

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
Stone Ranch Elementary School	37682960102822	November 10, 2021	December 16, 2021

School Vision and Mission

Stone Ranch Elementary School's Mission is to serve as the gateway to our students' future and to prepare them for success as members of the global society in alignment with the PUSD vision, core values, and LCAP goals. We are committed to all students learning as every member of our staff works to meet their individual student needs. We embrace and celebrate the cultural diversity of our school community as we involve parents as partners in their child's education. We recognize that effective elementary education, and meeting our student's academic and social emotional needs, is crucial to launching our students successfully on a path to college, career, and life readiness. Also, our theory action is: if we provide all students with high-level tasks and ask high-level questions, then students will have access to be challenged to become critical thinkers who will be expected to demonstrate and articulate their reasoning through a focus on student learning and academic success connected to their cultural competence in developing positive ethnic and social identities.

School Profile

Stone Ranch Elementary School is a dynamic learning community and home to over 800 eager, inquisitive, energetic Trailblazers (PreK - 5th) who are active participants in their learning. With a founding mission to Honor Our Past, Explore Our Present, Discover Our Future – and in the process realize that Our Stories Connect Us, our school remains committed to ensuring all Trailblazers feel like an integral part of our diverse learning community. A focus on writing ensures that our students have numerous opportunities to write, share stories, and connect. We provide our learners with a rigorous, supportive culture that includes comprehensive instruction in basic skills, multiple pathways for learning and engagement, personalized learning and choice, and problem/project-based learning in a culturally responsive learning environment. A strong sense of community is built upon mutual respect and the meaningful contribution of all members. We are new participants in the No Place For Hate Schools. We teach Character Counts! and the pillars of Trustworthiness, Responsibility, Respect, Citizenship, Caring, and Fairness support our efforts to develop citizens for both the present and the future.

Our Stone Ranch Trailblazers enjoy a rich learning environment and the respect and admiration of their teachers, support staff, and fellow students. They know they are the center of our school and that decisions are made in their best interest, that the adults encourage them to learn, explore, and discover. Our children know we respect their opinions and are committed to giving them a voice and the tools they'll need to use their voice for the greater good. Our Multi-Tiered Systems of Support (MTSS) provides appropriate

interventions, whether academic, social-emotional, or behavioral, in order to help all of our students thrive. Our competent and caring staff are focused on the energetic learners who come every day to blaze a trail to their future!

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our staff begins our annual update of our SPSA in September with in-depth review of academic achievement data from the previous school year including District, CA State Assessments, and grade level CORE Assessments. Survey data including the California Healthy Kids Survey, Speak Up Survey, and the PTA California School of Excellence surveys as well as our LCAP feedback through ThoughtExchange are also reviewed. Collaborative teams reflect on all aspects of student growth and achievement, identify our strengths and areas for growth, and develop new goals and strategies to work to close any achievement gaps identified.

Stone Ranch understands the importance of including all stakeholders in the process of developing and monitoring our SPSA. Parents are encouraged to be part of our site planning through:

- attending Back to School Nights
- as members of our School Site Council/Site Safety Committee
- attending parent events (Parent Education, Family Nights, Schoolwide Events)
- attending Principal Coffees
- parents of EL students are also invited and encouraged to attend English Language Advisory Committee (ELAC) meetings.

Parents are made aware of these opportunities through our weekly emailed "Blazer Bulletin," targeted call-out/emails, and classroom communications (email/call-out/newsletters).

During the spring 2021 and fall 2021 SSC meetings, members reviewed/evaluated programs, budgets and objectives in the SPSA. They were given opportunities to contribute to the development of the plan. The SSC reviewed the overall plan, budget, and goals before voting to approve. Once the SPSA is approved, the SSC will continue to review the action steps and budget throughout the school year. If any proposed modifications to the SPSA occur, they will be brought to the SSC to vote to accept or reject any changes.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.12%	0.23%	%	1	2	
African American	0.24%	0.23%	0.3%	2	2	2
Asian	35.22%	36.29%	40.7%	293	315	327
Filipino	4.33%	4.38%	4.7%	36	38	38
Hispanic/Latino	8.77%	9.45%	8.5%	73	82	68
Pacific Islander	0.48%	0%	%	4	0	
White	34.62%	33.76%	33.7%	288	293	271
Two or More Responses	8.77%	8.29%	12.2%	73	72	98
Not Reported	7.45%	7.37%	%	62	64	
Total Enrollment				832	868	804

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	147	148	127
Grade 1	118	129	118
Grade 2	130	123	135
Grade3	155	154	121
Grade 4	140	165	145
Grade 5	142	149	158
Total Enrollment	832	868	804

Conclusions based on this data:

1. Overall enrollment has recently decreased mainly due to the COVID-19 pandemic.
2. Our subgroups remain stable and our two largest subgroups remain Asian and Caucasian.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	163	144	106	19.6%	16.6%	13.2%
Fluent English Proficient (FEP)	133	148	145	16.0%	17.1%	18.0%
Reclassified Fluent English Proficient (RFEP)	23	31	45	12.2%	19.0%	31.3%

Conclusions based on this data:

1. Our percentage of students who are English Learners has declined over the past 3 years.
2. Our percentage of students Reclassified Fluent English Proficient (RFEP) increased from 19% (2019-2020) to 31.3% (2020-2021).

