



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stoneman Elementary	07617886109383		

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
Comprehensive Support and Improvement

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

All schools receiving Title 1 funds operate as a schoolwide program. A comprehensive needs assessment is completed annually which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council (SSC) meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with Pittsburg Unified School District's LCAP.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 7
- Educational Partner Involvement 17
- Resource Inequities 18
- School and Student Performance Data 20
 - Student Enrollment..... 20
 - CAASPP Results..... 22
 - ELPAC Results 28
 - Student Population 32
 - Overall Performance 34
 - Academic Performance 35
 - Academic Engagement 40
 - Conditions & Climate..... 42
- Goals, Strategies, & Proposed Expenditures..... 44
 - Goal..... 44
 - Goal..... 55
 - Goal..... 65
- Budget Summary 74
 - Budget Summary 74
 - Other Federal, State, and Local Funds 74
- Budgeted Funds and Expenditures in this Plan 75
 - Funds Budgeted to the School by Funding Source..... 75
 - Expenditures by Funding Source 75
 - Expenditures by Budget Reference 75
 - Expenditures by Budget Reference and Funding Source 75
 - Expenditures by Goal..... 76
- School Site Council Membership 77
- Recommendations and Assurances 78
- Instructions..... 79
 - Instructions: Linked Table of Contents 79

Purpose and Description80

Educational Partner Involvement80

Resource Inequities80

Goals, Strategies, Expenditures, & Annual Review81

 Annual Review82

 Budget Summary83

 Appendix A: Plan Requirements85

 Appendix B:88

 Appendix C: Select State and Federal Programs90

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Key surveys administered in PUSD include:

- CA Healthy Kids Student, Parent & Staff Surveys – to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities. Student surveys are administered to ALL students in Grades 5, 7, 9, 11 (Not administered during 2021-2022 school year).
- All Parents and Site Staff are invited to take the Parent and Staff surveys.
- ELAC Needs Assessments are administered annually regarding services and support for English Learners.

PUSD District-wide ELAC Needs Assessment Survey Results:

- *76.5% of respondents report being "very satisfied" or "satisfied" with their student's ELD program
- *74.8% of respondents report that their student's progress in mastering the English language is "above my expectations" or "as expected"
- *89.9% of respondents report that "yes" they feel they receive adequate information to understand their student's progress
- *59.7% of respondents report that "yes" they are aware of the reclassification process and requirements

Site Surveys:

- Staff Surveys throughout the 2021-2022 school year to gather information on academic and other site needs.
- Parent/guardian survey given twice during the 2021-2022 school year (December 2021 and May 2022) to gain parent/guardian feedback.
- Scholar survey given to all scholars, K-5 in May 2022 to gain scholar feedback.

Key results from the:

- 2020-2021, Parent/guardian survey:
 - *95.7% of respondents reported that if they had a concern about their child, they feel that there is at least one Stoneman teacher or staff member they could contact to discuss the concern.
 - *94.3% of respondents reported that as a parent/guardian they feel Stoneman teachers/staff value them as an important part of their child's education.
 - *73.3% of respondents rated a "4" or "5" (out of a 5 point scale) to rate how connected they feel to Stoneman.
 - *80% of respondents rated a "4" or a "5" (out of a 5 point scale) to rate the quality of relationships they have with Stoneman teachers/staff.
 - *91.4% of respondents rated a "4" or a "5" (out of a 5 point scale) to rate the communication they receive about Stoneman news and events.
- 2020-2021, Grades 2-5 Scholar survey (when given the options of "yes," "somewhat" and "no"):
 - *83% of scholars report "yes" to feeling safe in their classrooms
 - *50% of scholars report "yes" to feeling safe at recess

*81% of scholars report "yes" that they feel their teacher would help them if needed

*86% of scholars report "yes" that their teachers care about them

*61% of scholars report "yes" to feeling like they are part of Stoneman

- 2020-2021, Grades K-1 Scholar survey (when given the options of "yes" or "no"):

*94% of scholars report "yes" to feeling safe in their classrooms

*84% of scholars report "yes" to feeling safe at recess

*89% of scholars report "yes" that they feel their teacher would help them if needed

*91% of scholars report "yes" that their teachers care about them

*93% of scholars report "yes" to feeling like they are part of Stoneman

LCAP Meetings completed with:

Staff, SSC, ELAC and the Pittsburg Community.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the 2021-2022 school year, classroom observations were conducted by administration. Summaries from these observations revealed that the transition back to in-person learning after distance learning and the Covid-19 pandemic had its own unique challenges. Additional time and intentionality was necessary for social-emotional learning, building academic stamina in the classroom, and re-engaging with peers. Additionally, academic gaps were recognized by teachers, in data, and through observation. Teachers had to redesign instruction in order to meet scholars where they were while also supporting them to bring them to grade level expectations. Using this information, administration and the Leadership team at Stoneman met to intentionally plan to incorporate appropriate instructional practices and strategies into the classroom for the 2021-2022 school year. Emphasis was placed on maximizing instructional time and scholar engagement with frequent data analysis as a tool to evaluate instruction. While data (iReady and Acadience) showed significant growth through the school year, it revealed overall lower scholar performance in 2021-2022 than Stoneman is used to seeing. Thus, these classroom observations coupled with planning time for teachers and ongoing data analysis will be critical to continue filling academic gaps that Distance Learning may have caused.

Another finding to the classroom observations conducted throughout the 2021-2022 school year was scholars' social and emotional learning was affected by distance learning. Even with the required morning SEL block in every classroom, scholars were affected socially and emotionally by distance learning. Therefore, a focus on SEL time to create welcoming and positive communities- at both the classroom and school level- was a priority for the 2021-2022 school year. Administration will continue to conduct classroom observations to specifically monitor SEL through use of programs including Leader in Me and Mindful Life. Survey data from parent/guardians and scholars revealed strong connectedness to Stoneman and feelings of positive community. This will continue to be a focus for the 2022-2023 school year.

Prior to the start of the 2022-2023 school year, Stoneman administration and the Leadership team met to review data, reflect on the 2021-2022 school year, and set site goals. Four site goals were established:

1. CULTURE/CLIMATE- Establish and maintain trusting relationships with scholars, staff, and families (the Stoneman community).

2. ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve “typical”-“well above typical” growth from Benchmark one to Benchmark three.
3. MATH- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
4. LEADER IN ME- This year, all teachers will: (a) Have leadership roles for scholars in the classroom and in the school; (b) Make and post class mission statements; and (c) Teach lessons consistently 1-2x/week.

Additionally, because Stoneman is a CSI (Comprehensive Support & Improvement) school, an additional 4 CSI goals have been created:

1. Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
2. Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
3. Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
4. ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

During the 2022-2023 school year, observations will be conducted and analyzed by site administration and support from District Personnel with the focus on the above goals and getting into classrooms consistently to provide feedback and continually assess schoolwide and grade level needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PUSD administers a variety of state and local assessments that are used to measure and monitor student progress in various areas.

State Assessments:

- *CAASPP
- *CAST
- *ELPAC

Local Assessments:

- *iReady (Reading and Math)
- *Acadience (formerly called Dibels)
- *ELA Writing assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

During the 2022-2023 school year, weekly classroom observations will be conducted by administration, Early Literacy Coach, and members of the Leadership Team. Teachers will receive immediate feedback to provided coaching and tools to enhance their instructional practices.

Stoneman's Leadership Team meets bi-monthly to discuss and review data, walkthrough observations, identify areas of successes and challenges to determine the next steps for planning for alignment of our site goals in the area of culture/climate, ELA, Math, and Leader in Me.

Data will be consistently reviewed from CAASPP, Acadience, and iReady data to establish SMART (specific, measurable, achievable, relevant, and time-bound) Goals for the year and review progress toward goals.

Grade level teams meet bi-monthly to review formative assessments and scholar work to inform instruction. Acadience data is reviewed with each teacher (K-3) at the the end of each benchmark (BOY, MOY, and EOY). Site administration, Early Literacy Coach, and teachers will meet 2x/year to review reading foundations data and plan for appropriate supports for each scholar.

The MTSS/CARE team at Stoneman meets bi-monthly to review data, interventions, referrals, early warning indicators, and scholar needs. Interventions and supports are put in place and then systematically reviewed to determine if adequate progress is being made. If adequate progress is not being made, more targeted interventions and support plans are put in place through the SST, IEP, or 504 plan process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In the event a staff opening occurs, Stoneman is committed to filling any vacancy with a Highly Qualified teacher. This includes working with Human Resources to ensure that we have access to the best teaching candidates possible. Vacant teaching positions are posted on EdJoin and applicants are screened to make sure they have the appropriate teaching credential for the position in which they are applying. Candidates are interviewed by site principals along with a diverse hiring committee of teachers and staff. Candidates and references are checked. The sites' recommendation for hire is sent to the personnel department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At the beginning of the school year, the Stoneman Leadership team met to review data and set four site goals:

1. CULTURE/CLIMATE- Establish and maintain trusting relationships with scholars, staff, and families (the Stoneman community).
2. ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical"- "well above typical" growth from Benchmark one to Benchmark three.
3. MATH- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
4. LEADER IN ME- This year, all teachers will: (a) Have leadership roles for scholars in the classroom and in the school; (b) Make and post class mission statements; and (c) Teach lessons consistently 1-2x/week.

Weekly staff development will be aligned with our goals to build school and classrooms cultures that empower teachers and scholars to set goals, progress toward goals, and accomplish goals, all while developing leadership qualities in all scholars.

Additionally, teachers will have various opportunities and professional developments to deepen their knowledge around content and delivery. Some of the topics for professional development planned for the 2022-2023 school year include: Leader in Me, iReady assessment/data/instruction, using MTSS (multi-tiered system of support) to decrease discipline rates and referrals to SPED, Amplify science curriculum, writing assessments and instruction, and collaborative conversations.

Staff also participate in district provided professional development which continues to focus on equity during the 2022-2023 school year.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PUSD and Stoneman offers ongoing instructional support to teachers in the form of instructional coaches focused on grades K-3 (Early Literacy). The goal is to build teacher capacity around teaching phonics and phonemic awareness to help develop proficient readers to allow them to access the general curriculum. For the 2022-2023 school year, Stoneman will provide an Early Literacy Coach to specifically assess and support 4th and 5th grade scholars as well. This Literacy Coach will meet with 4th and 5th grade teachers to review data and plan for instruction to address and close reading gaps that exist for the upper-grade scholars.

The Early Literacy Intervention Coach and administrators meet to discuss scholar data (observational and performance data) and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content-specific topics based on needs collaboratively identified by teachers and administrators.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers will have opportunity during staff meetings to meet with their grade level teams and plan collaboratively. The collaboration time this year will be connected to the four site goals, especially ELA and math. Collaboration time will also be provided for cross-grade level teams to meet and collaborate so grade levels can discuss with their above and below grade levels and plan for successful transitions.

The prep schedule was intentionally created for grade levels to have common prep times, allowing for additional meeting and planning time during each prep period.

1st-3rd grade teams meet with the Early Literacy Coach after school to review data and plan regularly.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

The following materials have been adopted for Pittsburg Unified:

English/Language Arts- MacMillan McGraw Hill – Wonders

Mathematics- Houghton Mifflin Harcourt - GoMath!

Social Studies- Scott Foresman History/Social Science for California

Science- Amplify Science

ELD-MacMillan McGraw Hill- Wonders

The ELD program consists of focused materials which are a part of the Wonders curriculum. Results from the ELPAC test are used to strategically place scholars in their appropriate ELD level for targeted instruction. Imagine Learning is a supplemental program that is available for ELL in person and during Distance Learning.

Common lesson plans and pacing guides are provided for teachers. Standards Based Report Cards are also utilized. Curriculum embedded assessments are conducted 3-4 times a year to monitor scholar progress. Adherence to instructional minutes for language arts and mathematics is expected.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for ELA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELL's. This time is given priority and is protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PUSD and Stoneman offers a variety of opportunities for scholar to increase proficiency. This will include the use of daily Universal Access time in which teachers utilize Acadience data to pull small groups based specifically on their instructional needs, embedded ELD time, iReady lessons in reading and math at scholars' own proficiency levels as they work toward grade level mastery, and small group/individual reading intervention.

After school intervention is offered to continue to support reading needs of scholars.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All scholars have access to state adopted, standards-based textbooks in core content areas. Scholars in multi-grade classes also have access to grade level materials. Scholar with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

In addition to the district adopted, standards based textbook and materials, Stoneman uses supplemental resources to enhance scholar performance. Those resources included are: RAZ Kids, Zearn Math, SFUSD Math, Rooted in Reading, and NewsELA.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All district CORE instructional materials are accompanied by support materials that provide remedial assistance for scholars when they fail to meet mastery of the standards. Supplementary materials are also incorporated into core content areas to provide additional opportunities for scholars to achieve success.

