Students identified below grade level will receive supplemental support from intervention teacher(s) using the adopted program, supplemental materials, and research-based resources and strategies. Intervention teachers will provide reading/writing strategies connected to Common Core Standards.
- C. Intervention Teachers will provide supplemental instruction in small groups and/or one on one based on student need in ELA and/or Mathematics.
- E. Teachers will use Guided Reading materials, McGraw Hill resources, Wonders resources, Read Naturally Live, and other programs/resources/strategies identified through data analysis.
- F. Instructional Aides and Bilingual Language Tutors will provide supplemental support to students in the classrooms during the differentiation/guided reading block and/or mathematics based on student need. Instructional aides will work additional hours to support small groups.
- G. 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, iStation, Headsprout, and/or equivalent).
- H. Provide and monitor specific Units of Study (UOS) pacing guides for English language arts that include UOS pacing timelines, sequence of instruction, and timelines of UOS assessments. Curriculum based on on-site and/or hybrid and/or distance learning.

Measures:
 lesson plans
 UoS Pacing Guides
 DIBELS/IDEL
 Formative Assessments
 Teacher Created Assessments
 CAASPP

Learners

Software Licenses
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$4000
 Instructional Materials
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$700
 BLT/Instructional Aide Extra Hourly
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$900
 Classified Hourly
 2000-2999: Classified Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$12140
 Materials and Supplies
 4000-4999: Books And Supplies
 Title I Basic -- 3010
 \$5417

Action 1.2

1.2 Assessments

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Utilize assessment and monitoring system utilizing the curriculum embedded Performance Tasks, Post-Tests, DIBELS/IDEL, STAR, and other identified assessments. These assessments 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.</p> <p>Measures: Identify students utilizing multiple measures: DIBELS/IDEL Assessments McGraw Hill Assessments Teacher created assessments Performance Tasks STAR Reading</p>	<p><u>X</u> All Students</p>	<p>CSR Primary Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$68,647</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$68,647</p> <p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$3381</p> <p>Software - STAR Assessment 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1603</p>

Action 1.3

1.3 Supplemental Instructional Resources

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>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.</p>	<p><u>X</u> All Students</p>	<p>Elementary Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$66,795</p> <p>Print</p>

B. Classified support will provide necessary assistance to implement supplemental services to meet the needs of students requiring over and above services. This may include in person small group or one on one, or distance learning supports.

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 may be purchased based on curriculum needs.

Measures:

- Purchase requests
- Library Schedule
- Time Accounting

5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$1000
 Classified hourly
 2000-2999: Classified Personnel Salaries
 Title I Basic -- 3010
 \$1200
 Maintenance Contract
 5000-5999: Services And Other Operating Expenditures
 Title I Basic -- 3010
 \$3000
 Technology/Equipment/Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$437

Action 1.4

1.4 Parent Workshops

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Provide parents with the opportunity 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. The workshops will be held in person or via zoom/google meets based on Covid19 data. Teachers will be provided additional hours to provide workshops.</p> <p>Measures: RFP Sign In Sheets Flyers Time Cards</p>	<p>X All Students</p>	<p>Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$400</p>

Action 1.5

1.6 CCSS Implementation/ Core Materials and Instructional Time

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

- A. Provide grade level UOS ELA/Math/NGSS Common Core UOS documents and document daily use in every classroom.
- B. Provide and monitor necessary daily uninterrupted time for English language arts and ELD.
- C. Utilize Step Up to Writing strategies in all grade levels.
- D. Provide a classroom setting conducive to learning.
- E. Provide staff development, instructional materials and planning for mathematics achievement.
- F. Continue to purchase supplemental materials aligned to ELA, Math, NGSS CC standards, UOS, and Language! intervention program.
- G. Purchase novels and reading materials for Units of Study.
- H. Purchase standard-based software for individualized instruction and support.
- I. Purchase furniture to support collaboration, small group instruction, and flexible seating.

Measures:
Lesson Plans
Daily Schedule
Williams Act Verification
Walk Through Observations

X All Students

Materials & Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$4000
Print
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$500
Laminating
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$150
Maintenance Contract
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$2184
Travel and Conference
5000-5999: Services And Other Operating Expenditures
LCFF Suppl/Conc -- 0707
\$1288
Four Bilingual Language Tutors (3 hrs each)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$65,668
One Bilingual Language Tutor (3 hrs) .30
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$6,171
One Bilingual Language Tutor (3 hrs) .20
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203

\$4,114

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/or mathematics aligned to CC ELA and Math.

X All Students

B. Provide supplemental supports for English Language Learners.

C. Provide supplemental opportunities for students to read at their individual book levels using level-based reading programs such as Accelerated Reader..

D. GATE students receive extended opportunities for differentiated instruction, after-school activities, and fieldtrips.

E. Provide staff development opportunities for teachers in the areas of mathematics, UDL, Inclusion, AVID, and SEL.

F. Provide before school and/or after-school extended learning opportunities, SEL activities (such as sports, art, drama, etc.), and other teacher-driven workshops.

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

Lesson Plans

Material & Supplies
4000-4999: Books And Supplies
Title I Basic -- 3010
\$1092
Classified Hourly
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$2500
Teacher Hourly
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$17000
Classified Hourly
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$1249

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.

X All Students

B. Purchase technology, printers, and other supplies to provide quality instruction.

Technology Supplies/Equipment
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$908

Measures:
 Work Orders
 Purchase Orders

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

X All Students

B. Purchase organizational binders/materials to support AVID . Organization tool may be digital depending on instructional delivery (on-site, hybrid or distance learning).

Materials & Supplies
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$500

C. Provide staff development for staff members using meetings and conferences.

Measures:
Purchase Orders
Agendas

Action 1.9

1.11 Staff Development/Collaboration

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Provide PD for staff on UOS implementation and effective strategies for mathematics and ELA/ELD including Balanced Math and Early literacy (foundational skills)

X All Students

B. Implement AVID strategies focusing on organization, note-taking, and managing agendas/calendars.

C. Provide professional development for Impact Teams, UDL, Inclusion, and other areas of focus via site meetings or conferences.

D. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers and offer opportunities for conferences/professional development to build site knowledge

Teacher Hourly, Sub Release Time
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
\$1093

E. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings.