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	156			152			152			97.4		
Grade 4	142			138			138			97.2		
Grade 5	144			141			141			97.9		
All	442			431			431			97.5		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2478.			48.68			24.34			19.08			7.89		
Grade 4	2539.			58.70			23.91			8.70			8.70		
Grade 5	2581.			51.77			33.33			7.80			7.09		
All Grades	N/A	N/A	N/A	52.90			27.15			12.06			7.89		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	48.68			42.11			9.21			
Grade 4	50.00			42.03			7.97			
Grade 5	55.32			39.01			5.67			
All Grades	51.28			41.07			7.66			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	33.55			54.61			11.84		
Grade 4	48.55			42.75			8.70		
Grade 5	54.61			36.17			9.22		
All Grades	45.24			44.78			9.98		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	38.16			57.24			4.61		
Grade 4	36.96			60.14			2.90		
Grade 5	34.04			60.28			5.67		
All Grades	36.43			59.16			4.41		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	34.87			51.32			13.82		
Grade 4	46.38			44.93			8.70		
Grade 5	55.32			39.72			4.96		
All Grades	45.24			45.48			9.28		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	557	358	64.3	560	397	70.9	557	388	69.7
African-American	2	1	50	5	3	60	5	3	60
Asian	214	169	79	215	177	82.3	213	173	81.2
Caucasian	174	92	52.9	172	105	61	173	107	61.8
Filipino	21	13	61.9	21	15	71.4	21	14	66.7
Hispanic	47	25	53.2	47	31	66	46	27	58.7
Other	99	58	58.6	100	66	66	99	64	64.6
English Learners	66	19	28.8	66	31	47	65	29	44.6
Students with Disabilities	70	27	38.6	66	27	40.9	64	22	34.4
Socioeconomically Disadvantaged	54	26	48.1	54	31	57.4	53	30	56.6
Foster Youth									
Homeless Youth	8	6	75	8	5	62.5	8	7	87.5

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level
Reading – Fall, Winter, Spring, (2020-2021)**

	Reading								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Grade 2									
All Students			51.1			58.1			58.8
African-American						0			0
Asian			69.4			72.5			72.5
Caucasian			40.6			48.5			48.5
Filipino			25			50			50
Hispanic			33.3			41.7			33.3
Other			44.1			54.3			60
English Learners			33.3			44.4			55.6
Students with Disabilities			55.6			44.4			66.7
Socioeconomically Disadvantaged			41.7			50			50
Homeless Youth			100			100			100
Grade 3									
All Students			59.3			69.4			60.5
African-American			50			66.7			66.7
Asian			75.5			86.8			80.8
Caucasian			48.8			58.5			50
Filipino			33.3			33.3			33.3
Hispanic			28.6			50			16.7
Other			52.9			55.6			44.4
English Learners			38.5			53.8			44
Students with Disabilities			29.2			43.5			26.1
Socioeconomically Disadvantaged			42.9			60			57.1
Homeless Youth			66.7			66.7			66.7
Grade 4									
All Students			73.6			79.7			80.1
African-American						100			100
Asian			86			84			84
Caucasian			60.9			68.2			75
Filipino			75			100			100
Hispanic			61.1			83.3			70.6
Other			80.8			84.6			84

	Reading								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
English Learners			20			40			40
Students with Disabilities			41.2			43.8			35.7
Socioeconomically Disadvantaged			47.1			47.1			52.9
Homeless Youth			75			50			100
Grade 5									
All Students			70.4			75.2			76.9
Asian			83.9			85.2			86.7
Caucasian			56.4			64.8			68.5
Filipino			80			80			70
Hispanic			80			72.7			90.9
Other			59.1			71.4			66.7
English Learners			0			42.9			28.6
Students with Disabilities			40			33.3			27.8
Socioeconomically Disadvantaged			63.6			80			70

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	430	4.88	22.56	13.49	59.07
African-American	4	25	0	0	75
Asian	164	1.83	14.02	11.59	72.56
Caucasian	144	9.03	27.08	15.97	47.92
Filipino	17	5.88	23.53	5.88	64.71
Hispanic	36	2.78	33.33	25	38.89
Other	65	3.08	29.23	9.23	58.46
English Learners	48	12.5	47.92	12.5	27.08
Students with Disabilities	61	19.67	52.46	4.92	22.95
Socioeconomically Disadvantaged	43	13.95	27.91	23.26	34.88
Foster Youth					
Homeless Youth	7	0	14.29	14.29	71.43