The following supports and instructional tools are used at Stoneman to support underperforming scholars:

- iReady math lessons
- iReady reading lessons
- Imagine Learning
- Universal Access time for small group reading instruction
- Small group reading intervention during the school day
- After school Expanded Learning intervention for reading

In addition, support teams meet to collaboratively plan for scholar support and monitor progress in SST, IEP, and 504 meetings.

Evidence-based educational practices to raise student achievement

In addition to the implementation of all CORE instructional materials, additional evidence-based educational practices are used at Stoneman to raise scholar achievement including:

- Regular analysis of Acadience data to plan instruction based on scholars' specific areas of need in early foundational skills.
- Analysis of iReady math and reading data after each benchmark assessment to plan instruction and make instructional groups for reading and math standards.
- Additional push-in and pull-out support by teachers, retired teachers, and other trained staff to provide added support for the classroom teacher and small group intervention for scholars in ELA and math.
- Engagement strategies within each classroom to maximize scholar understanding of content.
- After school intervention to address under-performing scholars in all grades 1-3 in the areas of ELA.
- Trauma informed practices
- SEL supports including Leader in Me and Mindful Life

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PUSD values parents as educational partners and actively engages them in their child's education through several different workshops for families. These workshops include

- Parent Academy– This series of parenting classes celebrates parental leadership and empowers parents to reach the next level of parent engagement that supports scholar academic success and strengthens partnerships between the home and school.
- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with scholars enrolled in the Pittsburg Unified School District.
- Parent Portal - parents are given training on how to access the districts' online portal to access scholar grades and progress.
- Medical Care Evaluation (MCE) Supporting Mental Health Series – This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through a partnership with La Clínica, a California Health Center.
- Early Literacy Series – This is a series of workshops to support early literacy skills and how to embed literacy in daily life. This series is recommended for parents who have scholars in 1st grade and below. The series covers how to foster a love of reading, support language development, build phonemic awareness, support reading fluency, and build literacy skills through fun games that children will enjoy. This series is offered once in the Fall semester and once in the Spring semester.

Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, Parent-Teacher Conferences facilitated by site administrators.

Imagine Learning can be accessed from home.

Our parent liaisons have been instrumental in helping create vital connections with our parents, guardians, and caregivers by building bridges and making them feel part of the school community and District. They are equipped with the tools to advocate for their student's education.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following categorically funded positions and programs help under-performing scholars meet academic standards:

* Technology: Stoneman Elementary will use categorical funds to support scholars purchasing and replenishing Chromebooks and tablets for scholars access learning opportunities both at home and at school. During the 2020-2021 school year in Distance Learning, Stoneman was 1:1 with scholars having devices at home. As we returned to in-person learning during the 2021-2022 school year, several of these devices needed to be replaced.

* District Clerk: Stoneman Elementary School uses categorical funds to support an additional District Bi-lingual Clerk position. This position provides supplemental support in the office which includes but is not limited to contacting individual parents/guardians about the importance of attendance and working with their children at home to support their children's academic achievement. Additional duties include producing reports of grades and of formative and summative assessment data for staff to better support those scholars needing supplemental instruction in reading and/or math. Due to the high number of struggling scholars and families enrolled in Stoneman Elementary School, this supplemental support position is needed to ensure scholars have access to core instruction and to the overall educational program.

* Media Aide: Stoneman Elementary School also uses categorical funds to support a Media Aide position. The Media Aide makes copies for teachers; this allows for scholar access to integral paper and pencil activities. This supplemental support position is needed to ensure teachers spend a majority of their time focused on scholars access to core instruction and to the overall educational program.

*Release time for teachers to do collaborative lesson planning and curriculum study made possible with associated substitute teacher costs.

*Release time/compensation for time after contract hours for teachers and staff to participate in SST meetings, IEP meetings, 504 meetings, and CARE team meetings to plan for, monitor, and support scholars' individual needs.

* Acadience (DIBELS) assessment to determine scholars' specific academic deficits in reading to target intervention; copying costs, contract costs; substitute costs for data analysis meetings

* Additional classroom instructional materials

* Updated technology for classrooms as needed

* Leadership Team (Curriculum & Instruction) meets for additional time for data analysis and planning

*Leadership Team (Culture & Climate) meets for additional time for data analysis around the Culture & Climate of the site.

*Technology Team - the team will attend professional development throughout the year to deepen their understanding and knowledge of various online platforms Stoneman teachers are using. The team will meet 3-4 times a year to discuss and plan their learning to inform/team the rest of the staff.

* Family Purpose- MOU will be utilized to address the needs of Stoneman scholars in the areas of:
a.) Scholars who are identified for additional supports due to being negatively impacted in their

behavior

b.) To help provide social-emotional, mentoring and/or advocacy support

c.) To have a network of coordinated support for identified scholars that includes Teachers, Administrators, Staff, Parents and relevant others.

*Elevo/Sports for Learning- MOU will be utilized to address the needs of Stoneman scholars by providing structured activities and organized games during recess and lunch in order to have:

a.) An increase in overall attendance

b.) A decrease in chronic absenteeism

c.) A decrease in disciplinary referrals and suspensions

d.) Scholar feel more connected

*Leader in Me - Whole School Transformation SEL - Leader in Me unites scholar, staff, and families around a common goal to prepare scholars with college, career, and life readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment, like Critical Thinking; Creativity; Self Discipline; Vision; Initiative; Communication; Relationship Building; Goal Achievement; Public Speaking; Global Awareness; Social-Emotional Learning; Teamwork; Listening Skills; Time Management; Leading Projects; Self-Directed Learning; Valued Diversity; Problem Solving

*Extended/Expanded Learning is offered to scholars after school small group tutoring for ELA and Math.

Fiscal support (EPC)

Services provided by general and categorical funding supports all scholars in meeting the expectations of state standards. District and site budgets prioritize, coordinate, and allocate funds for instructional and curriculum alignment, intervention, and professional learning and collaboration.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stoneman ensures to receive feedback from all stakeholders in and of the school community.

Monthly & Bimonthly meetings are held:

- SSC
- ELAC
- Leadership team

Communication via email is sent to SSC members to review the strategies and practices implemented to achieve the goals of our SPSA. They were updated on technology purchases to accommodate the new needs that arose with distance learning due to the Shelter in Place. In September new goals and strategies were reviewed by teachers. ELAC and SSC members participated in a similar process of evaluating the previous year's SPSA and reviewed proposed strategies for the upcoming year.

Resource Inequities

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

Due to the school being in distance learning and Shelter-in-Place March 16, 2020, the CASSPP was suspended by the SBE. CAASPP was given for the first time since the Covid-19 pandemic during the Spring of 2022. While the state has not released all the CAASPP data, an analysis of the early-release data has been conducted.

CAASPP data showed:

- *31% of Stoneman scholars met or exceeded standard in ELA (the PUSD total was 33%)
- *15% of Stoneman scholars met or exceeded standard in Math (the PUSD total was 15%)
- *African American scholars performed below Stoneman averages in both ELA and Math
- *LatinX scholars performed below Stoneman averages in both ELA and Math
- *Students with Disabilities performed below Stoneman averages in both ELA and Math
- *English Learners performed below Stoneman averages in both ELA and Math

A review of the 2021-2022 suspension data showed a 6.1% decrease in suspensions compared to the 2018-2019 school year, but still showed a disproportionate number of referrals and suspensions for African American and male scholars.

As a result of under-performance on the CAASPP (ELA & Math), Low Attendance Rates and High Suspensions, Stoneman will use Comprehensive School Improvement (CSI) funds to support the school-wide community through ongoing professional developments to support scholars, teachers and parents. In addition, CSI funds will be used to support the social-emotional needs of the site (based on suspension rates, absenteeism, and the number of scholars with disabilities). Stoneman has set 4 CSI goals:

- 1) By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
- 2) By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
- 3) By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
- 4) By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Stoneman's Culture & Climate team will meet bi-monthly to continually plan for positive school community through positive behavior incentives.

Resources to be allocated for staff PD that specifically address how to better meet the needs of our targeted subgroups, implement an effective MTSS support system for the Stoneman instructional program that addresses both academic and social emotional needs, understand special education laws and requirements while supporting scholars with disabilities in the general education classroom, improve relationships with our scholars within our classroom communities, and implement trauma informed practices into classrooms.

- *Elevo to increase Daily Attendance and decrease suspension rates
- *Professional Development for the teachers with the implementation of the Leader In Me program

*Implement the Leader in Me Program that focuses on school improvement through social emotional learning.

*Utilize outside Intervention Program - Family Purpose

*Expanded Learning for all scholars in the area of Math and ELA

*Mindful Life Program to utilize mindfulness to enhance learning environments

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	30.17%	28.1%	26.76%	191	165	156
Asian	5.53%	6.3%	5.66%	35	37	33
Filipino	5.21%	5.8%	4.80%	33	34	28
Hispanic/Latino	43.76%	43.8%	46.31%	277	257	270
Pacific Islander	1.74%	1.4%	2.57%	11	8	15
White	4.9%	5.6%	5.66%	31	33	33
Multiple/No Response	8.69%	9.0%	8.23%	55	53	48
	Total Enrollment			633	587	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	121	113	100
Grade 1	96	88	109
Grade 2	100	86	89
Grade3	101	102	86
Grade 4	109	96	103
Grade 5	106	102	96
Total Enrollment	633	587	583

Conclusions based on this data:

1. While the three year data suggests that overall enrollment is declining, the data continues to vary among student groups.
2. While the three year data suggests that overall enrollment is declining, the data continues to vary among all grades. Overall student enrollment has declined steadily across the the district at the elementary level.
3. Based on the declining enrollment, Stoneman may continue to show a decline in enrollment in the 2022-2023 school year. As a result, we will be able to operate smaller class sizes in grade 5.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	115	124	130	18.2%	21.10%	22.3%
Fluent English Proficient (FEP)	95	80	72	15.0%	13.60%	12.3%
Reclassified Fluent English Proficient (RFEP)	11	0		9.9%	0.00%	

Conclusions based on this data:

1. Increasing enrollment among English Learner students over the last three years.
2. Decreasing numbers of FEP students.
3. The data show that RFEP students are declining significantly which indicates the need to increase ELD teaching strategies within the core and in ELD groups. Students did not have as much access to ELD supports in the 2020-2021 school year in Distance Learning.

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	101	89	105	0	83	105	0	83	99.1	0.0	93.3
Grade 4	108	93	108	105	0	105	105	0	105	97.2	0.0	97.2
Grade 5	105	105	99	104	0	94	104	0	93	99	0.0	94.9
All Grades	319	299	296	314	0	282	314	0	281	98.4	0.0	95.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2393.		2375.	17.14		9.64	20.95		16.87	24.76		25.30	37.14		48.19
Grade 4	2432.		2430.	11.43		14.29	24.76		20.95	20.00		20.95	43.81		43.81
Grade 5	2466.		2440.	9.62		4.30	25.00		24.73	29.81		22.58	35.58		48.39
All Grades	N/A	N/A	N/A	12.74		9.61	23.57		21.00	24.84		22.78	38.85		46.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.05		16.87	52.38		55.42	28.57		27.71
Grade 4	9.52		12.38	51.43		56.19	39.05		31.43
Grade 5	14.42		8.60	48.08		58.06	37.50		33.33
All Grades	14.33		12.46	50.64		56.58	35.03		30.96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.33		2.44	43.81		46.34	42.86		51.22
Grade 4	19.05		13.33	42.86		48.57	38.10		38.10
Grade 5	12.62		5.38	51.46		53.76	35.92		40.86
All Grades	15.02		7.50	46.01		49.64	38.98		42.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	14.29		9.64	55.24		67.47	30.48		22.89
Grade 4	10.48		2.86	63.81		80.00	25.71		17.14
Grade 5	12.50		8.60	58.65		70.97	28.85		20.43
All Grades	12.42		6.76	59.24		73.31	28.34		19.93

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.05		6.02	42.86		59.04	38.10		34.94
Grade 4	11.43		11.43	49.52		65.71	39.05		22.86
Grade 5	13.46		5.38	51.92		62.37	34.62		32.26
All Grades	14.65		7.83	48.09		62.63	37.26		29.54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Stoneman Elementary (ELA):

- *Exceeded- 10%
- *Met- 21%
- *Nearly met- 23%

*Not met- 47%

Stoneman Elementary, Grade 3:

*Exceeded- 10%

*Met- 17%

*Nearly met- 25%

*Not met- 48%

Stoneman Elementary, Grade 4:

*Exceeded- 14%

*Met- 21%

*Nearly met- 21%

*Not met- 44%

Stoneman Elementary, Grade 5:

*Exceeded- 4%

*Met- 24%

*Nearly met- 22%

*Not met- 49%

2. In all grades, the majority of scholars performed below grade level expectations in ELA.

3. Comparing the internal CAASPP data to district-wide data, Stoneman scholars performed consistent with/slightly below district averages:

PUSD ELA:

*Exceeded- 10%

*Met- 23%

*Nearly met- 24%

*Not met- 43%

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			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	106	101	89	105	0	88	105	0	88	99.1	0.0	98.9
Grade 4	108	93	108	107	0	103	107	0	103	99.1	0.0	95.4
Grade 5	105	105	99	105	0	94	105	0	94	100	0.0	94.9
All Grades	319	299	296	317	0	285	317	0	285	99.4	0.0	96.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2381.		2366.	7.62		0.00	19.05		15.91	24.76		32.95	48.57		51.14
Grade 4	2437.		2407.	8.41		1.94	14.02		13.59	43.93		33.98	33.64		50.49
Grade 5	2420.		2422.	1.90		4.26	5.71		8.51	27.62		23.40	64.76		63.83
All Grades	N/A	N/A	N/A	5.99		2.11	12.93		12.63	32.18		30.18	48.90		55.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.19		3.41	31.43		50.00	52.38		46.59
Grade 4	14.02		5.83	27.10		41.75	58.88		52.43
Grade 5	3.81		6.45	17.14		32.26	79.05		61.29
All Grades	11.36		5.28	25.24		41.20	63.41		53.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.24		3.41	36.19		47.73	48.57		48.86
Grade 4	8.41		4.85	45.79		39.81	45.79		55.34
Grade 5	0.95		6.38	33.33		40.43	65.71		53.19
All Grades	8.20		4.91	38.49		42.46	53.31		52.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	13.33		3.41	40.00		61.36	46.67		35.23
Grade 4	11.21		1.94	49.53		50.49	39.25		47.57
Grade 5	3.81		2.13	33.33		51.06	62.86		46.81
All Grades	9.46		2.46	41.01		54.04	49.53		43.51

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Stoneman Elementary (MATH):
 *Exceeded- 2%
 *Met- 13%
 *Nearly met- 30%
 *Not met- 55%

Stoneman Elementary, Grade 3:
 *Exceeded- 0%
 *Met- 16%
 *Nearly met- 33%
 *Not met- 51%

Stoneman Elementary, Grade 4:
 *Exceeded- 2%
 *Met- 14%
 *Nearly met- 34%
 *Not met- 50%

Stoneman Elementary, Grade 5:
 *Exceeded- 4%
 *Met- 9%

*Nearly met- 23%
*Not met- 64%

2. Internal CAASPP data indicate that the majority of scholars are performing below grade level. Additionally, scholars are performing lower in math compared to ELA data. Intentional planning and support for additional math instruction and intervention will be planned during the 2022-2023 school year.

3. Comparing the internal CAASPP data to district-wide data, Stoneman scholars performed consistent with district averages:

PUSD Math:

*Exceeded- 4%

*Met- 11%

*Nearly met- 25%

*Not met- 60%

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1445.0	1444.6	1458.8	1454.5	1447.4	1446.4	1422.6	1438.0	1487.3	34	26	26
1	1433.2	1443.8	1459.1	1439.7	1449.0	1458.5	1426.1	1438.0	1459.2	16	26	26
2	1470.5	1471.7	1475.4	1502.1	1460.2	1482.3	1438.5	1482.6	1468.0	13	20	28
3	1478.6	1483.3	1495.7	1492.0	1486.8	1505.0	1464.8	1479.3	1486.1	16	15	26
4	1515.9	1511.3	1519.9	1532.5	1524.8	1530.6	1498.8	1497.3	1508.8	16	13	17
5	1521.4	1526.7	1540.8	1529.1	1538.8	1560.6	1513.1	1514.1	1520.3	20	19	18
All Grades										115	119	141

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.71	23.08	28.00	58.82	42.31	44.00	20.59	26.92	28.00	5.88	7.69	0.00	34	26	25
1	6.25	4.00	11.54	37.50	32.00	38.46	50.00	48.00	42.31	6.25	16.00	7.69	16	25	26
2	7.69	0.00	7.14	53.85	40.00	50.00	30.77	60.00	32.14	7.69	0.00	10.71	13	20	28
3	12.50	0.00	15.38	43.75	46.67	38.46	25.00	33.33	42.31	18.75	20.00	3.85	16	15	26
4	25.00	25.00	29.41	56.25	41.67	35.29	6.25	16.67	29.41	12.50	16.67	5.88	16	12	17
5	20.00	21.05	22.22	40.00	36.84	33.33	25.00	31.58	44.44	15.00	10.53	0.00	20	19	18
All Grades	14.78	11.97	17.86	49.57	39.32	40.71	25.22	37.61	36.43	10.43	11.11	5.00	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.53	19.23	16.00	50.00	53.85	52.00	20.59	23.08	32.00	5.88	3.85	0.00	34	26	25
1	12.50	16.00	19.23	50.00	20.00	26.92	25.00	52.00	46.15	12.50	12.00	7.69	16	25	26
2	38.46	15.00	25.00	38.46	30.00	46.43	23.08	45.00	21.43	0.00	10.00	7.14	13	20	28
3	12.50	20.00	30.77	62.50	60.00	57.69	12.50	6.67	7.69	12.50	13.33	3.85	16	15	26
4	68.75	41.67	58.82	18.75	41.67	23.53	0.00	8.33	17.65	12.50	8.33	0.00	16	12	17
5	35.00	42.11	50.00	55.00	47.37	44.44	0.00	5.26	5.56	10.00	5.26	0.00	20	19	18
All Grades	30.43	23.93	30.71	46.96	41.03	42.86	13.91	26.50	22.86	8.70	8.55	3.57	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.65	30.77	24.00	47.06	23.08	52.00	23.53	26.92	24.00	11.76	19.23	0.00	34	26	25
1	0.00	4.00	15.38	31.25	16.00	26.92	43.75	52.00	38.46	25.00	28.00	19.23	16	25	26
2	0.00	0.00	0.00	30.77	45.00	39.29	46.15	55.00	46.43	23.08	0.00	14.29	13	20	28
3	0.00	0.00	0.00	25.00	6.67	19.23	50.00	73.33	65.38	25.00	20.00	15.38	16	15	26
4	12.50	0.00	5.88	37.50	33.33	29.41	31.25	33.33	35.29	18.75	33.33	29.41	16	12	17
5	0.00	5.26	5.56	30.00	10.53	22.22	50.00	63.16	38.89	20.00	21.05	33.33	20	19	18
All Grades	6.96	8.55	8.57	35.65	22.22	32.14	38.26	49.57	42.14	19.13	19.66	17.14	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.71	23.08	20.00	76.47	73.08	76.00	8.82	3.85	4.00	34	26	25
1	31.25	24.00	23.08	62.50	68.00	69.23	6.25	8.00	7.69	16	25	26
2	23.08	10.00	7.14	61.54	70.00	85.71	15.38	20.00	7.14	13	20	28
3	12.50	6.67	30.77	50.00	73.33	50.00	37.50	20.00	19.23	16	15	26
4	31.25	25.00	35.29	56.25	66.67	58.82	12.50	8.33	5.88	16	12	17
5	15.00	15.79	22.22	70.00	68.42	72.22	15.00	15.79	5.56	20	19	18
All Grades	20.00	17.95	22.14	65.22	70.09	69.29	14.78	11.97	8.57	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	47.06	15.38	28.00	41.18	73.08	68.00	11.76	11.54	4.00	34	26	25
1	18.75	28.00	30.77	68.75	52.00	57.69	12.50	20.00	11.54	16	25	26
2	46.15	15.00	57.14	53.85	75.00	35.71	0.00	10.00	7.14	13	20	28
3	62.50	60.00	73.08	37.50	26.67	23.08	0.00	13.33	3.85	16	15	26
4	68.75	50.00	76.47	18.75	41.67	23.53	12.50	8.33	0.00	16	12	17
5	90.00	78.95	94.44	10.00	21.05	5.56	0.00	0.00	0.00	20	19	18
All Grades	55.65	37.61	57.14	37.39	51.28	37.86	6.96	11.11	5.00	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.94	15.38	32.00	88.24	73.08	68.00	8.82	11.54	0.00	34	26	25
1	0.00	8.00	23.08	68.75	56.00	65.38	31.25	36.00	11.54	16	25	26
2	0.00	10.00	10.71	69.23	85.00	71.43	30.77	5.00	17.86	13	20	28
3	0.00	0.00	0.00	43.75	60.00	61.54	56.25	40.00	38.46	16	15	26
4	0.00	8.33	5.88	75.00	58.33	52.94	25.00	33.33	41.18	16	12	17
5	10.00	5.26	11.11	70.00	63.16	55.56	20.00	31.58	33.33	20	19	18
All Grades	2.61	8.55	14.29	72.17	66.67	63.57	25.22	24.79	22.14	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	67.65	53.85	56.00	14.71	23.08	40.00	17.65	23.08	4.00	34	26	25
1	6.25	8.00	7.69	75.00	68.00	76.92	18.75	24.00	15.38	16	25	26
2	7.69	10.00	14.29	69.23	80.00	71.43	23.08	10.00	14.29	13	20	28
3	0.00	6.67	7.69	81.25	73.33	84.62	18.75	20.00	7.69	16	15	26
4	43.75	0.00	17.65	43.75	66.67	58.82	12.50	33.33	23.53	16	12	17
5	5.00	5.26	22.22	75.00	78.95	61.11	20.00	15.79	16.67	20	19	18
All Grades	28.70	17.09	20.71	53.04	62.39	66.43	18.26	20.51	12.86	115	117	140

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The data indicates that the number of students being assessed on the ELPAC shows a slight increase in the 2020/2021 school year from the 2018/2019 school year, but a significant decrease compared to the 2017/2018 school year.
2. Over the past three reporting years, scholars' overall ELPAC scores show a decrease in Level 4 proficiency and an increase in Level 1 proficiency.
3. The data indicates that in the Reading, Writing, and Listening Domains have the highest number of students scoring in the Somewhat /Moderately performance level indicating the need for teachers to be strategic in implementing ELD standards in the core ELA instruction and planning for more targeting areas during ELD groups.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
587	75.6	21.1	0.9
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	21.1
Foster Youth	5	0.9
Homeless	15	2.6
Socioeconomically Disadvantaged	444	75.6
Students with Disabilities	60	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	165	28.1
American Indian or Alaska Native		
Asian	37	6.3
Filipino	34	5.8
Hispanic	257	43.8
Two or More Races	53	9.0
Native Hawaiian or Pacific Islander	8	1.4
White	33	5.6

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year data. The Dashboard is expected to be updated in December 2022.

2. The largest population of students groups are Socially Disadvantaged at 75.6%.
3. Our largest population by race/ethnicity continues to be our Latino/Hispanic group at 43.8% which supports the need to have a bilingual aide on campus to support communication with our families. The second largest group by race/ethnicity is African American at 28.1%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Red
Mathematics  Orange		

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022. Dashboard indicates that students are performing below targeted skills necessary for proficiency in ELA and Math. We will implement Expanded Learning for all grades in both Math & ELA. As a staff we will examine our math practices (best instruction) implementing Balanced Math; Foundation Literacy Standards for ELA during Core & Universal Access time.
2. The dashboards indicates the suspension and chronic absenteeism rates are increasing. We will work with our Parent Liaison, CARE team, outside vendors, and Culture & Climate team to implement strategies to target absenteeism and suspension. Our CARE Team will monitor our EWI's on a monthly basis for early behavioral intervention.

School and Student Performance Data

Academic Performance English Language Arts

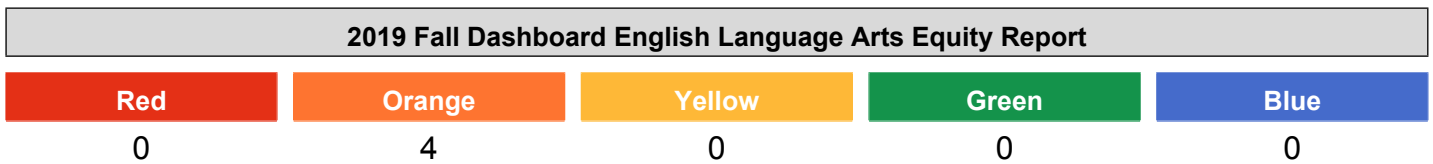
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











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		
<p>All Students</p> Orange 35.8 points below standard Maintained ++0.7 points 293	<p>English Learners</p> Orange 38.7 points below standard Maintained ++1.5 points 104	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 60.3 points below standard 21	<p>Socioeconomically Disadvantaged</p> Orange 44.4 points below standard Declined -8 points 243	<p>Students with Disabilities</p> No Performance Color 118.8 points below standard Increased Significantly ++26.2 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 65 points below standard Declined -12.1 points 88	 No Performance Color 0 Students	 No Performance Color 11.2 points below standard Declined -7.2 points 13	 No Performance Color 38.6 points above standard Increased Significantly ++10.8 points 26
Hispanic	Two or More Races	Pacific Islander	White
 Orange 38.2 points below standard Maintained ++0.3 points 125	 No Performance Color 27.7 points below standard Increased Significantly ++21.7 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 2.5 points below standard Declined Significantly -18.4 points 15

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
105.3 points below standard Declined Significantly -24.9 points 47	16.1 points above standard Declined -4.3 points 57	37 points below standard Maintained -2.5 points 185

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.
2. 2018-2019 Dashboard data indicates that African American scholars are performing the furthest below standard by race/ethnicity. Thus, instructional strategies need to specifically support African American scholars' growth and access.
3. 2018-2019 Dashboard indicates a significant decline in proficiency for English Learners. Thus, we need to focus on relevant strategies and ELD instruction to support English Learners in ELA.