F. Provide release time for grade levels to analyze data including DIBELS, UoS, and other common assessments.

G. Provide funds for refreshments for staff development

Action 1.10

1.12 Communication Enhancement Program

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>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.</p>	<p><u>X</u> Other student group(s) Students w/speech difficulties</p>	

Action 1.11

1.13 Pre-School Transition

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

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 and work with students to co-construction behavior expectations, consequences, and positive reinforcements.. Staff will refer students to counselors when needed. The PBIS committee will work with staff on areas of concern and identify ways to improve students behavior and school culture. Peer Mediators will support student relationships on playground supporting conflict resolution.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School Attendance Rate	Actual: School Attendance Actual:	School Attendance Improve attendance by 1%
P5 Chronic Absenteeism rate	2019-2020 8.4% (-0.2) ELLs 6.1 White 5.4 Hispanic 9.1 SED 8.9 SWD 15.4	Chronic Absenteeism rate: decrease chronic absenteeism by 1%
P6 Pupil Suspension rate	Suspension Rate 0.8 % declined 0.5%	Suspension Rate Keep under 1.0%
P6 Surveys of pupils, parents, teachers on sense of safety	Parent Survey 2020-2021 Extremely Safe 46.94% Moderately Safe 40.82% Somewhat Safe 8.16%	LCAP Survey Improvement feeling of safety at school by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Other 4.08% Staff Survey 2020-2021 Extremely Safe 23.08% Moderately Safe 69.23% Somewhat Safe 7.69% Other 4.08%	
P6 Surveys of pupils, parents, teachers on sense of safety	Feel Safe @ School of the time 84% Most/All Happy @ School of the time 85% Most/ALI Proud of School of the time 89% Most/All Teach Students care/respect the time 89% Most/All of Teachers Treat Students Fairly the time 93% Most/All of Students treated with Respect the time 95% Most/All of Clear Bullying Isn't ALLOWed the time 95% Most/All of Teachers Handle Bullying the time 91% Most/All of Students Try to Stop Bullying the time 66% Most/All of	California Healthy Kids Survey Improve student feeling of safety as measured by CHKS

Planned Strategies/Activities

Action 2.1

2.1 Positive Behavior Support/Social Emotional Learning Training

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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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.

B. Stone Avenue Elementary School will contribute 4% towards the salary of a Behavioral Health Therapist I / Behavioral Health Associate. This cost will be used to reduce the therapist's Medi-cal billable clients by up to 20% in order to be more available to the site(s) for other services not billable to Medi-cal. In the event the site is unable to provide a sufficient number of referrals under Medi-cal, an intern supervised by the therapist will remain at our site 2.5 days to provide direct support services until such time that referrals increase for the therapist to increase services / time at the site. Peer Mediators will be looked into for next year.

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 Resource Materials & Incentives
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$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
Behavior Health Therapist (4%)
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$3300

Action 2.2

2.2 Health and Safety

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Implement PBIS/Social Emotional Learning strategies/traits to be used schoolwide to support a bully-free campus</p> <p>B. Create and revise the Safe School Plan</p> <p>C. Participate in Red Ribbon Week Activities</p> <p>D. Train staff on child abuse reporting procedures</p> <p>E. Follow child abuse reporting procedures</p>	<p><u>X</u> All Students</p>	<p>Health Care Aide 3 hrs (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$12,931 Materials/Supplies</p>

- 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 a 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.

4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$50

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 parent/school activities and workshops. An additional goal is to improve teacher/parent communication via phone calls or face to face meetings to build relationships.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	<p>Welcoming Environment Very Welcomed-59.09%/Moderately-20.45%/Somewhat-9.09%/Not-11.36%</p> <p>Parent Satisfaction Reading Very Well-35.42%/Moderately-37.5%/Somewhat 20.83%/Not Well 6.25%</p> <p>Parent Satisfaction Math Very Well-35.42%/Moderately-39.58%/Somewhat 16.67%/Not Well 8.33%</p> <p>Parent Satisfaction of Behavior Very High-48%/High-32%/Satisfactory-20%/Low-0%</p>	<p>Improve Parent Engagement and Satisfaction with School by 3%</p> <p>Improve communication with parents as measured by LCAP by 3%</p> <p>Welcoming Environment by 3%</p> <p>Improve opportunities for parents to be involved in school activities as measured by sign-in sheets and Raptor</p> <p>Opportunities for parent involvement and decision making as measured by sign-in sheets for SSC, ELAC, and other activities.</p> <p>Improve parent satisfaction of reading and math support by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Improve parent satisfaction of standards of behavior by 5%
P5 Student Engagement	Student Council Field Trips Collaboration Impact Team (Glow/Grow) Self Responsibility Q Communications Flyers Marquee School Website Twitter Facebook	Improve parent opinion of a welcoming environment Improve parent opinion of a positive learning environment by 2% Maintain or improve parent opinion of being well Informed

Planned Strategies/Activities

Action 3.1

3.1 Provide Parent Tutoring/workshops

	X	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. Certificated teachers will provide parent workshops on school-based programs and that focus on parent needs based on parent feedback and survey(s). Workshops may be held in-person or virtually depending on Covid19. B. Classified staff will provide babysitting services during parent workshops if in-person workshops are held.	X All Students	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

C. Provide refreshments and incentives for parent workshops.

Measures
Time Cards
Parent Sign In Sheets
Agendas

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
\$350

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

B. Distribute and discuss grade level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings.

Materials & Supplies
4000-4999: Books And Supplies
Title I Parent Involvement -- 3010 1902
\$1000

C. Discuss student academic assessments with parents at Parent-Conference meetings.

Postage
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$382

D. Invite parents to attend the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee.

Classified Hours
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010
\$200

E. Teachers will provide regular school updates to parents.

Measures
Sign-in sheets
School calendars
Flyers
Time cards
Supply requests

Action 3.3

3.3 Parent involvement

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Purchase grade 3-6 agendas to build responsibility for work completion and develop strong work habits and school to home communication.</p> <p>B. Conduct a fall activity to build community involvement and parental support (in-person or virtually)</p> <p>C. Conduct family evening programs based on parent feedback and student data.</p> <p>D. Purchase homework folders for every student for school to home communication</p> <p>E. Provide bilingual assistance in the front office before, during, and after the school year</p> <p>Measures Student/parent survey Attendance at parent workshops and evening programs</p>	<p>X All Students</p>	<p>Clerk Hourly, Classified Hourly, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100 Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$473</p>

Action 3.4

3.4 Translation Services

	X Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Acquire materials and supplies to support the program in home languages</p> <p>B. Assign bilingual personnel for translation to parent conferences, parent workshops, and other meetings with translation needs.</p>	<p>X All Students</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$100 Translator Clerk Typist (4 hrs)</p>

- 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

2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$33,475

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.