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Stone Ranch Elementary School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	463	291	462	469	459	453	468	468
Winter	480	313	474	480	505	475	481	470
Growth	17	22	12	11	46	22	13	2
Grade 2								
Fall	502	571	27	498	496	501	506	503
Winter	523	663	17	524	505	520	527	522
Spring	540	740	0	541	511	543	539	536
Growth	38	169	-27	43	15	42	33	33
Grade 3								
Fall	538	735	0	110	6	542	537	535
Winter	554	809	0	89	3	556	554	551
Spring	558	822	0	62	0	563	556	551
Growth	20	87	0	-48	-6	21	19	16
Grade 4								
Fall	577	910	0	23	0	583	576	572
Winter	590	969	0	19	2	590	592	590
Spring	600	1014	0	17	0	598	604	598
Growth	23	104	0	-6	0	15	28	26
Grade 5								
Fall	588	959	0	29	3	592	590	581
Winter	605	1038	0	12	0	611	606	598
Spring	608	1059	0	8	7	614	611	602
Growth	20	100	0	-21	4	22	21	21

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course							A-G Course									
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021		
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	
All Stone Ranch Elementary School																	

	Graduation Course							A-G Course								
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. High participation rate was steady over past three years. CAASPP was cancelled for the 2019-2020 and 2020-2021 school years due to the COVID-19 pandemic and virtual learning in spring 2020 and the option of virtual distance learning.
2. Unable to determine goal achievement due to CAASPP cancellation in spring 2020 and 2021.
3. Concerning iReady diagnostic data, significant growth was seen from the Fall benchmark assessment to the Spring EOY. Increases included Hispanic +5.5%, English Learners +15.8%, SWD +8.5%.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	156			155			155			99.4		
Grade 4	142			138			138			97.2		
Grade 5	144			143			143			99.3		
All	442			436			436			98.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2490.			42.58			36.13			17.42			3.87		
Grade 4	2554.			57.97			26.81			13.77			1.45		
Grade 5	2584.			58.74			17.48			17.48			6.29		
All Grades	N/A	N/A	N/A	52.75			27.06			16.28			3.90		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	56.13			38.71			5.16			
Grade 4	68.84			25.36			5.80			
Grade 5	62.94			26.57			10.49			
All Grades	62.39			30.50			7.11			

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	51.61			41.94			6.45		
Grade 4	65.94			28.26			5.80		
Grade 5	50.35			40.56			9.09		
All Grades	55.73			37.16			7.11		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	49.03			43.23			7.74		
Grade 4	59.42			31.16			9.42		
Grade 5	51.75			40.56			7.69		
All Grades	53.21			38.53			8.26		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	556	293	52.7	563	350	62.2	560	343	61.3
African-American	2	1	50	5	3	60	5	2	40
Asian	212	147	69.3	214	172	80.4	215	167	77.7
Caucasian	175	70	40	175	81	46.3	174	79	45.4
Filipino	21	9	42.9	21	13	61.9	21	12	57.1
Hispanic	47	14	29.8	47	23	48.9	45	22	48.9
Other	99	52	52.5	101	58	57.4	100	61	61
English Learners	66	22	33.3	66	30	45.5	65	26	40
Students with Disabilities	69	20	29	68	24	35.3	64	21	32.8
Socioeconomically Disadvantaged	53	23	43.4	55	27	49.1	53	23	43.4
Foster Youth									
Homeless Youth	8	5	62.5	8	5	62.5	8	5	62.5

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 2									
All Students			51.9			66.2			63.2
African-American						100			0

	Math								
	Fall			Winter			Spring		
	Tested	Meeting Benchmark		Tested	Meeting Benchmark		Tested	Meeting Benchmark	
#		%	#		%	#		%	
Asian			71.4			78.4			76.5
Caucasian			28.1			63.6			48.5
Filipino			25			50			50
Hispanic			33.3			41.7			41.7
Other			55.9			60			68.6
English Learners			38.9			55.6			50
Students with Disabilities			44.4			55.6			44.4
Socioeconomically Disadvantaged			58.3			50			41.7
Homeless Youth			100			100			100
Grade 3									
All Students			51.6			61.6			57.4
African-American			50			33.3			33.3
Asian			72.5			83			76.9
Caucasian			40.5			45.2			36.6
Filipino			0			33.3			33.3
Hispanic			0			33.3			20
Other			47.1			55.6			66.7
English Learners			38.5			53.8			44
Students with Disabilities			21.7			43.5			33.3
Socioeconomically Disadvantaged			30.8			46.7			38.5
Homeless Youth			66.7			33.3			33.3
Grade 4									
All Students			58.3			58			62.4
African-American						100			100
Asian			64			68			74
Caucasian			54.3			43.2			50
Filipino			100			75			75
Hispanic			33.3			50			52.9
Other			65.4			65.4			64
English Learners			20			26.7			26.7
Students with Disabilities			52.9			31.3			42.9
Socioeconomically Disadvantaged			41.2			47.1			47.1
Homeless Youth			50			75			75