School and Student Performance Data

Academic Performance Mathematics

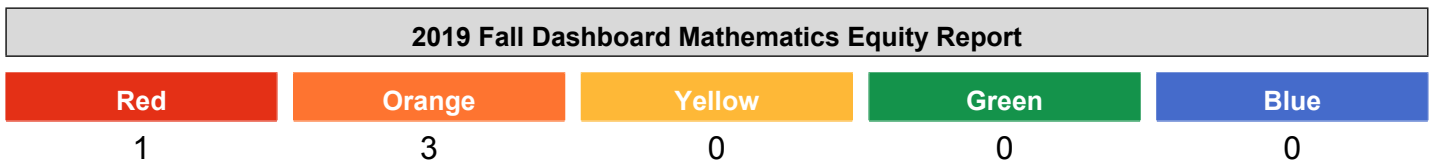
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











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		
<p>All Students</p> Orange 68.6 points below standard Declined -8 points 293	<p>English Learners</p> Orange 64.1 points below standard Maintained ++1.7 points 104	<p>Foster Youth</p>
<p>Homeless</p> No Performance Color 89.9 points below standard 21	<p>Socioeconomically Disadvantaged</p> Orange 77.2 points below standard Declined -14 points 243	<p>Students with Disabilities</p> No Performance Color 152.5 points below standard Declined -14.2 points 37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 99.3 points below standard Declined Significantly -21.4 points 88	 No Performance Color 63.3 points below standard Declined -3.7 points 22	 No Performance Color 16.3 points below standard 13	 No Performance Color 0.3 points above standard Increased ++5.7 points 26
Hispanic	Two or More Races	Pacific Islander	White
 Orange 70.4 points below standard Declined -5.4 points 125	 No Performance Color 63.3 points below standard Declined -3.7 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 44.1 points below standard Declined Significantly -21.1 points 15

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
111.7 points below standard Declined -12.1 points 47	24.9 points below standard Declined -11.4 points 57	73.5 points below standard Declined Significantly -15.9 points 185

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.
2. 2018-2019 Dashboard data shows a significant decrease in proficiency for both African American and Hispanic scholars in math.
3. 2018-2019 Dashboard data shows a significant decrease in proficiency for English Learners in math.

School and Student Performance Data

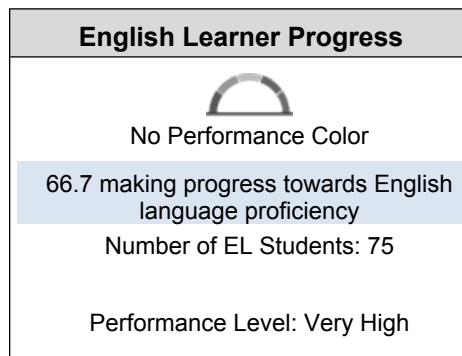
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
13.3		1.3	65.3

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.
2. 2018-2019 Dashboard data suggests that while 66.7% of EL scholars are making progress toward English language proficiency, additional ELD support and instructional strategies need to be put in place to support English Learners in their English language acquisition skills.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

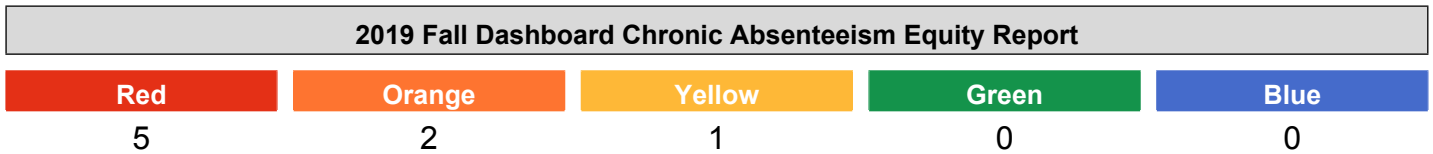
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











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
Red 18.8 Increased Significantly +3.4 660	Orange 10.1 Increased +1.9 188	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 41.7 Declined -8.3 48	Red 21.3 Increased Significantly +4.3 549	Red 23.3 Increased +10.2 73

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 No Performance Color	 No Performance Color	 Yellow
28	Less than 11 Students - Data Not Displayed for Privacy	6.7	4.5
Increased +1.5	0	Increased +6.7	Increased +4.5
193		30	44
Hispanic	Two or More Races	Pacific Islander	White
 Red	 Orange	 No Performance Color	 Red
16.2	19.3	Less than 11 Students - Data Not Displayed for Privacy	21.9
Increased Significantly +3.1	Increased +10	8	Increased +7.2
296	57		32

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.
2. 2018-2019 Dashboard data indicates that our African American students are the group of students who have the highest absenteeism. We will utilize our PAFL (Parent and family liaison) and Culture & Climate Team to continue to examine the PBIS practices on campus to allow for more positive opportunities for student success.
3. 2018-2019 Dashboard data indicates that absenteeism for students with disabilities also increased. We will utilize our PAFL (Parent and family liaison) and Culture & Climate Team to continue to examine the PBIS practices on campus to allow for more positive opportunities for student success.

School and Student Performance Data

Conditions & Climate Suspension Rate

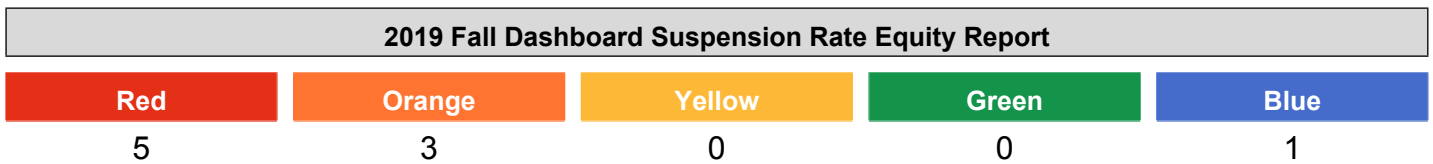
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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










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		
<p>All Students</p>  Red 8.7 Increased Significantly +3.4 712	<p>English Learners</p>  Orange 2.5 Increased +2 200	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9
<p>Homeless</p>  No Performance Color 15.7 Increased +8.8 51	<p>Socioeconomically Disadvantaged</p>  Red 9.6 Increased Significantly +3.8 593	<p>Students with Disabilities</p>  Orange 9 Declined -3.9 78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 16.3 Increased Significantly +2.9 215		 Blue 0 Maintained 0 32	 Orange 2.2 Increased +2.2 45
Hispanic	Two or More Races	Pacific Islander	White
 Red 4.1 Increased Significantly +2.2 317	 Red 16.1 Increased +14.3 62	 No Performance Color Less than 11 Students - Data 8	 Red 9.1 Increased +3.2 33

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.3	8.7

Conclusions based on this data:

1. The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.
2. 2018-2019 Dashboard data indicates that our African American students are the largest group of students who are suspended more frequently than their peers. We will implement SEL, Trauma Informed practices, and positive behavior supports to increase the awareness and implement strategies to support all staff on suspensions.
3. 2018-2019 Dashboard data indicates that we as a school community can benefit from examining our discipline practices and school-wide positive behavior strategies to ensure we are implementing fair and equitable practices for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Instruction to Support Student Achievement

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

Site Goals for 2022-2023:

- *Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).
- *Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
- *ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical"- "well above typical" growth from Benchmark one to Benchmark three.

CSI Goals:

- *Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
- *Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
- *Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
- *ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional site focus:

*During the 2022-2023 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. The review of data in our grade level teams we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our scholars in ELA and Math. Provide release time with roving subs for Peer observations, Acadience (DIBELS) Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day.

- *All Stoneman scholars will increase their CAASPP scores by 5% in both ELA and Math.
- *English Language Learner scores on the CAASPP will increase by 10% in both ELA and Math.
- *African American and LatinX student groups will increase their CAASPP scores by 10% in both ELA and Math.
- *Students with Disabilities will increase their CAASPP scores by 10% in both ELA and Math.

Identified Need

CAASPP was suspended for both the 2019 -2020 and 2020-2021 school years. CAASPP resumed during the 2021/2022 school year, but the data has not been officially released. Based on preliminary analysis from the early-release data, only 31% of tested scholars met or exceeded standard in ELA (compared to 33% district-wide) while only 15% of tested scholars met or exceeded standard in math (compared to 15% district-wide). The data still reflects a need to focus on these areas of scholar performance on the CAASPP in the 2022-2023 school year.

Stoneman Elementary (ELA):

- *Exceeded- 10%
- *Met- 21%
- *Nearly met- 23%
- *Not met- 47%

Stoneman Elementary, Grade 3:

- *Exceeded- 10%
- *Met- 17%
- *Nearly met- 25%
- *Not met- 48%

Stoneman Elementary, Grade 4:

- *Exceeded- 14%
- *Met- 21%
- *Nearly met- 21%
- *Not met- 44%

Stoneman Elementary, Grade 5:

- *Exceeded- 4%
- *Met- 24%
- *Nearly met- 22%
- *Not met- 49%

PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Stoneman Elementary (Math):

- *Exceeded- 2%
- *Met- 13%
- *Nearly met- 30%
- *Not met- 55%

Stoneman Elementary, Grade 3:

- *Exceeded- 0%
- *Met- 16%

*Nearly met- 33%

*Not met- 51%

Stoneman Elementary, Grade 4:

*Exceeded- 2%

*Met- 14%

*Nearly met- 34%

*Not met- 50%

Stoneman Elementary, Grade 5:

*Exceeded- 4%

*Met- 9%

*Nearly met- 23%

*Not met- 64%

Stoneman CAASPP data by Race/Ethnicity, Students with Disabilities, and English Learners:

- Stoneman's largest scholar groups by race/ethnicity are Black/African American and LatinX scholars. These scholars performed below the Stoneman proficiency rates.
- Students with Disabilities and English Learners also performed below the Stoneman proficiency rates.

ELA-

Black/African American-

*Exceeded- 8%

*Met- 17%

*Nearly Met- 27%

*Not met- 48%

LatinX-

*Exceeded- 8%

*Met- 17%

*Nearly Met- 20%

*Not met- 54%

Students with Disabilities-

*Exceeded- 0%

*Met- 11%

*Nearly Met- 3%

*Not met- 86%

English Learners-

*Exceeded- 5%

*Met- 9%

*Nearly Met- 29%

*Not met- 57%

MATH-

Black/African American-

*Exceeded- 1%

*Met- 13%

*Nearly Met- 26%

*Not met- 60%

LatinX-

*Exceeded- 2%

*Met- 9%

*Nearly Met- 31%

*Not met- 58%

Students with Disabilities-

*Exceeded- 3%

*Met- 3%

*Nearly Met- 11%

*Not met- 83%

English Learners-

*Exceeded- 0%

*Met- 5%

*Nearly Met- 38%

*Not met- 57%

Stoneman Elementary iReady, Benchmark 1 Assessment- Reading

Overall-

*On/Above grade level: 16%

*One grade below: 41%

*Two or more grades below: 43%

Stoneman Elementary iReady, Benchmark 1 Assessment- Math

Overall-

*On/Above grade level: 2%

*One grade below: 44%

*Two or more grades below: 54%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Benchmark 1 Assessment Grades 1-5 Reading	*On/Above grade level: 16% *One grade below: 41% *Two or more grades below: 43%	iReady Benchmark 3 Assessment Grades 1-5 Reading *On/Above grade level: 36% *One grade level below: 31% *Two or more grades below: 33%
iReady Benchmark 1 Assessment Grades 1-5	*On/Above grade level: 2% *One grade below: 44%	iReady Benchmark 3 Assessment Grades 1-5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math	*Two or more grades below: 54%	Math *On/Above grade level: 22% *One grade level below: 34% *Two or more grades below: 44%
Acadience Beginning of Year Assessments Grades K-5 Reading Composite Scores	Kinder- *At/Above benchmark: 59% 1st- *At/Above benchmark: 46% 2nd- *At/Above benchmark: 49% 3rd- *At/Above benchmark: 40% 4th- *At/Above benchmark: 48% 5th- *At/Above benchmark: 34%	Acadience Beginning of Year Assessments Grades K-5 Reading Composite Scores Kinder- *At/Above benchmark: 88% 1st- *At/Above benchmark: 50% 2nd- *At/Above benchmark: 55% 3rd- *At/Above benchmark: 45% 4th- *At/Above benchmark: 53% 5th- *At/Above benchmark: 39%
CAASPP/SBAC Grades 3-5 ELA	2022 CAASPP *31% Met or Exceed Standard Grade 3- *27% Met or Exceed Standard Grade 4- *35% Met or Exceed Standard Grade 5- *28% Met or Exceed Standard	2023 CAASPP *36% Met or Exceed Standard Grade 3- *32% Met or Exceed Standard Grade 4- *40% Met or Exceed Standard Grade 5- *33% Met or Exceed Standard
CAASPP/SBAC Grades 3-5 Math	2022 CAASPP *15% Met or Exceed Standard Grade 3- *16% Met or Exceed Standard	2022 CAASPP *20% Met or Exceed Standard Grade 3- *21% Met or Exceed Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4- *16% Met or Exceed Standard	Grade 4- *21% Met or Exceed Standard
	Grade 5- *13% Met or Exceed Standard	Grade 5- *18% Met or Exceed Standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum and Instruction Leadership Team meetings to analyze data, monitor scholar progress, provide grade level leadership in the implementation of instructional programs and CCSS strategies, oversee implementation of school-wide goals, and maintain focus on the school's mission and vision for successful implementation and instruction of the Common Core standards at each grade level. Focus will be on Early Literacy and Balanced Math programs, Understanding by Design (UbD) unit planning, collaborative conversations, close reading, effective differentiated instruction through Universal Access, and best first instruction with teaching early literacy skills. The team meets bi-monthly to plan and this year we will have release time for our grade level leads to plan together.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	3010 Title I All Supplies
2308	0000 General Fund All Extra time to work in teams