X All Students

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.

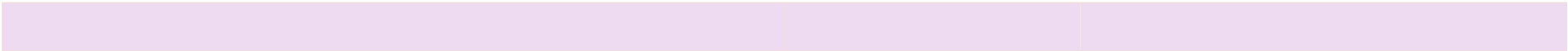
E. Provide report cards three times per year.

F. Provide communications to the parents of students receiving supplemental supports.

G. Meetings will be held in-person or virtually depending on Covid19.

Measures
Agendas
Sign-In Sheets
Parent-Friendly Standards Brochures
Report Cards

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$100



Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4 Statewide Assessments - CAASPP ELA/ Data Dashboard ELA</p>	<p>Improve ELA scores by 3% School - Increase points by 3% SED - Increase points by 3% EL - Increase points by 3%</p>	<p>2020-21 Actual outcome: No available data. New baseline will be set when data is available.</p> <p>2018-2019 - ELA</p> <p>42.32% Standard Met or Exceeded 30.97% Standard Nearly Met 26.71% Standard Not Met</p>
<p>P4 Statewide Assessments - CAASPP Math/ Data Dashboard Math</p>	<p>Improve Math scores by 3% School - Increase points by 3% SED - Increase points by 3% EL - Increase points by 3%</p>	<p>2020-21 Actual outcome: No available data. New baseline will be set when data is available.</p> <p>2018-2019 - Math</p> <p>31.76% Standard Met or Exceeded 34.35% Nearly Met 33.88% Standard Not Met</p>
<p>P4 Assessments - ELPAC Data</p>	<p>English Learner Progress School - Increase points by 3% SED - Increase points by 3% EL - Increase points by 3%</p>	<p>2020-21 Actual outcome: No available data. New baseline will be set when data is available.</p> <p>2018-2019</p> <p>ELPAC 9.55% - (4) Well Developed 55.78% - (3) Moderately Developed 30.15% - (2) Somewhat Developed</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		4.52% - (1) Minimally Developed
P4 Statewide Assessment - Reclassification Rate	Increase Reclassification Rate by 3%	2020-21 Actual outcome: No available data. New baseline will be set when data is available.
P8 Other student outcomes - DIBELS	DIBELS - Improve on-track indicator of each grade level by 3%	2020-21 Actual outcome: No available data. New baseline will be set when data is available.
P8 Other student outcomes - SBAC Reading Claim #1	Actual: SBAC Reading Claim #1 40% of students will be near or meet standard	2020-21 Actual outcome: No available data. New baseline will be set when data is available.
P8 Other student outcomes - Impact Team Data		Added 6th Grade to Impact Teams Student Collaboration/Peer Review used whole class & breakout rooms Rubrics
P8		iStation-ISIP February 2021-28% Tier 3/35% Tier 2/48% Tier 1 January 2021-32% Tier 3/18% Tier 2/50% Tier 1 December 2020-30% Tier 3/21% Tier 2/49% Tier 1 November 2020-31% Tier 3/22% Tier 2/48% Tier 1 October 2020-30% Tier 3/21% Tier 2/49% Tier 1 September 2020-27% Tier 3/24% Tier 2/49% Tier 1