	Math								
	Fall			Winter			Spring		
		Meeting Benchmark			Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%	Tested	#	%
Grade 5									
All Students			49.1			62.9			61.5
Asian			69.4			90			82.3
Caucasian			34.5			39.3			46.4
Filipino			40			70			60
Hispanic			40			63.6			63.6
Other			36.4			45.5			40.9
English Learners			28.6			28.6			28.6
Students with Disabilities			10			20			20
Socioeconomically Disadvantaged			45.5			54.5			45.5

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels
Spring (2021)**

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	430	5.81	34.19	9.07	50.93
African-American	4	0	50	25	25
Asian	164	1.83	20.12	6.1	71.95
Caucasian	143	12.59	43.36	9.09	34.97
Filipino	17	11.76	29.41	17.65	41.18
Hispanic	36	5.56	47.22	13.89	33.33
Other	66	0	42.42	10.61	46.97
English Learners	48	14.58	50	4.17	31.25
Students with Disabilities	61	22.95	47.54	6.56	22.95
Socioeconomically Disadvantaged	43	11.63	46.51	11.63	30.23
Foster Youth					
Homeless Youth	7	0	42.86	14.29	42.86

Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

Stone Ranch Elementary School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 1						
Fall	413	0	411	415	412	417
Winter	424	0	421	437	418	422
Spring	430	0	424	438	426	434
Growth	17	0	13	23	14	17
Grade 2						
Fall	425	0	421	433	421	427
Winter	438	0	434	443	438	439
Spring	447	0	444	451	448	445
Growth	22	0	23	18	27	18
Grade 3						
Fall	449	0	443	459	448	446
Winter	462	0	457	469	468	453
Spring	471	0	466	477	475	468
Growth	22	0	23	18	27	22
Grade 4						
Fall	478	0	473	486	479	475
Winter	487	0	482	494	490	482
Spring	500	0	499	504	504	495
Growth	22	0	26	18	25	20
Grade 5						
Fall	484	0	482	489	487	478
Winter	500	0	505	501	500	492
Spring	513	0	513	511	518	511
Growth	29	0	31	22	31	33

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Stone Ranch Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
Mathish Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																
Foster Youth																
Homeless Youth																

Conclusions based on this data:

1. High participation rate was steady over past 3 years. CAASPP was cancelled for the 2019-2020 and 2020-2021 school years due to the COVID-19 pandemic and virtual learning in spring 2020 and the option for virtual distance learning for the 2020-2021 school year.
2. Unable to determine goal achievement due to CAASPP cancellation in spring 2020 and 2021.
3. Concerning iReady diagnostic data, significant growth was seen from the Fall benchmark assessment to the Spring EOY. Increases included Hispanic +19.1%, English Learners +6.7%.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1460.1	1472.9	1457.3	1476.8	1466.8	1463.5	56	32
Grade 1	1507.8	1526.5	1497.7	1527.3	1517.3	1525.1	38	35
Grade 2	1563.2	1557.1	1554.6	1559.6	1571.3	1554.0	24	34
Grade 3	1529.1	1511.2	1532.2	1504.2	1525.6	1517.9	18	13
Grade 4	1522.8	1542.5	1517.0	1551.9	1528.2	1532.5	21	11
Grade 5	*	1535.5	*	1529.6	*	1541.2	*	13
All Grades							167	138

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.93	25.00	21.43	46.88	*	18.75	*	9.38	56	32
1	81.58	60.00	*	34.29	*	2.86		2.86	38	35
2	83.33	61.76	*	32.35		2.94		2.94	24	34
3	*	38.46	*	30.77	*	15.38	*	15.38	18	13
4	*	54.55	*	18.18	*	18.18	*	9.09	21	11
5	*	30.77	*	30.77	*	23.08	*	15.38	*	13
All Grades	63.47	47.10	22.16	34.78	10.18	10.87	*	7.25	167	138

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	37.50	28.57	40.63	*	12.50	*	9.38	56	32
1	78.95	62.86	*	31.43		2.86	*	2.86	38	35
2	95.83	70.59	*	26.47		0.00		2.94	24	34
3	66.67	53.85	*	23.08	*	0.00	*	23.08	18	13
4	57.14	72.73	*	9.09		9.09	*	9.09	21	11
5	*	46.15	*	23.08	*	23.08	*	7.69	*	13
All Grades	69.46	57.25	21.56	28.99	*	6.52	*	7.25	167	138