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic awards and incentives will be purchased to recognize scholar achievement, growth, and proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

3010 Title I
All
Academic Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Basic classroom supplies and district adopted curriculum are provided for all classrooms. Additionally, teachers can purchase supplemental materials and supplies for scholar learning. Teachers will use supplemental curricula and supplies as a vehicle to teach to state standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

3010 Title I
All
Books, training, materials, planning time and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Basic classroom supplies and district adopted math curriculum are provided for all classrooms. In addition, after analysis of Stoneman academic data that shows scholars are performing below grade level in math at higher rates than ELA, supplemental math resources and intervention materials will be utilized. Planning time will be provided for teachers to implement and analyze effectiveness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

3010 Title I
All
Supplemental Math Resources

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to support teachers as they implement Common Core, a part time media center position is utilized to ensure adequate materials, data reports, and resources are provided for classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

19845

Source(s)

9500 LCFF
All
Media Center Aide

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Replace and upgrade technology equipment such as projectors, computers, speakers, headphones, and printers as needed so scholar may easily access available instructional technology.

Purchase additional computers and accessories for scholar learning. Support staff in integrating Educational Technology.

Additional Chromebooks need to be purchased for replacement and or broken equipment while in Distance Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

3010 Title I

	All Technology equipment and supplies- (i.e., headphones, earbuds, document cameras, etc.)
5000	0000 General Fund All Technology

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Utilize Acadience to effectively assess scholar's reading levels and make appropriate class accommodations to best raise reading outcomes. Stoneman will work with an Early Literacy Coach to conduct Acadience assessments to scholars 3 times a year. Scholars in grades 1-3 who are not at grade level will be further monitored twice a month in order for teachers to most correctly teach necessary reading skills. Data meetings are conducted with grade level teachers to review data, create goals for addressing the needs of scholars who are not performing on grade level.

While the District pays for an Early Literacy Coach to support scholars in grades K-3, Stoneman will hire a retired Early Literacy Coach to support scholars in grades 4-5. Acadience assessments will be given 3 times a year. Scholars in grades 4-5 who are not at grade level will be further monitored. Data meetings are conducted with grade level teachers to review data, create goals for addressing the needs of scholars who are not performing on grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	3010 Title I All Acadience (DIBELS) Data Meetings; sub coverage for these meetings
10000	3010 Title I All 4-5 Acadience Early Literacy Coach
8000	3182 CSI All Acadience Data Meetings, sub coverage, 4-5 Early Literacy Coach

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Stoneman uses categorical funds to support a part time Kindergarten Classroom Aide position to provide intervention for scholar who are struggling with the core instruction. The support is provided in a small group and in one-on-one settings. Support is provided by working with scholars to bring up their basic academic skills. The classroom aide provides support in both mathematics and language arts. Due to the high number of struggling scholars enrolled in Stoneman Elementary School, this supplemental support position is needed to ensure that scholars will have the solid foundational skills to access the core instruction and the overall educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8609

Source(s)

3010 Title I
All
Kindergarten Aide

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL/FEP

Strategy/Activity

Using ELPAC, Acadience (DIBELS) and District Benchmark data (iReady), ELL (English Language Learning) scholars will be grouped for services according to their language and academic needs, and provided with targeted instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5500

Source(s)

3010 Title I
EL/FEP
materials & supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Dashboard was not updated due to Shelter in Place going into effect March of 2020. CAASPP was administered in Spring 2022. The most recent CA Dashboard information reflects 2018-2019 data. The Dashboard is expected to be updated in December 2022.

Throughout the 2021-2022 school year, as Stoneman returned from Distance Learning, Stoneman focused on the above strategies to ensure scholar progress toward mastery of end of year standards and site goals. Grade level and Leadership Teams continued to meet regularly to identify areas of need, progress monitor, and plan goals to ensure scholars meet the standards at the end of the year. Ongoing analysis of scholars' academic data (Acadience and iReady) was critical in order to plan the most appropriate academic interventions and supports. While Stoneman scholars showed growth throughout the 2021-2022 school year, academic data continues to show the majority of scholars performing below grade level. Thus, the above strategies continue to be critical as Stoneman plans to bring scholars to grade level.

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

We did not utilize the entire allocation for technology since the district replaced damaged devices.

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.

There were no significant changes made to this goal. There is an additional emphasis on math.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

During the 2022-2023 school year, to ensure scholars receive high quality instruction, Stoneman's professional development focus will target the integration of CCSS, positive behavior standards, social emotional learning, the CAELD standards, math instruction, the reading foundational block, support of special education scholars in the general education classroom, and the MTSS system in order to decrease referrals of scholars to special education utilizing adequate Tier 1 and Tier 2 supports.

During the 2022-2023 school year, in order for teachers to support their scholars' growth on the CAASPP Assessment by 5%, teachers will be given frequent opportunities to meet collaboratively to focus on integration of CCSS into lesson planning and instruction, to observe each other in reciprocal teaching, and to provide high quality feedback on how to improve instruction to support under-served scholars. Teachers will meet regularly in teams to collaborate on how to analyze formative assessment data using a common data protocol process for lesson planning and effective instructional delivery. In addition, collaboration will include time for data analysis, planning, discussing effective teaching strategies, sharing resources; and peer observations and providing timely feedback.

Teachers will also have Professional Development opportunities provided through conferences and workshops. Implementation of new instructional strategies and trauma informed practices learned will be observed in classrooms via walkthroughs.

Stoneman's MTSS/CARE team will analyze EWI's (early warning indicators), teacher referrals, and assessment data to implement effective multi-tiered system of support to create learning plans and interventions in order to decrease referrals to SPED by implementing additional tier 1 and tier 2 supports.

Site Goals for 2022-2023:

*Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).

*Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.

*ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical"- "well above typical" growth from Benchmark one to Benchmark three.

CSI Goals:

*Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.

*Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.

*Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.

*ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional site focus:

*During the 2022-2023 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. The review of data in our grade level teams we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our scholars in ELA and Math. Provide release time with roving subs for Peer observations, Acadience (DIBELS) Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day

*All Stoneman scholars will increase their CAASPP scores by 5% in both ELA and Math.

*English Language Learner scores on the CAASPP will increase by 10% in both ELA and Math.

*African American and LatinX student groups will increase their CAASPP scores by 10% in both ELA and Math.

*Students with Disabilities will increase their CAASPP scores by 10% in both ELA and Math.

Identified Need

PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA & Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal analysis of site CAASPP data indicate that the majority of Stoneman scholars are working below grade level in both ELA and Math. Based on preliminary analysis from the early-release data, 31% of tested scholars met or exceeded standard in ELA (compared to 33% district-wide) while only 15% of tested scholars met or exceeded standard in math (compared to 15% district-wide). The data still reflects a need to focus on these areas of scholar performance on the CAASPP in the 2022-2023 school year.

Stoneman Elementary (ELA):

*Exceeded- 10%

*Met- 21%

*Nearly met- 23%

*Not met- 47%

Stoneman Elementary (Math):

*Exceeded- 2%

*Met- 13%

*Nearly met- 30%

*Not met- 55%

Stoneman CAASPP data by Race/Ethnicity, Students with Disabilities, and English Learners:

- Stoneman's largest scholar groups by race/ethnicity are Black/African American and LatinX scholars. These scholars performed below the Stoneman proficiency rates.
- Students with Disabilities and English Learners also performed below the Stoneman proficiency rates.

ELA-

Black/African American-

- *Exceeded- 8%
- *Met- 17%
- *Nearly Met- 27%
- *Not met- 48%

LatinX-

- *Exceeded- 8%
- *Met- 17%
- *Nearly Met- 20%
- *Not met- 54%

Students with Disabilities-

- *Exceeded- 0%
- *Met- 11%
- *Nearly Met- 3%
- *Not met- 86%

English Learners-

- *Exceeded- 5%
- *Met- 9%
- *Nearly Met- 29%
- *Not met- 57%

MATH-

Black/African American-

- *Exceeded- 1%
- *Met- 13%
- *Nearly Met- 26%
- *Not met- 60%

LatinX-

- *Exceeded- 2%
- *Met- 9%
- *Nearly Met- 31%
- *Not met- 58%

Students with Disabilities-

- *Exceeded- 3%
- *Met- 3%
- *Nearly Met- 11%
- *Not met- 83%

English Learners-

- *Exceeded- 0%

- *Met- 5%
- *Nearly Met- 38%
- *Not met- 57%

Stoneman Elementary iReady, Benchmark 1 Assessment- Reading
Overall-

- *On/Above grade level: 16%
- *One grade below: 41%
- *Two or more grades below: 43%

Stoneman Elementary iReady, Benchmark 1 Assessment- Math
Overall-

- *On/Above grade level: 2%
- *One grade below: 44%
- *Two or more grades below: 54%

Stoneman scholars showed lower rates of grade level mastery in Math compared to ELA, as demonstrated in both CAASPP and iReady. Therefore, there will be added focus around math instruction, engagement, access, assessment, and analysis for all scholars.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC Grades 3-5 ELA	2022 CAASPP *ALL- 31% Met or Exceed Standard *African American- 25% Met or Exceed Standard *LatinX- 25% Met or Exceed Standard *Students with Disabilities- 11% Met or Exceed Standard *English Learners- 14% Met or Exceed Standard	2023 CAASPP *ALL- 36% Met or Exceed Standard *African American- 35% Met or Exceed Standard *LatinX- 35% Met or Exceed Standard *Students with Disabilities- 21% Met or Exceed Standard *English Learners- 24% Met or Exceed Standard
CAASPP/SBAC Grades 3-5 Math	2022 CAASPP *ALL- 15% Met or Exceed Standard *African American- 15% Met or Exceed Standard *LatinX- 11% Met or Exceed Standard *Students with Disabilities- 6% Met or Exceed Standard *English Learners- 5% Met or Exceed Standard	2023 CAASPP *ALL- 20% Met or Exceed Standard *African American- 25% Met or Exceed Standard *LatinX- 21% Met or Exceed Standard *Students with Disabilities- 16% Met or Exceed Standard *English Learners- 15% Met or Exceed Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Acadience Beginning of Year Assessments Grades K-5 Reading Composite Scores	Kinder- *At/Above benchmark: 59% 1st- *At/Above benchmark: 46% 2nd- *At/Above benchmark: 49% 3rd- *At/Above benchmark: 40% 4th- *At/Above benchmark: 48% 5th- *At/Above benchmark: 34%	Acadience Beginning of Year Assessments Grades K-5 Reading Composite Scores Kinder- *At/Above benchmark: 88% 1st- *At/Above benchmark: 50% 2nd- *At/Above benchmark: 55% 3rd- *At/Above benchmark: 45% 4th- *At/Above benchmark: 53% 5th- *At/Above benchmark: 39%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will receive training and support in how to differentiate instruction and develop classroom community environments to meet the instructional, cultural, emotional, and linguistic needs of scholars. Teachers will participate in additional planning time to collaborate with their grade level peers to examine data, plan responsive lessons, and share effective instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	0000 General Fund All

	Professional Development, Collaboration time /substitute teachers/missed preps
1500	0000 General Fund AA Professional Development, Collaboration time/substitute teachers/missed preps