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 ELA/ELD A. *Identify students below grade level in reading in grades K-6 by administering multiple assessments including, but not	1.1 ELA/ELD A. Identified students below grade through iStation and virtual class	Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010	Intervention Teacher 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>limited to STAR reading assessment, iStation Screener, DIBELS, IDEL, running records, and UoS Performance Tasks and Post-Tests. Identified students will receive supplemental support from intervention teacher(s) using the adopted program, supplemental materials, and research-based resources and strategies. Intervention teachers will provide reading/writing strategies connected to Common Core Standards.</p>	<p>formative assessments (Peardeck, seesaw, observations, etc.)</p>	<p>\$107,847</p>	<p>\$107847</p>
<p>B. *Provide strategic/intensive instructional/differentiated support during guided reading to all students scheduled during the Language Arts block. This includes small-group and one on one support.</p>	<p>B. Provided strategic/intensive differentiated instruction during asynchronous time with teacher, aide and intervention teacher in Grades K-3. Identified students in grades 4-6 also received supplemental services by intervention teachers, Instructional Aides, and Bilingual Language Tutors.</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$16837</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$995</p>
<p>C. Hire two Intervention Teachers who will provide instruction in small groups and/or one on one based on student need in ELA and/or Mathematics.</p>	<p>C. Two Interventions teachers provided ELA/ELD instruction in small groups and/or one on one during asynchronous times providing supplemental support.</p>	<p>Instrucional Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Instructional Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>D. Intervention and general education teachers will progress to monitor students informally regularly with support from instructional aides.</p>	<p>D. Teachers/Intervention teachers used a variety of instruments to monitor students (see A).</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1187</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>
<p>E. Teachers will use Guided Reading materials, McGraw Hill resources, Wonders intervention resources, Read Naturally Live, and other programs/resources/strategies identified through data analysis.</p>	<p>E. N/A F. Instructional Aides and Bilingual Tutors supported students during synchronous and asynchronous times. G. Purchased headphones for students to access</p>	<p>Classified Hourly - BLTs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$12140</p>	<p>Classified Hourly - BLTs, Instructional Aides 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
<p>F. Instructional Aides and Bilingual Language Tutors will support identified</p>	<p>Measures: Formative Assessments Teacher Created Assessments iStation</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14000</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$14000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>students during small-group instruction in the classrooms during the differentiation/guided reading block and/or mathematics based on student need. Instructional aides will work additional hours to support small groups.</p> <p>G. 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, iStation, Headsprout, and/or equivalent).</p> <p>Measures: DIBELS/IDEL Formative Assessments Teacher Created Assessments CAASPP</p>			
<p>1.2 Assessments</p> <p>A. Utilize assessment and monitoring system utilizing the curriculum embedded Performance Tasks, Post-Tests, DIBELS/IDEL, STAR, and other identified assessments. These assessments 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.</p> <p>Measures:</p>	<p>1.2 Assessments</p> <p>A. Daily formative assessment using observations, anecdotal notes, PearDeck, SeeSaw, and other forms of assessments were conducted both in whole class and breakout rooms. Data was used to support students during break-out and intervention groups.</p> <p>Measures: Identify students utilizing multiple measures PBTS (kindergarten one on one testing) at trimester RFP/Timecards</p>	<p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p> <p>CSR Primary Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$67303</p> <p>CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 \$67303</p> <p>Classified Hourly</p>	<p>CSR Intervention Teacher 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p> <p>CSR Primary Intervention Teacher 1000-1999: Certificated Personnel Salaries Title II District -- 500 4035 \$67303</p> <p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$67303</p> <p>Classified Hourly</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Identify students utilizing multiple measures: DIBELS/IDEL Assessments McGraw Hill Assessments Teacher created assessments Performance Tasks STAR Reading</p>		<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1300</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1300</p>
<p>1.3 Supplemental Instructional Strategies and Resources A. Purchase additional CSS gap materials as well as other supplemental materials, supplies, incentives, technology, library support, and other pertinent items to support student academic achievement and supplement the curriculum. B. Classified support will provide necessary assistance to implement supplemental services to meet the needs of students requiring over and above services. This may include in person small group or one on one, or distance learning supports. 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. Measures: Purchase requests Library Schedule Time Accounting</p>	<p>1.3 Supplemental Instructional Strategies and Resources A. Purchased incentives for students B. Classified support during synchronous and asynchronous learning. BLTs/Aides provided support one on one, small groups, and during whole class sessions, depending on students' needs. C. EMCC supports students ensuring students have access to standards by providing Chromebooks, Hot Spots, Curriculum, and ebooks. EMCC also provides virtual recordings of books for classrooms. Measures Purchase Orders Time Accounting BLT/Aide Schedules</p>	<p>Elementary Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63,198</p>	<p>Elementary Media Center Clerk 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$63198</p>
		<p>Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$92</p>	<p>Library Books 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
		<p>Classified hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$570</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$570</p>
		<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3,000</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$3000</p>
		<p>Technology/Equipment/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$446</p>	<p>Technology/Equipment/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Technology/Equipment/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6000</p>	<p>Technology/Equipment/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.4 Parent Workshops A. Provide parents with the opportunity 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. The workshops will be held in person or via zoom/google meets based on Covid19 data.</p> <p>Measures: Sign In Sheets Flyers Time Cards</p>	<p>1.4 Parent Workshops A. Two surveys were given to parents. Based on outcomes, teachers planned workshops in the areas of Google, kindergarten standards, and iStation.</p> <p>Measures Google Meet Attendance Q Communication Surveys Timecards/RFP</p>	<p>Material & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$250</p> <p>Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$250</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p> <p>Parent Workshops - Babysitting 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>1.5 Pacing Guide A. Provide and monitor specific Units of Study (UOS) pacing guides for English language arts that include UOS pacing timelines, sequence of instruction, and timelines of UOS assessments. Curriculum based on on-site and/or hybrid and/or distance learning.</p> <p>Measures: Lesson plans UOS Pacing Guides ELA California Standards</p>	<p>1.5 Pacing Guide A. Teachers followed updated Units of Study (UoS) pacing guides for virtual learning.</p> <p>Measures: Lesson Plans UoS Pacing Guides California State Standards</p>	<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>	<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.6 CCSS Implementation/ Core Materials and Instructional Time A. Provide grade level UOS ELA/Math/NGSS Common Core UOS documents and document daily use in every classroom. This may be in-person or on-line based on Covid19 data.</p>	<p>1.6 CCSS Implementation Core Materials and Instructional Time A. Teachers provide grade level standard assignments daily via Google Meet/Zoom.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4500</p> <p>Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4500</p> <p>Library Books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Provide and monitor necessary daily uninterrupted time for English language arts.</p> <p>C. Utilize Step Up to Writing strategies in all grade levels.</p> <p>D. Provide a classroom setting conducive to learning.</p> <p>E. Provide staff development and planning for mathematics achievement.</p> <p>F. Continue to purchase supplemental materials aligned to ELA, Math, NGSS CC standards, UOS, and Language! intervention program.</p> <p>G. Purchase novels and reading materials for Units of Study.</p> <p>H. Purchase standard-based software for individualized instruction and support.</p> <p>I. Purchase furniture to support collaboration, small group instruction, and flexible seating.</p> <p>Measures: Lesson Plans Daily Schedule Williams Act Verification Walk Through Observations</p>	<p>B. Virtual schedules were created for maximum student benefit in ELA, Math, Science and History.</p> <p>C. Teachers utilize Step up to Writing Strategies online to support student writing.</p> <p>D. Classroom expectations are evident in all classrooms.</p> <p>E. The Math Faciliator has provided Staff Development during staff meetings.</p> <p>F. No supplemental materials have been purchased; Intervention teachers have created standards-based materials to support students online.</p> <p>G. No additional books have been purchased; district office purchased library books</p> <p>H. No extra software was purchased; District provided software</p> <p>I. No Additional furniture has been purchased.</p> <p>Measures: Lesson Plans Daily Schedules Jump In Observations</p>	\$1,000	\$0