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.71	25.00	*	40.63	23.21	25.00	*	9.38	56	32
1	76.32	48.57	*	45.71	*	2.86	*	2.86	38	35
2	79.17	41.18	*	47.06		11.76		0.00	24	34
3	*	23.08	*	38.46	*	23.08	*	15.38	18	13
4	*	18.18	52.38	45.45	*	18.18	*	18.18	21	11
5	*	15.38	*	30.77	*	30.77	*	23.08	*	13
All Grades	55.69	33.33	24.55	42.75	14.37	15.94	*	7.97	167	138

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	76.79	46.88	19.64	46.88	*	6.25	56	32	
1	86.84	88.57	*	11.43		0.00	38	35	
2	91.67	67.65	*	32.35		0.00	24	34	
3	*	46.15	*	38.46	*	15.38	18	13	
4	*	45.45	*	54.55	*	0.00	21	11	
5	*	30.77		61.54	*	7.69	*	13	
All Grades	73.65	60.87	22.16	35.51	*	3.62	167	138	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	44.64	43.75	42.86	46.88	*	9.38	56	32	
1	76.32	48.57	*	48.57	*	2.86	38	35	
2	91.67	70.59	*	26.47		2.94	24	34	
3	83.33	61.54	*	15.38		23.08	18	13	
4	66.67	72.73	*	18.18	*	9.09	21	11	
5	*	69.23	*	15.38	*	15.38	*	13	
All Grades	67.66	57.97	26.35	34.06	*	7.97	167	138	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	18.75	44.64	81.25	*	0.00	56	32
1	84.21	82.86	*	14.29		2.86	38	35
2	87.50	38.24	*	61.76		0.00	24	34
3	*	30.77	*	53.85	*	15.38	18	13
4	*	18.18	61.90	63.64	*	18.18	21	11
5	*	30.77	*	46.15	*	23.08	*	13
All Grades	55.69	42.03	36.53	52.17	7.78	5.80	167	138

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.86	65.63	23.21	18.75	*	15.63	56	32
1	50.00	34.29	47.37	62.86	*	2.86	38	35
2	75.00	50.00	*	47.06		2.94	24	34
3	*	15.38	61.11	69.23	*	15.38	18	13
4	*	27.27	*	54.55	*	18.18	21	11
5	*	23.08	*	69.23		7.69	*	13
All Grades	58.08	42.03	37.13	49.28	*	8.70	167	138

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, the ELPAC assessment, was suspended for the spring of 2020. As a result, the most recent ELPAC data is from the 2018-2019 school year. Preliminary ELPAC data from the 2020-2021 is being used for the conclusions below. SRES also utilizes other metrics to gauge student progress, i.e., iReady, Lexia, criterion referenced assessments, and CORE Reading diagnostics.

Conclusions based on this data:

- Using the 2020-2021 preliminary data, the number of students taking the ELPAC assessment decreased from 2018-2019 to 2020-2021 from 138 to 111. Perhaps this was due to enrollment decrease or the challenge of assessing students who participated in Virtual Distance Learning.
- Staff will benefit from increased training to develop further understanding of ELPAC results and implications for best targeted teaching strategies.
- Further analysis of the 2020-2021 preliminary data suggests significant increases from the most recent 2018-2019 data in students scoring an Overall Level 4 in the following grade levels: Kindergarten +14.89%, Grade 3 +21.54%, and Grade 5 +26.37%.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	*	3	6	*	*	1	*	*	16.67
American Indian or Alaskan	*			*			*		
Asian	299	365	332	4	8	0	1	2.19	0
Filipino	30	41	39	2	2	0	5	4.88	0
Hispanic or Latino	79	83	73	4	5	1	5	6.02	1.37
Did not Report	66			3			8		
Pacific Islander	*			*			*		
Two or More Races	81	94	108	1	3	3	1	3.19	2.78
White	293	319	288	13	15	6	4	4.7	2.08
Male									
Female									
English Learners	163	111	117	8	5	3	6	4.5	2.56
Students with Disabilities			90	3		5	3		5.56
Socioeconomically	55		81	11		5	17		6.17
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	855	909	846	27	35	11	3	3.85	1.3

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. Absenteeism is spread across all subgroups and grades and subgroups.
2. Preliminary data of Chronic Absenteeism at SRES showed a significant decrease from 3.85% in 2019-2020 to only 1.3% in 2020-2021.
3. Preliminary data of Chronic Absenteeism at SRES showed English Learner absentee rates decreased from 4.5% in 2019-2020 to 2.56%, and a significant decrease for Hispanic students from 6.02% in 2019-2020 to 1.37% in 2020-2021.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	0.1	0.0	0

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Our suspension rate has been decreasing for 3 years and remains very low with implementation of restorative justice practices, PBIS, and increasing social emotional supports in place.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate			

* Preliminary Data

Conclusions based on this data:

1. N/A

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based upon Spring of 2022 California Assessment of Student Performance and Progress report, 83% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of Math.