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL/FEP

Strategy/Activity

Stoneman uses site funds to support an additional District Clerk position. This person provides supplemental support in the office. Over 47% of our scholars come from Spanish speaking homes. It is imperative to have bilingual office staff for communication in the office, and to have all school-based information sent home in English and Spanish. Due to the high number of struggling scholars enrolled in Stoneman Elementary School, this supplemental support position is needed to ensure scholars access core instruction and the overall educational program especially.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	9500 LCFF EL/FEP Bilingual clerk

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers and administrators will attend conferences (CABE, CAAASA, ACSA - Every Child Counts, iReady) that will advance knowledge of best modern teaching practices, positive social emotional support systems, and educational technology integration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3827	3010 Title I EL/FEP

	Attend Conferences; substitute coverage/missed preps
1488	0000 General Fund AA Attend Conferences; substitute coverage/missed preps

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Designated time is built in for teachers collaborate, plan, and implement strategies learned during professional developments. PD on Close reading, collaborative conversations, writing instruction, math instruction, the reading foundations block, supporting scholars with disabilities, and the MTSS system at Stoneman will be focused on throughout the year. Teachers will create and implement plans to provide scholars with opportunities for higher level thinking questions and dialogue with problem solving skills and strategies. In addition, teachers will analyze data in Math and ELA for African American and English Learners, to closely target instruction, check for understanding, and plan best practices to close the opportunity gap. Our Wednesday meetings and planning time will include work to address the academic need of these scholars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	3010 Title I All Teacher collaboration and planning time

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental computer programs, such as Raz Kids, NewsEla, Zearn, Reading A-Z and will be used during the school day, before, and after school to provide differentiated support. Teacher subscriptions with monitoring reports also purchased.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

2000

3010 Title I
All
Software Programs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to provide reading intervention to scholars reading below grade level, retired teachers and other credentialed staff will be brought in to provide systematic and targeted reading intervention during the school day to scholars in small groups. Groups will be formed based on scholars' current assessment data. Scholars will be assessed regularly to determine growth and rearrange groups as needed. Intentional analysis of scholars in underperforming groups will be conducted throughout the year to include African American, LatinX, and English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14602	3010 Title I All Intervention Specialists
12000	3010 Title I AA Intervention Specialists
12000	3010 Title I EL/FEP Intervention Specialists
12000	3182 CSI All Intervention Specialists

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After school Extended Learning intervention groups will be used to target specific Reading Skills for scholars in Grades 1, 2, and 3 who continue to not meet Acadience (DIBELS) reading targets.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

9500 LCFF
All
District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Professional development and collaboration time will be provided to support teachers in their instruction of scholars with disabilities. Wednesday staff meetings will be planned to broaden teacher understanding of the special education process, how to support scholars with disabilities in the general education classroom, pre-referral interventions, and understanding of IEPs. Collaboration time will be provided for general education teachers to meet and plan with special education team members. This PD and collaboration time will be provided to ensure academic needs of all scholars are being met.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

3010 Title I
SWD
Teacher collaboration and planning time

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Dashboard was not updated due to Shelter in Place going into effect March of 2020. CAASPP was administered in Spring 2022. The most recent CA Dashboard information reflects 2018-2019 data. The Dashboard is expected to be updated in December 2022.

Throughout the 2021-2022 school year, as Stoneman returned from Distance Learning, Stoneman focused on the above strategies to ensure scholar progress toward mastery of end of year standards and site goals. Especially as we returned from Distance Learning, teacher collaboration was critical as they planned for effective instruction for scholars. Additionally, staff and Admin participated in PD that enhanced instruction and access. The bilingual clerk is integral to daily operation and is instrumental assisting our staff with communication with families about academic progress.

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

No major differences occurred between the intended implementation and the budgeted expenditures.

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

Targeted intervention during the school day for scholars reading below grade level has been added to this goal. There are additional areas of professional development planned for teachers/staff.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6))

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

Site Goals for 2022-2023:

*Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).

*Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.

*ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical"- "well above typical" growth from Benchmark one to Benchmark three.

CSI Goals:

*Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.

*Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.

*Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.

*ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional Site Focus:

*During the 2022-2023 school year, Stoneman will decrease their suspensions by 5% by targeting supports to all scholars including our African American scholars.

*During the 2022-2023 school year in an effort to increase monthly attendance to 95%, Stoneman will target all students in increased activities, engagement, and opportunities for Positive Behavior Intervention & Supports.

*During the 2022-2023 school year Stoneman will increase the number of opportunities for parents and community members to become involved and partner with us in our decision making through volunteer and parent education/training opportunities, family engagement activities, advisory committees. Parents and community members will be given a variety of tools and strategies on how to support their scholars at home in social and academic areas.

Identified Need

The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.

Stoneman and staff recognize the need to increase parent involvement and engagement. Family Passports were made and distributed to all families in order to collect "stamps" for attending various events throughout the school year including monthly family events (such as the Welcome Back Ice Cream Social, Family Math Night, Family STEAM Night, Career Day, etc.). Our goal is to make parents feel welcome by giving them various opportunities to use their voice in ELAC, SSC, Parent Faculty Club, Mornings with Megia (coffee and donuts with the principal in an open form format), Dolphin Dads (coffee and donuts for dads and father figures with the vice principal), and volunteerism.

During the 2022-2023 school year, we we will continue to work with our parents, families, and community members on scholar achievement, communicating our academic expectations, and providing parents with strategies for how to support their scholars at home with academics.

In the 2018-19 school year, the dashboard indicates a high rate of overall school suspension, from 5.3% suspended at least once in 2018 to 8.7% in 2019. Our AA students increased suspensions by +2.9 % being suspended at least once; AA students only make up 28% of student population. Our socioeconomically disadvantaged students increased suspensions by +3.8 % being suspended at least once. Specific strategies will be implemented to decrease suspension rates for all scholars, but especially African American scholars and socioeconomically disadvantaged scholars.

In the 2021-2022 school year, Stoneman saw a 6.1% decrease in suspensions compared to the 2018-2019 school year. While the suspension rate did go down, an additional decrease is necessary in order to ensure all scholars access to curriculum, content, instruction, and a safe school environment.

Stoneman Teachers and Staff recognize the need to decrease scholar referrals and suspensions with our African American and Hispanic populations. Our goal is to greatly improve our school climate and to decrease the number of undesired behaviors that lead to referrals as well as decrease the number of negative interactions with teacher-to-scholars. Stoneman will work with all of our faculty and staff to increase positive scholar behaviors and acknowledge their success in academic and social interactions by utilizing positive behavior interventions. Stoneman will aim to implement a variety of positive activities for scholars to participate in while at school inside and outside of the classroom, as well as provide additional social-emotional support. Stoneman recognizes scholars must feel safe and connected to their school environment in order for them to actively engage and become academically successful. With this goal, Stoneman should see at least a 5% decrease (or greater) in office referrals and suspensions as well as an increase in scholar attendance to 95%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall suspension rate- 2022	7.4%	5%
Total numbers of suspensions by race/ethnicity in 2022 *African American	2022 Suspension Data- *48 *28	2023 Suspension Data- *38 *18

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
*Hispanic		
Total numbers of suspensions in 2022 for: *Students with disabilities *Socioeconomically disadvantage	2022 Suspension Data *34 *62	2023 Suspension Data- *24 *52
Parent/Guardian Engagement Fall 2022 Survey	September 2022 Parent/Guardian Survey *87.5%- feel there is at least one Stoneman teacher/adult they could reach out to if they needed to discuss a concern *55%- rate connectedness to Stoneman as a 4 or 5 (on a 5 point scale) *67.5%- rate quality of relationships with Stoneman teachers/staff as a 4 or a 5 (on a 5 point scale)	May 2023 Parent/Guardian Survey *97.5%- feel there is at least one Stoneman teacher/adult they could reach out to if they needed to discuss a concern *75%- rate connectedness to Stoneman as a 4 or 5 (on a 5 point scale) *82.5%- rate quality of relationships with Stoneman teachers/staff as a 4 or a 5 (on a 5 point scale)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to increase parent participation and increase communication from school-to home and home to - school. Stoneman will utilize a variety of communication platforms and strategies including online communication, postage fees, and an online newsletter. The school website will be updated and weekly communications will be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

3010 Title I
All
Postage

700	9500 LCFF All Communication
500	0000 General Fund All Materials & supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive behavior and attendance incentives-
Positive behavior incentive materials and reward items will be developed, purchased, and used to train, support and reinforce scholars' positive interaction in all school settings, including the playground. Extraordinary Scholar Scholar Rewards and Activities will be facilitated for scholars who have great attendance, excellent effort and participation in their learning, and who have mastered our school rules. They can earn an Extraordinary Scholar Badges (monthly). These scholars are able to participate in special activities throughout the year in hopes that they will continue being successful and encourage their peers to join them in their success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5200	3182 CSI All scholar rewards and incentives
1111	3010 Title I AA PBIS materials and incentives
10000	0000 General Fund All PBIS materials and incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In order to create a safer school environment, Stoneman has funded two additional noon duty hours daily to aid in the safety of our scholars at lunch, and two supervisors in the morning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10366

0000 General Fund
All
Additional Noon Duty staff pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SST and CARE teams will meet bi-monthly and work collaboratively to review specific scholar progress and to develop intervention plans for scholars in need of support. Academic data and EWIs (early warning indicators) will be analyzed to provide targeted interventions in effort to decrease referrals to special education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

0000 General Fund
All
Substitute teacher to cover for teacher to attend meeting/Missed Preps

1000

3010 Title I
All
Substitute teacher to cover for teacher to attend meeting/Missed Preps

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Stoneman uses a social emotional learning program (Leader in Me) to support teachers and scholars to create positive leaders on campus. Leader in Me® is a whole-school transformation model and process developed in partnership with educators that empowers scholars with the leadership and life skills they need to thrive in the 21st century.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
22621	3182 CSI All Cost of trainer, supplies and materials (books, posters and trainings, workshops)
2096	0000 General Fund All Extra time for teachers to collaborate and attend trainings; supplies and materials
12000	3010 Title I All Materials for classroom peace corners and scholar "sharpen the saw" wellness room

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Engagement: Parent Education, training, and workshops--parents will be invited to attend and participate in workshops throughout the year on topics such as Nutrition, EL, Early Literacy, Leader in Me, content area support, and other parenting programs.

Parent/guardians will be invited to attend in monthly open forum principal meetings to ask questions, connect with other Stoneman families, and share ideas for the Stoneman community.

Actively recruit parents to sit on the various parent councils (SSC, ELAC)

Parent meeting expenses for food, drink and miscellaneous materials to extend hospitality and grow positive community participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	3010 Title I EL/FEP Materials & Supplies
2000	3010 Title I AA

	Materials & Supplies
500	9500 LCFF All Materials & Supplies
1500	3010 Title I All Materials & Supplies
500	0000 General Fund All Non Catered Food

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family nights/events (such as Family Math Night, Family Reading Night, Family STEAM Night, Career Day, etc.) will be held during the school year to build parent understanding and involvement in these essential subject areas, and to increase scholar interest and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	0000 General Fund All Materials and supplies
5000	3010 Title I AA Materials and supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL/FEP

Strategy/Activity

ELAC Meetings will be held monthly to inform parents of our English Learner program and to receive feedback on how to improve the school community for our English Learner students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	3010 Title I EL/FEP Supplies and materials
466	9500 LCFF EL/FEP Supplies and materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Stoneman will hold School Site Council Meetings monthly to monitor scholar achievement and the school site plan. School site council will make budget decisions to help support our goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
800	0000 General Fund All Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Stoneman will utilize an outside agencies (Family Purpose and ELEVO) to support scholars social and emotional learning inside and outside the classroom. (To address the social, emotional and cultural needs of scholars at Stoneman Elementary School; To encourage young people to take an interest in learning and commit to long-term success instead of just getting a good grades).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
141000	3182 CSI All Cost of contract

1000

0000 General Fund
All
Materials & Supplies

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2021-2022 school year, the overall implementation of the above mentioned strategies allowed Stoneman to support scholars while returning to in-person learning after the Covid-19 pandemic and distance learning. The strategies supported Stoneman in creating a positive school community.

The strategies combined to result in a decreased suspension rate during the 2021-2022 school year.

Attendance goals were difficult to reach during the 2021-2022 school year because of Covid-19 requirements for quarantining due to exposures. Attendance will be focused on again in 2022-2023 now that the Covid-19 requirements for quarantining have been lifted.

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

The cost for CSI funds was below projection.

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.

For the 2022-2023 plan, the CRA position has been eliminated from the Stoneman SPSA because the CRA position for elementary sites is now district funded.