		<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$500</p>	<p>Print 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Laminating 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$150</p>	<p>Laminating 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
		<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,100</p>	<p>Maintenance Contract 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2966</p>
		<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,672</p>	<p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p>
		<p>Three Bilingual Language Tutors (3 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$40,423</p>	<p>Three Bilingual Language Tutors (3 hrs each) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$40423</p>
		<p>One Bilingual Language Tutor (3 hrs) .30 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4,437</p>	<p>One Bilingual Language Tutor (3 hr) .30 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$4437</p>
		<p>One Bilingual Language Tutor (3 hrs) .20 2000-2999: Classified Personnel Salaries Title III LEP -- 4203</p>	<p>One Bilingual Language Tutor (3 hrs) .20 2000-2999: Classified Personnel Salaries Title III LEP -- 4203</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		\$2,958	\$2958
<p>1.7 Strategic Intervention/Enrichment</p> <p>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/or mathematics aligned to CC ELA and Math.</p> <p>B. Provide supplemental opportunities for students to read at their individual book levels using Accelerated Reader and other level-based reading programs.</p> <p>B. GATE students receive extended opportunities for differentiated instruction.</p> <p>C, Provide staff development opportunities for teachers in the areas of mathematics, UDL, Inclusion, AVID, and SEL.</p> <p>D. Delivery of strategic/intensive support will be delivered based on Covid19 data.</p> <p>Measures: DIBELS/IDEL Teacher Created assessments from data analysis</p>	<p>1.7 Strategic Intervention/Enrichment</p> <p>A. Teachers provided extra time and/or small group instruction during asynchronous and synchronous times.</p> <p>B. Students were provided time to work with adults to read at their instructional levels.</p> <p>C. Staff Development on UDL, Impact Teams and SEL were reviewed during grade-level collaboration meetings and staff meetings.</p> <p>D. Strategic/Intensive support is delivered based on on-going formative and summative assessments.</p> <p>Measures: BPTS Teacher created assessments Daily Observations Academic achievement</p>	<p>One Bilingual Language Tutor (3 hrs) .50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7,395</p>	<p>One Bilingual Language Tutor (3 hrs) .50 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$7395</p>
		<p>Material & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4,000</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4000</p>
		<p>Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$10813</p>	<p>Software 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Created Assessments Lesson Plans District UOS Assessments CAASPP Data SMART Goals			
1.8 ELO After School Programs A. Provide after-school extended learning opportunities for students utilizing core and supplemental standards-based instructional materials B. Purchase supplemental materials and equipment. C. Clerical assistance to support extended learning opportunities after school. Measures DIBELS/IDEL Formative Assessments Summative Assessments CAASPP Data CELDT	1.8 After School Program A. N/A	Teacher Hourly/Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$500 Teacher Hourly/Substitutes 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,260	Teacher Hourly/Substitutes 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$813 Teacher Hourly/Substitutes 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$0
1.9 Maintain Facility, Hardware, Materials & Supplies A. Maintain facility, equipment and resources to ensure fluidity of ELA support and intervention Measures: Work Orders Purchase Orders	Maintain Facility Hardware, Materials & Supplies A. Facility had been maintained/Students receive instructional materials including Chromebooks, paper, pencils. B. Purchased copier for supplemental materials for students	Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2,000 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2,800	Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0 Print 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$2800
1.10 AVID	1.10 AVID	Materials & Supplies	Materials & Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Implement AVID in grades K-6 - Focus on Notetaking (STAR), organization and communication</p> <p>B. Purchase organizational binders/materials to support AVID . Organization tool may be digital depending on instructional delivery (on-site, hybrid or distance learning).</p> <p>C. Provide staff development for staff members</p> <p>Measures: Purchase Orders Agendas</p>	<p>A. AVID was implemented; students focused on Notetaking (Three Column Notetaking),,organization (folders, Google Classroom, PSL) and communication (Google Classroom, PSL, Notebooks).</p> <p>B. Students received notebooks, pencil boxes and homework folders.</p> <p>C. Staff members discussed successful strategies during grade-level collaboration</p> <p>Measures: Google Classroom Student Notebooks Student Work</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$150</p>	<p>4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Travel and Conference 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.11 Staff Development/Collaboration</p> <p>A. Provide PD for staff on UOS implementation and effective strategies for mathematics and ELA/ELD including Balanced Math and Early literacy (foundational skills)</p> <p>B. Implement AVID strategies focusing on organization, note-taking, and managing agendas/calendars.</p> <p>C. Provide professional development for Impact Teams, UDL, Inclusion, and other areas of focus.</p> <p>D. Coordinate staff development in technology (including the use of Chromebooks) with technology coordinator for all teachers and offer opportunities for</p>	<p>1.11 Staff Development/Collaboration</p> <p>A. District provided multiple PD for staff; staff shared successful strategies; Intervention Teachers and Math Facilitator shared best practices</p> <p>B. AVID strategies were implemented in the areas of organization, communicatoin and note-taking (Student & Staff)</p> <p>C. 6th Grade began Impact Teams this year; 3rd and 4th grade continue with Impact Teams</p> <p>D. Teachers attend district PD; Technology Facilitator also provided staff training</p> <p>E. 6th grade teachers and third grade presentative were released two and a half days for training, planning, collaboration and callibration.</p>	<p>Teacher Hourly, Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$12,115</p>	<p>Teacher Hourly, Sub Release Time 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>conferences/professional development to build site knowledge</p> <p>E. Provide release time(hourly/subs) for teachers to attend training/planning/collaboration meetings.</p> <p>F. Provide release time for grade levels to analyze data including DIBELS, UoS, common assessments.</p> <p>G. Provide funds for refreshments for staff development</p>	<p>F. Teachers meet every Wednesday for collaboration.</p> <p>G. N/A</p> <p>Measures: Timecards RFP</p>		
<p>1.12 Communication Enhancement Program</p> <p>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.</p>	<p>1.12 Communication Enhancement Program</p> <p>A. The Communication Enhancement Program provides voice, fluency and/or articulation to identified students in general education.</p> <p>Measures: SST Notes</p>		
<p>1.13 Pre-School Transition</p> <p>A. The school will communicate board policies and other requirements of the Transitional Kindergarten program to parents. Parents will be provided with registration information and suggested activities for summer prep.</p>	<p>1.13 Pre-School Transition</p> <p>A. TBD</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. TK/K teachers will schedule meetings for parents and students prior to the start of school. Information will be shared so that parents/students become familiar with the campus. These meetings may take place in person or virtually depending on current health circumstances.</p> <p>C. Preschool teachers will communicate with the TK/kinder teachers to ensure a smooth transition for preschool students.</p>			