Identified Need

Due to the physical school closure in spring 2021 due to COVID-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report will be utilized for goal setting. An analysis of Stone Ranch's data from the California Assessment of Student Performance and Progress (CAASPP) report 2018-2019, showed 20% of students below proficiency levels as measured by the Math portion of the CAASPP test.

Alternative Metrics

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2021. To monitor student progress, our site utilizes other metrics to gauge student progress i.e., iReady and criterion referenced assessments.

As derived from the Spring 2021 iReady Math Diagnostic Assessments, the percentages displayed below denote the number of students who were Meeting Benchmark:

- All Students: 61.3%
- Caucasian: 45.4%
- EL: 40%
- Filipino: 57.1%
- Socioeconomically Disadvantaged: 43.4%
- Asian: 77.7%
- Students with Disabilities: 32.8%
- Hispanic: 48.9%
- African American: 40%

As derived from the fall 2021 iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

- All Students: (grades K-5) 51.04%
- EL: 37.72%
- EDY: 25.71%
- Special Education: 27.27%
- Hispanic: 34.92%
- African American: 50.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows 80% of all students are "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 3 percentage points, from 80% in 2019 to 83% in 2022.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows 49% of EL students are "Standard Met" or "Standard Exceeded."	The percentage of EL students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 5 percentage points, from 49% in 2019 to 54% in 2022.
EDY/Title I Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows 86% of Socioeconomically Disadvantaged/Title I students are "Standard Met" or "Standard Exceeded."	The percentage of Socioeconomically Disadvantaged/Title I students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 1 percentage point, from 86% in 2019 to 87% in 2022.
Student with Disabilities Data from the Math portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP Math test shows 56% of Students with Disabilities "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 5 percentage points, from 56% in 2019 to 61% in 2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students identified as Socioeconomically Disadvantaged and English Learners.

Strategy/Activity

Targeted small group math instruction to include pre-teaching of skills and building math vocabulary will be provided to Socioeconomically Disadvantaged and English Learners to support access and engagement in rigorous math tasks. Support will be provided by classroom teacher, instructional aide, and/or impact teacher.

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)

4240

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Impact Teacher

9680

English Learners
2000-2999: Classified Personnel Salaries
Instructional Aide

9000.00

Foundation
1000-1999: Certificated Personnel Salaries
Impact Teachers

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

All teachers will utilize Science, Technology, Engineering, and Math (STEM) tasks to increase student ability to find multiple solutions to a wide variety of open-ended problems. STEM activities may include Project Lead the Way (PLTW) units or Mystery Science activities.

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)

No additional budgeted expenditures.

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

All teachers will utilize appropriate Depth of Knowledge questioning strategies and have students articulate their reasoning.

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)

No additional budgeted expenditures.

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students Grades TK-2

Strategy/Activity

Students will engage in collaborative conversations and utilize sentence frames to explain and justify their mathematical thinking.

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)

No additional budgeted expenditures.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades 3-5

Strategy/Activity

Students will engage regularly in Number Talks to articulate and explain their mathematical thinking and problem-solving with multiple solutions.

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)

No additional budgeted expenditures.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to suspension of CAASPP testing in both the 2020 and 2021 school years due to COVID-19, we were unable to measure growth based on the assessment. As of Fall 2021, the State of California is planning to resume the assessment. As a means by which to consider growth in the area of Math, we are able to report that all of our students were provided with math enrichment activities in person and virtually throughout Spring 2021 through our Canvas platform.

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 district is providing a district-funded long-term substitute who will provide intervention to students performing below grade level.

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

We will monitor our students' proficiency level using iReady which will be administered three times per year.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 2: English Language Arts

Based upon Spring of 2022 California Assessment of Student Performance and Progress report, 82% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts.

Identified Need

Due to the ongoing effects of the COVID-19 pandemic in the spring of 2021, the annual testing and data collection were unable to be conducted the past two years. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report will be utilized for goal setting. An analysis of Stone Ranch's data from the California Assessment of Student Performance and Progress (CAASPP) report showed 20% of students below proficiency levels as measured by the English Language Arts portion of the CAASPP test.

Alternative Metrics

Due to the ongoing effects of the COVID-19 Pandemic CAASPP testing was suspended for both the spring of 2020 and 2021. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, Lexia, criterion referenced assessments, and CORE Reading Diagnostics.