For the 2022-2023 plan, Stoneman has increased outside contracted services to include 3 days of Family Purpose and 5 days of Elevo.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$120,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$435,539.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 Title I	\$122,649.00

Subtotal of additional federal funds included for this school: \$122,649.00

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

State or Local Programs	Allocation (\$)
0000 General Fund	\$42,558.00
3182 CSI	\$188,821.00
9500 LCFF	\$81,511.00

Subtotal of state or local funds included for this school: \$312,890.00

Total of federal, state, and/or local funds for this school: \$435,539.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010 Title I	122,649	0.00
9500 LCFF	81,511	0.00
0000 General Fund	42,558	0.00
3182 CSI	188,821	0.00

Expenditures by Funding Source

Funding Source	Amount
0000 General Fund	42,558.00
3010 Title I	122,649.00
3182 CSI	188,821.00
9500 LCFF	81,511.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	23,099.00
All	324,147.00
EL/FEP	86,293.00
SWD	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	0000 General Fund	2,988.00
All	0000 General Fund	39,570.00
AA	3010 Title I	20,111.00

All	3010 Title I	74,711.00
EL/FEP	3010 Title I	25,827.00
SWD	3010 Title I	2,000.00
All	3182 CSI	188,821.00
All	9500 LCFF	21,045.00
EL/FEP	9500 LCFF	60,466.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,262.00
Goal 2	124,417.00
Goal 3	232,860.00

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
- n/a Secondary Students

Name of Members	Role
Jeannine Megia	Principal
Lourdes Hawke	Other School Staff
Cristina Cisneros	Parent or Community Member
Tina Rosario	Parent or Community Member
Michael Williams	Parent or Community Member
Sara Parker	Parent or Community Member
Christine Pineda	Classroom Teacher
Shalea Walker	Classroom Teacher
Amy Watkins	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

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 .

Attested:

Principal, Jeannine Megia on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Stoneman Elementary

Year: 2022 - 2023

Principal: Jeannine Megia

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1

Site Goals for 2022-2023:

- Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).
- Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
- ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve “typical”-“well above typical” growth from Benchmark one to Benchmark three.

CSI Goals:

- Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
- Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
- Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
- ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional site focus:

- During the 2022-2023 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. The review of data in our grade level teams we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our scholars in ELA and Math. Provide release time with roving subs for Peer observations, Acadience (DIBELS) Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day.
- All Stoneman scholars will increase their CAASPP scores by 5% in both ELA and Math.
- English Language Learner scores on the CAASPP will increase by 10% in both ELA and Math.
- African American and LatinX student groups will increase their CAASPP scores by 10% in both ELA and Math.
- Students with Disabilities will increase their CAASPP scores by 10% in both ELA and Math.

Area of Need:

CAASPP was suspended for both the 2019 -2020 and 2020-2021 school years. CAASPP resumed during the 2021/2022 school year, but the data has not been officially released. Based on preliminary analysis from the early-release data, only 31% of tested scholars met or exceeded standard in ELA (compared to 33% district-wide) while only 15% of tested scholars met or exceeded standard in math (compared to 15% district-wide). The data still reflects a need to focus on these areas of scholar performance on the CAASPP in the 2022-2023 school year.

Stoneman Elementary (ELA):

- Exceeded- 10%
- Met- 21%
- Nearly met- 23%
- Not met- 47%

Stoneman Elementary, Grade 3:

- Exceeded- 10%
- Met- 17%
- Nearly met- 25%
- Not met- 48%

Stoneman Elementary, Grade 4:

- Exceeded- 14%
- Met- 21%
- Nearly met- 21%
- Not met- 44%

Stoneman Elementary, Grade 5:

- Exceeded- 4%
- Met- 24%
- Nearly met- 22%
- Not met- 49%

PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Stoneman Elementary (Math):

- Exceeded- 2%
- Met- 13%
- Nearly met- 30%

- Not met- 55%

Stoneman Elementary, Grade 3:

- Exceeded- 0%
- Met- 16%
- Nearly met- 33%
- Not met- 51%

Stoneman Elementary, Grade 4:

- Exceeded- 2%
- Met- 14%
- Nearly met- 34%
- Not met- 50%

Stoneman Elementary, Grade 5:

- Exceeded- 4%
- Met- 9%
- Nearly met- 23%
- Not met- 64%

Stoneman CAASPP data by Race/Ethnicity, Students with Disabilities, and English Learners:

- Stoneman's largest scholar groups by race/ethnicity are Black/African American and LatinX scholars. These scholars performed below the Stoneman proficiency rates.
- Students with Disabilities and English Learners also performed below the Stoneman proficiency rates.

ELA-

Black/African American-

- Exceeded- 8%
- Met- 17%
- Nearly Met- 27%
- Not met- 48%

LatinX-

- Exceeded- 8%
- Met- 17%
- Nearly Met- 20%
- Not met- 54%

Students with Disabilities-

- Exceeded- 0%

- Met- 11%
- Nearly Met- 3%
- Not met- 86%

English Learners-

- Exceeded- 5%
- Met- 9%
- Nearly Met- 29%
- Not met- 57%

MATH-

Black/African American-

- Exceeded- 1%
- Met- 13%
- Nearly Met- 26%
- Not met- 60%

LatinX-

- Exceeded- 2%
- Met- 9%
- Nearly Met- 31%
- Not met- 58%

Students with Disabilities-

- Exceeded- 3%
- Met- 3%
- Nearly Met- 11%
- Not met- 83%

English Learners-

- Exceeded- 0%
- Met- 5%
- Nearly Met- 38%
- Not met- 57%

Stoneman Elementary iReady, Benchmark 1 Assessment- Reading

Overall-

- On/Above grade level: 16%
- One grade below: 41%
- Two or more grades below: 43%

Stoneman Elementary iReady, Benchmark 1 Assessment- Math

Overall-

- On/Above grade level: 2%
- One grade below: 44%
- Two or more grades below: 54%

Student groups to participate in this goal:

- All students
- EL/FEP

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>Strategy/Activity 1:</p> <p>Curriculum and Instruction Leadership Team meetings to analyze data, monitor scholar progress, provide grade level leadership in the implementation of instructional programs and CCSS strategies, oversee implementation of school-wide goals, and maintain focus on the school's mission and vision for successful implementation and instruction of the Common Core standards at each grade level. Focus will be on Early Literacy and Balanced Math programs, Understanding by Design (UbD) unit planning, collaborative conversations, close reading, effective differentiated instruction through Universal Access, and best first instruction with teaching early literacy skills. The team meets bi-monthly to plan and this year we will have release time for our grade level leads to plan together.</p> <p>Title I- \$4000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● CAASPP data, Math (grades 3-5) 	

<p>Strategy/Activity 2: Academic awards and incentives will be purchased to recognize scholar achievement, growth, and proficiency.</p> <p>Title I- \$4000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● CAASPP data, Math (grades 3-5) 	
<p>Strategy/Activity 3:</p> <p>Basic classroom supplies and district adopted curriculum are provided for all classrooms. Additionally, teachers can purchase supplemental materials and supplies for scholar learning. Teachers will use supplemental curricula and supplies as a vehicle to teach to state standards.</p> <p>Title I- \$4000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● CAASPP data, Math (grades 3-5) 	
<p>Strategy/Activity 6:</p> <p>Basic classroom supplies and district adopted math curriculum are provided for all classrooms. In addition, after analysis of Stoneman academic data that shows scholars are performing below grade level in math at higher rates than ELA, supplemental math resources and intervention materials will be utilized. Planning time will be provided for teachers to implement and analyze effectiveness.</p> <p>Title I- \$1000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Math (grades 1-5) ● iReady math instruction usage data (grades 1-5) ● CAASPP data, Math (grades 3-5) <p>Reflection from:</p> <ul style="list-style-type: none"> ● Teacher planning/collaboration time 	
<p>Strategy/Activity 8:</p> <p>Replace and upgrade technology equipment such as projectors, computers, speakers, headphones, and printers as needed so scholar may easily access available instructional technology.</p>	<p>Analysis of technology requests/usage/needs</p>	

<p>Purchase additional computers and accessories for scholar learning. Support staff in integrating Educational Technology.</p> <p>Additional Chromebooks need to be purchased for replacement and or broken equipment while in Distance Learning.</p> <p>Title I- \$1000</p>		
<p>Strategy/Activity 9:</p> <p>Utilize Acadience to effectively assess scholar's reading levels and make appropriate class accommodations to best raise reading outcomes. Stoneman will work with an Early Literacy Coach to conduct Acadience assessments to scholars 3 times a year. Scholars in grades 1-3 who are not at grade level will be further monitored twice a month in order for teachers to most correctly teach necessary reading skills. Data meetings are conducted with grade level teachers to review data, create goals for addressing the needs of scholars who are not performing on grade level.</p> <p>While the District pays for an Early Literacy Coach to support scholars in grades K-3, Stoneman will hire a retired Early Literacy Coach to support scholars in grades 4-5. Acadience assessments will be given 3 times a year. Scholars in grades 4-5 who are not at grade level will be further monitored. Data meetings are conducted with grade level teachers to review data, create goals for addressing the needs of scholars who are not performing on grade level.</p> <p>Title I- \$5000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● Acadience benchmark data (grades K-5) ● Acadience progress monitoring data (grades K-5) <p>Reflection from:</p> <ul style="list-style-type: none"> ● Teachers' data meetings with Literacy Coaches 	

<p>Strategy/Activity 11-</p> <p>Stoneman uses categorical funds to support a part time Kindergarten Classroom Aide position to provide intervention for scholar who are struggling with the core instruction. The support is provided in a small group and in one-on-one settings. Support is provided by working with scholars to bring up their basic academic skills. The classroom aide provides support in both mathematics and language arts. Due to the high number of struggling scholars enrolled in Stoneman Elementary School, this supplemental support position is needed to ensure that scholars will have the solid foundational skills to access the core instruction and the overall educational program.</p> <p>Title I- \$8609</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) 	
<p>Strategy/Activity 12-</p> <p>Using ELPAC, Acadience (DIBELS) and District Benchmark data (iReady), ELL (English Language Learning) scholars will be grouped for services according to their language and academic needs, and provided with targeted instruction.</p> <p>Title I- \$5500</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● Acadience data (grades K-5) ● ELPAC data ● iReady Benchmark data, Reading (grades 1-5) 	
<p>LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)</p>		
<p>With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.</p>		
<p>School Goal #2</p>		

During the 2022-2023 school year, to ensure scholars receive high quality instruction, Stoneman's professional development focus will target the integration of CCSS, positive behavior standards, social emotional learning, the CAELD standards, math instruction, the reading foundational block, support of special education scholars in the general education classroom, and the MTSS system in order to decrease referrals of scholars to special education utilizing adequate Tier 1 and Tier 2 supports.

During the 2022-2023 school year, in order for teachers to support their scholars' growth on the CAASPP Assessment by 5%, teachers will be given frequent opportunities to meet collaboratively to focus on integration of CCSS into lesson planning and instruction, to observe each other in reciprocal teaching, and to provide high quality feedback on how to improve instruction to support under-served scholars. Teachers will meet regularly in teams to collaborate on how to analyze formative assessment data using a common data protocol process for lesson planning and effective instructional delivery. In addition, collaboration will include time for data analysis, planning, discussing effective teaching strategies, sharing resources; and peer observations and providing timely feedback.

Teachers will also have Professional Development opportunities provided through conferences and workshops. Implementation of new instructional strategies and trauma informed practices learned will be observed in classrooms via walkthroughs.

Stoneman's MTSS/CARE team will analyze EWI's (early warning indicators), teacher referrals, and assessment data to implement effective multi-tiered system of support to create learning plans and interventions in order to decrease referrals to SPED by implementing additional tier 1 and tier 2 supports.

Site Goals for 2022-2023:

- Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).
- Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
- ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve "typical"- "well above typical" growth from Benchmark one to Benchmark three.

CSI Goals:

- Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
- Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
- Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
- ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional site focus:

- During the 2022-2023 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. The review of data in our grade level teams we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual needs of our scholars in ELA and Math. Provide release time with roving subs for Peer observations, Acadience (DIBELS) Benchmark Assessment Conferences, SSTs, IEPs. Extra pay for planning outside of the work day
- All Stoneman scholars will increase their CAASPP scores by 5% in both ELA and Math.

- English Language Learner scores on the CAASPP will increase by 10% in both ELA and Math.
- African American and LatinX student groups will increase their CAASPP scores by 10% in both ELA and Math.
- Students with Disabilities will increase their CAASPP scores by 10% in both ELA and Math.

Area of Need:

PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA & Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal analysis of site CAASPP data indicate that the majority of Stoneman scholars are working below grade level in both ELA and Math. Based on preliminary analysis from the early-release data, 31% of tested scholars met or exceeded standard in ELA (compared to 33% district-wide) while only 15% of tested scholars met or exceeded standard in math (compared to 15% district-wide). The data still reflects a need to focus on these areas of scholar performance on the CAASPP in the 2022-2023 school year.