Analysis

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

As a result of COVID19, teachers provided instruction online. All students were provided a Chromebook and access to the internet, if necessary. Teachers followed revised UoS pacing guide for virtual learning. Teachers used resources provided by the district including, PowerSchool Learning, Google Classroom, Screencastify, Peardeck, EdPuzzle, SeeSaw, iStation, ALEKS, RAZKids, Kami, and ebooks. All students were also provided instructional resources for at-home use including paper, pencils, crayons or colored pencils, stylus, whiteboard, whiteboard markers, and erasers. Students were also provided with pencil boxes and over the ear headphones to reduce distractions.

Primary grades also provided work packets to practice penmanship; decodable books to practice reading skills; clocks and math manipulatives for standard-based lessons.

Family Math Games were provided by the district for TK-1. Teachers provided two workshops for parents on how to use math games at home. Both workshops were conducted in English and Spanish. In addition, kindergarten also provided three workshops to share strategies parents can use at home.

Teachers used teacher-created assessments, formative assessments using SeeSaw and Peardeck, and daily anecdotal notes during synchronous class time. Teachers created break-out rooms for student collaboration and peer feedback.

We added 6th grade to our Impact Teams this year. Teachers had release time for training w/John Allen and a third grade teacher. The second day, 6th grade teachers identified their standard, rubric, and reading passage. During the third meeting, teachers will calibrate assignment grades and identify strategies for reteaching/enrichment.

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

In absence of standardized data, teachers monitored student progress through formative/summative assessments, Peardeck activities, student collaboration/peer feedback results, and iStation. In addition, teachers provided small group and guided reading groups with the support of Intervention teachers and BLTs/Aides. During small groups, teachers took formative notes to identify areas of challenges and addressed the skills during the small group and one on one time. We also supported students through tutoring before and after school. BLTs/Aides had google meets and students were provided their codes to receive individualized support.

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

Due to COVID-19, one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to the impact of COVID-19 and distance learning.

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.

Students will be challenged with cognitively demanding, grade level standards work while identifying gaps through formative assessments that may prevent student access to grade level standards. . Students will be offered Extended Learning Opportunities and After-School Activities to increase school involvement. In addition, funds will be distributed to teacher and aide hourly funding to provide tutoring services and extra support during the school day. Intervention teachers will provide support to students based on data in both math and English.

Funds for an on-site half-time counselor/therapist will be allocated to provide interventions, grief counseling, and social skills.

Teachers will continue utilizing AVID strategies (organization, notetaking and home to school communication) through binders (hard-bound or digital, pencil boxes (primary), and folders.

We will continue to add a grade level to our Impact Teams after adding 6th grade this school year.

Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

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%	95.2%
P5 Chronic Absenteeism rate	Chronic Absenteeism rate: decrease chronic absenteeism by 1%	2020-2021 16.9% Chronic Absenteeism 2018-2019 8.4% Chronic Absenteesim
P6 Pupil Suspension rate	Suspension Rate Keep under 1.0%	2020-2021 0% 2018-2019 0.8%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Survey Improvement feeling of safety at school by 3%	Due to distance learning, these surveys have not been completed.
P6 Surveys of pupils, parents, teachers on sense of safety	California Healthy Kids Survey Improve student feeling of safety as measured by CHKS	Due to distance learning, these surveys have not been completed.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 Supervision and Clerical Assistance A. Activity supervisors will monitor students, enforce the school rules, behavioral expectations of students, implement SPARK playground program and will apply Positive Behavior Support (PBIS) strategies as well as SPARK activities. Clerical support will be provided for school opening and closing.</p> <p>Measures Time Cards Playground behavior referrals Suspension records</p>	<p>2.1 Supervision and Clerical Assistance</p> <p>A. Activity Supervisors monitored students before school, during break and lunch, and after-school via Zoom. Activity Supervisors provided activities such as Kahoots, Word Work, Art, etc.</p> <p>Measures Google Meet Attendance</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$120</p> <p>Activity Supervisor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>	<p>Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Activity Supervisor 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>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 G. Notify staff of dangerous students H. Distribute the discrimination and harassment policy to employees, students, and parents I. Adopt a dress code</p>	<p>2.2 Health and Safety</p> <p>A. Staff provide daily social/emotional learning lessons/Lunch Club B. Safe School Plan was revised and district approved 2/2021. C. School celebrated Red Ribbon Week with Spirit Week and lessons D. Staff completed child abuse reporting procedures training. E. Child abuse reporting procedures followed F. N/A G. N/A H. Discrimination and harassment policy was provided to all employees, students, and parents. I. Teachers shared class expectations J. Online protocol and safety rules were established with students/parents.</p>	<p>Health Care Aide 3 hrs (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,312</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Health Care Aide 3 hrs (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,312</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p>	<p>Health Care Aides 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$0</p> <p>Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Health Care Aide 3 hrs (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>J. Maintain school and playground safety rules</p> <p>K. Provide student incentives for positive behavior and responsibility.</p> <p>L. Purchase furniture to provide a welcoming and ergonomically sound environment</p> <p>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.</p>	<p>K. Students receive incentives for behavior, responsibility and attendance including masks, trinkets, certificates and water bottles.</p> <p>L. N/A - (purchasing lift-desks for office staff)</p> <p>Measures School Safety Plan Teacher Class Rules Supervisor Schedules Purchase Orders</p>		
<p>2.3 Positive Behavior Support/Social Emotional Learning Training</p> <p>A. Teachers, Classified Staff, and Administrators will be encouraged to attend site and district training of PBIS/Social/Emotional Learning, and MTSS. Positive Behavior Interventions and Support (PBIS) and Social/Emotional Learning (SEL).</p> <p>B. Provide funds for the cost of refreshments for staff development.</p> <p>Measures</p>	<p>2.3 Positive behavior support/socail emotional learning training</p> <p>A. Staff provided SEL lessons for students; given daily/PBIS and principal attended conferences to support SEL and share out with staff.</p> <p>B. N/A</p> <p>Measures Travel Request SEL Lessons</p>	<p>PBIS/SEL Resource Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$150</p> <p>Staff Training Hourly, PBIS/SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>	<p>PBIS/SEL Resource Materials & Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Staff Training Hourly, PBIS/SEL 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Office Referrals Behavior Logs Suspension Reports		\$536	\$0

Analysis

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

Activity Supervisors provided daily opportunities for students to attend virtual recess and lunch clubs. Students played Kahoots, Word Scramble, Hangman and were able to chat in the chat box with friends during this time. Some teachers also provided "friend" time during break and lunch.