As derived from the 2021 Fall iReady Reading Diagnostic Assessments, the percentages displayed below denote the number of students who performed at Meeting Benchmark:

- All Students: 69.7%% Caucasian-61.8%
- EL: 44.6% Filipino-66.7%
- Socioeconomically Disadvantaged: 56.6%
- Asian: 81.2%
- Students with Disabilities: 34.4%
- Hispanic: 58.8%
- African American: 60%

As derived from the fall 2021 iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

- All Students: (grades 2-5) 65.91%
- EL: 48.24%
- EDY: 33.33%
- Special Education: 30.65%
- Hispanic: 39.13%
- African American: 80.0%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 80% of all students	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	have "Standard Met" or "Standard Exceeded."	increase by 2 percentage points, from 80% in 2019 to 82% in 2022.
English Learner Data from the English Language Arts portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 28% of EL students have "Standard Met" or "Standard Exceeded."	The percentage of EL students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 5 percentage points, from 28% in 2019 to 33% in 2022.
EDY/Title I Data from the English Language Arts portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 77% of Socioeconomically Disadvantaged/Title I students have "Standard Met" or "Standard Exceeded."	The percentage of Socioeconomically Disadvantaged/Title I students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 3 percentage points, from 77% in 2019 to 80% in 2022.
Student with Disabilities Data from the English Language Arts portion of the 2019 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 43% of Students with Disabilities have "Standard Met" or "Standard Exceeded."	The percentage of all Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 5 percentage points, from 43% in 2019 to 48% in 2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

All teachers will administer universal CORE assessments (including Lexia K-1, and iReady 2-5) and utilize student data and observations to create meaningful groupings of students in order to individualize instruction to meet the needs of each student. All teachers will utilize appropriate Depth of Knowledge questioning strategies and have students articulate their reasoning.

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)
0	Educationally Disadvantaged Youth
0	English Learners
0	No additional budgeted expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as Socioeconomically Disadvantaged

Strategy/Activity

Classroom teacher, Instructional Aide, and/or Impact teacher will utilize appropriate depth of knowledge questioning strategies and support students in articulating their thinking. Supports to include pre-teaching key vocabulary and small group 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)

0

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
See Goal 1 for budgeted expenditures for Impact Teacher.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Classroom teacher, Instructional Aide, and/or Impact teacher will utilize appropriate depth of knowledge questioning strategies and support students in articulating their thinking. Supports to include pre-teaching key vocabulary and small group 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)

0

Source(s)

English Learners
2000-2999: Classified Personnel Salaries
See Goal 1 for budgeted expenditure for Instructional Aide

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK and Kindergarten Students

Strategy/Activity

Small group targeted early literacy skills instruction will be provided to all TK and K students identified in need of intervention through CORE assessments to support with phonics and phonemic awareness in the classroom.

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)

20,500.00

Source(s)

Foundation
2000-2999: Classified Personnel Salaries
TK/K Instructional Aides

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades 1-2

Strategy/Activity

Teachers will integrate Social Studies and Science themes to deepen the connection to reading and writing 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)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students Grades 3-5

Strategy/Activity

Students will engage regularly in close reading of a wide variety of complex texts.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to suspension of CAASPP testing in both the 2020 and 2021 school years due to COVID-19, we were unable to measure growth based on the assessment. As of Fall 2021, the State of California is planning to resume the assessment. As a means by which to consider growth in the area of English Language Arts, we are able to report that all of our students were provided with enrichment activities in person and virtually throughout Spring 2021 through our Canvas platform.

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 impact aide has had a significant impact on how our students are performing in the area of English Language Arts. Small group instruction provides differentiated instruction for students performing below grade level.

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.

iReady assessment data will be used to monitor students' performance in the area of English Language Arts.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2022, Stone Ranch Elementary students will show an increase in their perception of their ability to identify their emotional state as measured by Zones of Regulation. Baseline was set in fall 2020.

Identified Need

Based on the number of office referrals we have received and classroom observations, there is a need to focus on having students acclimate back to on-campus learning after over a year of virtual/in-person learning due to the pandemic.

Alternative Metrics

SRES will conduct a survey to measure the impact, effective, and student perspective of providing a healthy and safe learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Post survey of both staff and students.	Staff will analyze findings from our Fall 2021 PBIS Pre-survey and our Spring 2022 PBIS Post-survey.	We are seeking increased understanding and utilization of Positive Behavior Supports across all grades.
English Learner		
EDY/Title I		
Student with Disabilities		
Evidence from Synergy discipline data on referrals logged by administration.	Baseline will be established from Spring 2020 data.	Decrease in number of discipline referrals Spring 2020 to Spring 2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

All students will learn our 4 expectations through the matrix of positive behavior and presentation by all teachers of the "First 20 Days" of the school year detailing behavioral expectations in all areas of our campus.

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)

Educationally Disadvantaged Youth

0

English Learners

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

All staff will participate in professional development to develop Multi-Tiered Systems of Support (MTSS) for our students including Zones of Regulation, Whole Body Listening, Big Problem/Small Problem, and Expected/Unexpected Behavior.

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)

No additional funds necessary.

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

Counselor or Student Services Assistant will continue to teach the grade level appropriate Second Step series of lessons to each class during the 2021-2022 school year. All students will start each school day with a "Mindful Moment" for quiet personal reflection.