Stoneman Elementary (ELA):

- Exceeded- 10%
- Met- 21%
- Nearly met- 23%
- Not met- 47%

Stoneman Elementary (Math):

- Exceeded- 2%
- Met- 13%
- Nearly met- 30%
- Not met- 55%

Stoneman CAASPP data by Race/Ethnicity, Students with Disabilities, and English Learners:

- Stoneman's largest scholar groups by race/ethnicity are Black/African American and LatinX scholars. These scholars performed below the Stoneman proficiency rates.
- Students with Disabilities and English Learners also performed below the Stoneman proficiency rates.

ELA-

Black/African American-

- Exceeded- 8%
- Met- 17%
- Nearly Met- 27%
- Not met- 48%

LatinX-

- Exceeded- 8%
- Met- 17%
- Nearly Met- 20%
- Not met- 54%

Students with Disabilities-

- Exceeded- 0%
- Met- 11%
- Nearly Met- 3%
- Not met- 86%

English Learners-

- Exceeded- 5%
- Met- 9%
- Nearly Met- 29%
- Not met- 57%

MATH-

Black/African American-

- Exceeded- 1%
- Met- 13%
- Nearly Met- 26%
- Not met- 60%

LatinX-

- Exceeded- 2%
- Met- 9%
- Nearly Met- 31%
- Not met- 58%

Students with Disabilities-

- Exceeded- 3%
- Met- 3%
- Nearly Met- 11%
- Not met- 83%

English Learners-

- Exceeded- 0%
- Met- 5%

- Nearly Met- 38%
- Not met- 57%

Stoneman Elementary iReady, Benchmark 1 Assessment- Reading

Overall-

- On/Above grade level: 16%
- One grade below: 41%
- Two or more grades below: 43%

Stoneman Elementary iReady, Benchmark 1 Assessment- Math

Overall-

- On/Above grade level: 2%
- One grade below: 44%
- Two or more grades below: 54%

Stoneman scholars showed lower rates of grade level mastery in Math compared to ELA, as demonstrated in both CAASPP and iReady. Therefore, there will be added focus around math instruction, engagement, access, assessment, and analysis for all scholars.

Student groups to participate in this goal:

- All students
- African American
- EL/FEP
- Students with disabilities

Actions taken to reach LCAP Goal #2:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>Strategy/Activity 3:</p> <p>Teachers and administrators will attend conferences (CABE, CAAASA, ACSA - Every Child Counts, iReady) that will advance knowledge of best modern teaching practices, positive social emotional support systems, and educational technology integration.</p> <p>Title I- \$3827</p>	<p>Presentation of materials/learning to staff after attended PDs</p>	

<p>Strategy/Activity 4:</p> <p>Designated time is built in for teachers collaborate, plan, and implement strategies learned during professional developments. PD on Close reading, collaborative conversations, writing instruction, math instruction, the reading foundations block, supporting scholars with disabilities, and the MTSS system at Stoneman will be focused on throughout the year. Teachers will create and implement plans to provide scholars with opportunities for higher level thinking questions and dialogue with problem solving skills and strategies. In addition, teachers will analyze data in Math and ELA for African American and English Learners, to closely target instruction, check for understanding, and plan best practices to close the opportunity gap. Our Wednesday meetings and planning time will include work to address the academic need of these scholars.</p> <p>Title I- \$2000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● CAASPP data, Math (grades 3-5) 	
<p>Strategy/Activity 5:</p> <p>Supplemental computer programs, such as Raz Kids, NewsEla, Zearn, Reading A-Z and will be used during the school day, before, and after school to provide differentiated support. Teacher subscriptions with monitoring reports also purchased.</p> <p>Title I- \$2000</p>		
<p>Strategy/Activity 6:</p> <p>In order to provide reading intervention to scholars reading below grade level, retired teachers and other credentialed staff will be</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● Acadience Benchmark data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● Acadience progress monitoring data (grades K-5) 	

<p>brought in to provide systematic and targeted reading intervention during the school day to scholars in small groups. Groups will be formed based on scholars' current assessment data. Scholars will be assessed regularly to determine growth and rearrange groups as needed. Intentional analysis of scholars in underperforming groups will be conducted throughout the year to include African American, LatinX, and English Learners.</p> <p>Title I- \$38602</p>		
<p>Strategy/Activity 8:</p> <p>Professional development and collaboration time will be provided to support teachers in their instruction of scholars with disabilities. Wednesday staff meetings will be planned to broaden teacher understanding of the special education process, how to support scholars with disabilities in the general education classroom, pre-referral interventions, and understanding of IEPs. Collaboration time will be provided for general education teachers to meet and plan with special education team members. This PD and collaboration time will be provided to ensure academic needs of all scholars are being met.</p> <p>Title I- \$2000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● IEP progress <p>Reflection from:</p> <ul style="list-style-type: none"> ● PDs ● Collaboration/Planning time ● IEP implementation 	
<p>Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6))</p> <p>Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.</p>		
<p>LCAPI Goal #3</p>		

Site Goals for 2022-2023:

- Culture/Climate- Establish and maintain trusting relationships with scholars, staff, and families (Stoneman community).
- Math- Based on iReady Benchmark data, all scholars will meet typical growth or maintain grade level proficiency.
- ELA- Based on Acadience summative report progress, a minimum of 70% of scholars in each class will achieve “typical”-“well above typical” growth from Benchmark one to Benchmark three.

CSI Goals:

- Suspension- By the end of the 2023/2024 school year, Stoneman Elementary will decrease suspension rates by 5% as measured by AERIES.
- Attendance- By the end of the 2023/2024 school year, Stoneman Elementary will have 95% attendance rates as measured by AERIES.
- Math- By the end of the 2023/2024 school year, Stoneman Elementary will increase math proficiency by 5% as demonstrated by iReady and perform 53 points below standard (Level 3) as demonstrated by CAASPP scores.
- ELA- By the end of the 2023/2024 school year, Stoneman Elementary will increase ELA proficiency by 5% as demonstrated by iReady and Acadience and perform 20 points below standard (Level 3) as demonstrated by CAASPP scores.

Additional Site Focus:

- During the 2022-2023 school year, Stoneman will decrease their suspensions by 5% by targeting supports to all scholars including our African American scholars.
- During the 2022-2023 school year in an effort to increase monthly attendance to 95%, Stoneman will target all students in increased activities, engagement, and opportunities for Positive Behavior Intervention & Supports.
- During the 2022-2023 school year Stoneman will increase the number of opportunities for parents and community members to become involved and partner with us in our decision making through volunteer and parent education/training opportunities, family engagement activities, advisory committees. Parents and community members will be given a variety of tools and strategies on how to support their scholars at home in social and academic areas.

Area of Need:

The most recent CA Dashboard information reflects 2018-2019 school year. The Dashboard is expected to be updated in December 2022.

Stoneman and staff recognize the need to increase parent involvement and engagement. Family Passports were made and distributed to all families in order to collect "stamps" for attending various events throughout the school year including monthly family events (such as the Welcome Back Ice Cream Social, Family Math Night, Family STEAM Night, Career Day, etc.). Our goal is to make parents feel welcome by giving them various opportunities to use their voice in ELAC, SSC, Parent Faculty Club, Mornings with Megia (coffee and donuts with the principal in an open form format), Dolphin Dads (coffee and donuts for dads and father figures with the vice principal), and volunteerism.

During the 2022-2023 school year, we we will continue to work with our parents, families, and community members on scholar achievement, communicating our academic expectations, and providing parents with strategies for how to support their scholars at home with academics.

In the 2018-19 school year, the dashboard indicates a high rate of overall school suspension, from 5.3% suspended at least once in 2018 to 8.7% in 2019. Our AA students increased suspensions by +2.9 % being suspended at least once; AA students only make up 28% of student population. Our socioeconomically disadvantaged students increased suspensions by +3.8 % being suspended at least once. Specific strategies will be implemented to decrease suspension rates for all scholars, but especially African American scholars and socioeconomically disadvantaged scholars.

In the 2021-2022 school year, Stoneman saw a 6.1% decrease in suspensions compared to the 2018-2019 school year. While the suspension rate did go down, an additional decrease is necessary in order to ensure all scholars access to curriculum, content, instruction, and a safe school environment.

Stoneman Teachers and Staff recognize the need to decrease scholar referrals and suspensions with our African American and Hispanic populations. Our goal is to greatly improve our school climate and to decrease the number of undesired behaviors that lead to referrals as well as decrease the number of negative interactions with teacher-to-scholars. Stoneman will work with all of our faculty and staff to increase positive scholar behaviors and acknowledge their success in academic and social interactions by utilizing positive behavior interventions. Stoneman will aim to implement a variety of positive activities for scholars to participate in while at school inside and outside of the classroom, as well as provide additional social-emotional support. Stoneman recognizes scholars must feel safe and connected to their school environment in order for them to actively engage and become academically successful. With this goal, Stoneman should see at least a 5% decrease (or greater) in office referrals and suspensions as well as an increase in scholar attendance to 95%.

Student groups to participate in this goal:

- All students
- African American
- EL/FEP

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
<p>Strategy/Activity 1:</p> <p>In order to increase parent participation and increase communication from school-to-home and home to - school. Stoneman will utilize a variety of communication platforms and strategies including online communication, postage fees, and an online newsletter. The school website will be updated and weekly communications will be implemented.</p> <p>Title I- \$4000</p>	<p>Data from:</p> <ul style="list-style-type: none"> ● Parent Square usage ● Class Dojo usage <p>Analysis of:</p> <ul style="list-style-type: none"> ● Parent/guardian survey 	

<p>Strategy/Activity 2:</p> <p>Positive behavior and attendance incentives- Positive behavior incentive materials and reward items will be developed, purchased, and used to train, support and reinforce scholars' positive interaction in all school settings, including the playground. Extraordinary Scholar Scholar Rewards and Activities will be facilitated for scholars who have great attendance, excellent effort and participation in their learning, and who have mastered our school rules. They can earn an Extraordinary Scholar Badges (monthly). These scholars are able to participate in special activities throughout the year in hopes that they will continue being successful and encourage their peers to join them in their success.</p> <p>Title I- \$1111</p>	<p>Analysis of data:</p> <ul style="list-style-type: none"> ● Extraordinary scholars ● Suspension rates ● Scholar survey ● Attendance 	
<p>Strategy/Activity 4:</p> <p>SST and CARE teams will meet bi-monthly and work collaboratively to review specific scholar progress and to develop intervention plans for scholars in need of support. Academic data and EWIs (early warning indicators) will be analyzed to provide targeted interventions in effort to decrease referrals to special education.</p> <p>Title I- \$1000</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● iReady Benchmark data, Reading (grades 1-5) ● iReady Benchmark data, Math (grades 1-5) ● Acadience data (grades K-5) ● CAASPP data, ELA (grades 3-5) ● CAASPP data, Math (grades 3-5) ● EWI data ● CARE referrals 	
<p>Strategy/Activity 5:</p> <p>Stoneman uses a social emotional learning program (Leader in Me) to support teachers and scholars to create positive leaders on campus. Leader in Me® is a whole-school</p>	<p>Analysis of:</p> <ul style="list-style-type: none"> ● Scholar survey ● Suspension rates ● Extraordinary scholars 	

<p>transformation model and process developed in partnership with educators that empowers scholars with the leadership and life skills they need to thrive in the 21st century.</p> <p>Title I- \$12,000</p>		
<p>Parent Engagement: Parent Education, training, and workshops--parents will be invited to attend and participate in workshops throughout the year on topics such as Nutrition, EL, Early Literacy, Leader in Me, content area support, and other parenting programs.</p> <p>Parent/guardians will be invited to attend in monthly open forum principal meetings to ask questions, connect with other Stoneman families, and share ideas for the Stoneman community.</p> <p>Actively recruit parents to sit on the various parent councils (SSC, ELAC)</p> <p>Parent meeting expenses for food, drink and miscellaneous materials to extend hospitality and grow positive community participation. Strategy/Activity 6:</p> <p>Title I- \$5500</p>	<p>Analysis of attendance for:</p> <ul style="list-style-type: none"> ● parent/guardian workshops ● ELAC meetings ● Mornings with Megia meetings ● Dolphin Dads meetings ● Stoneman family events ● School Site Council meetings 	
<p>Strategy/Activity 7:</p> <p>Family nights/events (such as Family Math Night, Family Reading Night, Family STEAM Night, Career Day, etc.) will be held during the school year to build parent understanding and involvement in these essential subject areas,</p>	<p>Analysis of attendance and implementation of:</p> <ul style="list-style-type: none"> ● Stoneman family events 	

<p>and to increase scholar interest and engagement.</p> <p>Title I- \$5000</p>		
<p>Strategy/Activity 8:</p> <p>ELAC Meetings will be held monthly to inform parents of our English Learner program and to receive feedback on how to improve the school community for our English Learner students and parents.</p> <p>Title I- \$2500</p>	<p>Analysis of attendance and implementation of:</p> <ul style="list-style-type: none"> ● ELAC meetings <p>Analysis of:</p> <ul style="list-style-type: none"> ● ELAC needs assessment survey 	