The teachers scheduled Social/Emotional Learning Activities and check-in with students daily.

A teacher provided after-school Art Class to students for five weeks (using step by step art direction). Students attended virtual assemblies (Environment, Reading, Kindness). Student Council developed Spirit Week Activities for Red Ribbon Week and Read Across America. Student Council (representative from 4th-6th grade) met every other Friday to discuss ways to increase school involvement and school spirit. Student Council were also given the task to choose a virtual assembly; they chose one on Kindness. Stone Avenue students also participated in Work outs with Clippers and a reading incentive program.

The Safety Plan was updated and approved by SSC.

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

Students enjoyed daily SEL activities and attended recess and lunch club. Teachers shared students were eager to stay online to talk with their friends in an informal environment. Teachers were able to gage student needs based on responses from activities and lessons. When teachers has a concern, they reached out to the student for further information and parents were offered counseling information for the students. Over 100 students attended the art classes and students were eager to share their final products with teachers and administrator.

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

Due to COVID-19, one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to the impact of COVID-19 and distance learning.

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

We will work with district to implement trauma-informed practicies for identified students. In addition, we will promote daily staff-student connections through the continuing of daily SEL activities/lessons. In addition, activities supervisors will reinforce PBIS/SEL expectaitons on the playground.

Stone Avenue Elementary School will contribute 4% towards the salary of a Behavioral Health Therapist I / Behavioral Health Associate. This cost will be used to reduce the therapist's Medi-cal billable clients by up to 20% in order to be more available to the site(s) for other services not billable to Medi-cal. In the event the site is unable to provide a sufficient number of referrals under Medi-cal, an intern supervised by the therapist will remain at our site 2.5 days to provide direct support services until such time that referrals increase for the therapist to increase services / time at the site. Peer Mediators will be looked into for next year.

Involve student council in reviewing and adjusting school rules to build ownership. Students will continue to receive positive reinforcements for making good decisions and being good citizens.

We will build capacity through trainings and professional development for staff support and wellness; provide student support to promote school engagement and safety by using the MTSS framework to identify students with more intense social and emotional needs; and promote impact team strategies and student-centered learning by using UDL to promote student equity.

Annual Evaluation and Update

SPSA Year Reviewed: 2020-21

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3 Parent Engagement</p>	<p>Improve Parent Engagement and Satisfaction with School by 3%</p> <p>Improve communication with parents as measured by LCAP by 3%</p> <p>Welcoming Environment by 3%</p> <p>Improve opportunities for parents to be involved in school activities as measured by sign-in sheets and Raptor</p> <p>Opportunities for parent involvement and decision making as measured by sign-in sheets for SSC, ELAC, and other activities.</p> <p>Improve parent satisfaction of reading and math support by 5%</p> <p>Improve parent satisfaction of standards of behavior by 5%</p>	<p>Teachers used Q communications, ClassDojo, PSL, and Google Classroom to communicate with parents.</p> <p>Teachers held office hours daily.</p> <p>Teachers held parent conferences via Google Meets.</p> <p>ELAC and SSC meetings held regularly and surveys sent home to parents.</p>
<p>P5 Student Engagement</p>	<p>Maintain parent opinion of a welcoming environment</p>	<p>Parent Needs survey sent out. 97 parents responded.</p> <p>Workshops scheduled based on outcomes.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>Improve parent opinion of a positive learning environment by 5%</p> <p>Maintain parent opinion of being well Informed</p>	<p>Provide Q Communications for School Activities, Holidays, and Workshops</p> <p>Social Media Sites kept updated</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Provide Parent Tutoring/workshops</p> <p>A. Certificated teachers will provide parent workshops on school-based programs and that focus on parent needs based on parent feedback and survey. Workshops may be held in-person or virtually depending on Covid19.</p> <p>B. Classified staff will provide babysitting services during parent workshops if in-person workshops are held.</p> <p>C. Provide refreshments and incentives for parent workshops.</p> <p>Measures Time Cards Parent Sign In Sheets Agendas</p>	<p>3.1 Provide Parent Workshops</p> <p>A. Teachers provided workshops for Google and iStation. Kindergarten teachers also provided two workshops to share strategies to support students at home. All workshops were provided in English and Spanish.</p> <p>B. N/A</p> <p>C. N/A</p> <p>Measures: Time Cards Google Meets/Zoom Attendance Agendas</p>	<p>Child care/ Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300</p> <p>Incentives/Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>	<p>Childcare/Classified Hourly 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Incentives/Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>3.2 Improve Communications</p> <p>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</p>	<p>3.2</p> <p>A. Teachers discussed state standards during back to school and parent conferences.</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1286</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1923</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>and work with educators to improve achievement.</p> <p>B. Distribute and discuss grade level standards at Back to School Night, Parent Conference meetings, SSC, ELAC, Parent meetings, and other community meetings.</p> <p>C. Discuss student academic assessments with parents at Parent-Conference meetings.</p> <p>D. Invite parents to attend the JUSD Parent Community Fair, DAC, ELAC, and GATE advisory committee.</p> <p>E. Provide weekly school updates to parents. Hold in-person or virtual meeting with parents on a regular basis.</p> <p>F. Purchase copier to provide flyers to parents and supplemental materials for students.</p> <p>Measures Sign-in sheets School calendars Flyers Time cards Supply requests</p>	<p>B. Teachers discussed state standards during back to school and parent conferences.</p> <p>C. Teachers discussed student academic progress with parents during parent conferences.</p> <p>D. Parents are sent invitations to ELAC Meetings.</p> <p>E. Teachers share information with parents regularly and have daily office hours to meet with parents.</p> <p>F. Purchase of copier to provide school to home communication.</p> <p>Measures: Google Meet/Zoom Attendance Q Communication Twitter, Facebook, Instagram</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$382</p> <p>Classified Hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$200</p>	<p>Postage 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p> <p>Classified Hours 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$0</p>
<p>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.</p>	<p>3.3 A. Assignments through Google Class/Power School Learning were used to build responsibility for work completion.</p>	<p>Clerk Hourly, Classified Hourly, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100</p>	<p>Clerk Hourly, Classified Hourly, Babysitting 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Conduct a fall activity to build community involvement and parental support (in-person or virtually)</p> <p>C. Conduct family evening programs</p> <p>D. Purchase homework folders for every student</p> <p>E. Provide bilingual assistance in the front office before, during, and after the school year</p> <p>Measures Student/parent survey Attendance at parent workshops and evening programs</p>	<p>B/C. Clippers Virtual Physical Activities (2:00-3:00) for four weeks; Clippers Read to Achieve; Art Class 2:00-3:00</p> <p>D. Homework folders were purchased for every student by district.</p> <p>E. Bilingual assistant is available in the office before, during and after school.</p> <p>Measures Parent Survey (technology) Parent/Student Attendance</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$473</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p>
<p>3.4 Translation Services</p> <p>A. Acquire materials and supplies to support the program</p> <p>B. Assign bilingual personnel for translation</p> <p>C. Set up conference schedules to facilitate translation</p> <p>D. Make calls home and communicate with parents</p> <p>Measures Increased parent involvement Translation Schedules</p>	<p>3.4</p> <p>A. All school information is provided in English and Spanish</p> <p>B. Translators are assigned, when needed, during SST, IEPs, and parent conferences.</p> <p>C. Parent Conference schedules scheduled with parent needs at the forefront</p> <p>D. Staff make phone calls home to acknowledge positive behavior and discuss concerns regarding attendance/assignment completion</p> <p>Measures Parent Conference Schedules/Translator Schedules</p>	<p>Materials & Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$100</p>	<p>Materials & SUpplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0</p>
		<p>Translator Clerk Typist (4 hrs) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33,475</p>	<p>Translator Clerk Typist 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$33745</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.5 Standards & Achievement</p> <p>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.</p> <p>B. Distribute and discuss grade level standards at Back to School Night, Parent-Conference meetings, SSC, ELAC, and other committee meetings.</p> <p>C. Discuss student academic assessments with parents at Parent-Conference meetings.</p> <p>D. Hold Parent DI meetings to discuss language acquisition.</p> <p>E. Provide report cards three times per year.</p> <p>F. Provide communications to the parents of students receiving supplemental supports.</p> <p>G. Meetings will be held in-person or virtually depending on Covid19.</p> <p>Measures Agendas Sign-In Sheets Parent-Friendly Standards Brochures Report Cards</p>	<p>3.5 Standards and Achievement</p> <p>A. Teachers shared information with parents at Back to School and Parent Conferences. Teachers also have office hours daily.</p> <p>B. Teachers shared standards at Back to School and Parent Conferences.</p> <p>C. Teachers shared academic progress with parents during parent conferences</p> <p>D. Kindergarten has held two meetings to review standards and language information.</p> <p>E. Report card provided three times per year.</p> <p>F. Parents were provided information regarding supplemental services via teachers</p> <p>G. All meetings have been held virtually due to COVID19.</p> <p>Measures Agendas Google Meet/Zoom attendance Report Cards</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$150</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