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)

No additional funds necessary.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to physical school closure after March 13, 2020, due to COVID-19, we were unable to administer our intended post-survey. We are able to report that strategies 1, 2 and 3 listed above were all implemented August 2020 to March 2021. The Zones of Regulation MTSS training for staff, focus on our PBIS targeted big 4 behaviors through SOAR, Mindful Moment, and Second Step lessons were all implemented.

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

Due to the physical school closure, due to COVID-19, we were unable to administer our post survey to staff and students. Lessons will continue during 2021-2022 school year and survey will be conducted in Spring 2022.

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.

Our 2021/2022 goal has been updated as a result from the pandemic. All strategies and outcomes are connected to supporting PBIS tiers 1 and 2.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2022, Stone Ranch Elementary students and staff will engage in activities that address inclusion, diversity, social justice, and bias in order to create conditions to take a stand against racism at our school. We will develop and implement practices to value the diversity that exists among our students, staff, families, and community members as integral to our District vision of creating culture and conditions to empower world-class learners.

Identified Need

Districtwide need to examine and confront biases within our school community to address problematic practices that contribute to unfair or inequitable educational outcomes. Students will be surveyed to measure their sense of belonging and connectedness.

Alternative Metrics

We will develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baselines with pre (Fall 2021) /post (Spring 2022) survey data. Survey data will be shared with our No Place For Hate committee to develop a plan to address areas of identified need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from our Fall 2021 survey.	Baseline specific to Stone Ranch Elementary to be established.	Identify areas of need and develop plan to address needs.
English Learner Data from our Fall 2021 survey.	Baseline specific to Stone Ranch Elementary to be established.	Identify areas of need and develop plan to address needs.
EDY/Title I Data from our Fall 2021 survey.	Baseline specific to Stone Ranch Elementary to be established.	Identify areas of need and develop plan to address needs.
Student with Disabilities Data from our Fall 2021 survey.	Baseline specific to Stone Ranch Elementary to be established.	Identify areas of need and develop plan to address needs.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students PreK-5.

Strategy/Activity

SRES implemented the No Place For Hate School for program last year. We will assemble a committee with student, staff, and parent representatives to examine our campus climate in regard to inclusive and equitable practices. Committee will then develop a plan to address areas of identified need and students will engage in No Place For Hate activities throughout the year. Also, the SRES Equity team will participate in professional development throughout the year provided by the SDCOE.

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)
0	Educationally Disadvantaged Youth
0	English Learners

Annual Review

SPSA Year Reviewed: 2020-21

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.

Due to the COVID-19 pandemic the implementation of the program was challenging. While the program was successfully launched, there was uncertainty how to measure the depth of the implementation.

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

None, due to these items not incurring a financial component.

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

The most significant change to the program in 2021-2022 will be the fact that all students have returned to in person instruction which will deepen the implementation.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive, and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 5: Chronic Absenteeism

Based on the 2020/2021 Chronic Absenteeism Report, SRES will reduce the percentage of chronically absent students.

Identified Need

SRES has been successful in reducing the number of chronically absent students the past few years.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Chronic Absenteeism Rate	Our overall number of students who were identified as chronically absent for the 2020/2021 school year was 39.	Our goal will be to reduce the number of chronically absent students from 39 to 25.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who have been identified as chronically absent

Strategy/Activity

Deepen partnerships with families by increasing communication including weekly parent calls and conferences after each attendance letter has been issued.

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)

Educationally Disadvantaged Youth

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students who have been identified as chronically absent

Strategy/Activity

Students will be paired with an adult at school to complete a daily check-in. Staff will be surveyed to determine interest.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at SRES

Strategy/Activity

Continue to promote a positive school culture with events, assemblies, and attendance incentives.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

This goal was previously tied to goal number 3. SRES is proud of the significant increase in our chronically absent rate from 2019/2020 to 2020/2021. During the pandemic, we ensured that all students had access to a device, internet access, and were logging into zoom sessions and completing assignments. Chronically absent students were tracked and ongoing communication with the parent was provided.

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

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.

This is a new goal for the 2021/2022 school year.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43,420.00

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 (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$4,240.00
English Learners	\$9,680.00
Foundation	\$29,500.00

Subtotal of state or local funds included for this school: \$43,420.00

Total of federal, state, and/or local funds for this school: \$43,420.00

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
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English Learners	11520	1,840.00
Educationally Disadvantaged Youth	4640	400.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	4,240.00
English Learners	9,680.00
Foundation	29,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	13,240.00
2000-2999: Classified Personnel Salaries	30,180.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	4,240.00
	English Learners	0.00
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	9,680.00
1000-1999: Certificated Personnel Salaries	Foundation	9,000.00
2000-2999: Classified Personnel Salaries	Foundation	20,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,920.00
Goal 2	20,500.00
Goal 3	0.00
Goal 4	0.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/>

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