During distance learning, parent communication was provided through Q communication, Class Dojo, and Social Media. A survey was sent out to parents regarding areas of need. Three workshops were scheduled in English and Spanish based on the data. Two workshops on Google Suite were provided and one on iStation. In addition, kindergarten teacher provided workshops to support parents working with students at home. Workshops for the Math Kits were also provided in English and Spanish.

For student engagement, student council was started for grades 4-6. They planned spirit weeks for the rest of the school.

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

Ninety-seven students completed the parent survey asking for support in Google Suite and Istation. Workshops were scheduled in the afternoon and evening to accommodate working parents. All workshops were provided in English and Spanish. When Math Kits were handed out, a flyer inviting parents to workshops on how to use the kits was also given. Over 90% of parents attended the workshops.

Students were actively involved in spirit weeks. Teachers reported students enjoyed dressing for the occasion. Students were provided incentives for attendance and participation with cameras on. Virtual assemblies were scheduled for students (environment, kindness and reading). Students had opportunities for socializing during recess and lunch clubs.

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

Due to COVID-19, one time monies, actions and services that were planned to be funded through LCFF, Title I and Title III were reallocated to these one-time monies. There were planned actions and expenditures that were implemented due to the impact of COVID-19 and distance learning.

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

We will provide workshops based on a new survey at the beginning of the year. Back to School, Title I meeting, ELAC and SSC will be planned based on CDC guidelines. After school activities will also be planned as well as Extended Learning Opportunities (ELO). We will continue to communicate with parents through Q Communication, Flyers, workshops and in person meetings. We are in a cohort to apply for a grant for parent engagement.

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	518,431
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	518,431.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	168,375	0.00
Title I Parent Involvement -- 3010 1902	1,923	0.00
Title I District -- 500 3010	68,647	0.00
Title III LEP -- 4203	5,363	0.00
LCFF Suppl/Conc -- 0707	125,750	0.00
LCFF District -- 500 0707	148,373	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	148,373.00
LCFF Suppl/Conc -- 0707	125,750.00
Title I Basic -- 3010	168,375.00
Title I District -- 500 3010	68,647.00
Title I Parent Involvement -- 3010 1902	1,923.00
Title III LEP -- 4203	5,363.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	274,746.00
2000-2999: Classified Personnel Salaries	214,824.00
4000-4999: Books And Supplies	14,754.00
5000-5999: Services And Other Operating Expenditures	14,107.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	68,647.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	79,726.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	150.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	115,064.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	7,145.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	3,391.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	136,479.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	14,671.00
4000-4999: Books And Supplies	Title I Basic -- 3010	6,509.00
5000-5999: Services And Other Operating Expenditures	Title I Basic -- 3010	10,716.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	68,647.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	823.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,100.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	5,363.00

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
Sheamonique Ellis	Parent or Community Member
Naila Emadi	Parent or Community Member
Rochelle Foss	Parent or Community Member
Alberto Hernandez	Parent or Community Member
Yesenia Littlefield	Parent or Community Member
Maria Cardona-Escobar	Other School Staff
Dave Gruidl	Classroom Teacher
Angelica Quintero	Classroom Teacher
Cara Woolweaver	Classroom Teacher

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 5/20/21.

Attested:



Principal, Marian Gutterud, Ed.D. on 5/20/21



SSC Chairperson, Dave Gruidl on 5/20/21

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder 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 measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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 Stakeholder 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