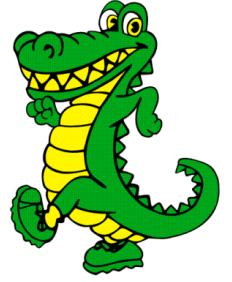


School Year:

2022-23



School Plan for Student Achievement (SPSA)

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

School Name

Stonegate School

County-District-School (CDS) Code

43-69450-6071542

School Site Council (SSC) Approval Date

Local Board Approval Date

School Plan for Student Achievement (SPSA) Page 1 of 47 Stonegate School

Purpose and Description

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

Schoolwide Program

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

Stonegate will focus on improving ELA and Math scores for all students and targeted subgroups.

School Plan for Student Achievement (SPSA) Page 2 of 47 Stonegate School

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students, family members, and staff members completed the Panorama Ed Winter 2021-2022 Survey. See major topics below.

Students- 214 responses. Core Student Survey about School. Climate of Support for Academic Learning 77%; Knowledge and Fairness of discipline, Rules and Norms 72%; Sense of Belonging (School Connectedness) 58%; and, Safety 49%.

Students- 235 responses. Core Student Survey about Self. Self-Management 59%; Growth Mindset 55%; Social Awareness 53%; Self-Efficacy 44%.

Family members- 9 responses. Classroom Climate 72%; Conditions of learning 68%; Outcomes 67%; Sense of Belonging (School Connectedness) 56%; Parent engagement 73%; and, Student Engagement 78%.

Teachers and staff- 22 responses. Sense of Belonging (School Connectedness) 90%; Communication 73%; Understanding of Mission & Goals 91%; Outcomes 89%, Conditions of learning 75%; Engagement 74%; Student achievement 70%; Climate of Support for Academic Learning 67%.

Overall, the school climate has been positive for academic climate. The greatest area of need for students are in conditions of learning and safety, social awareness, and self-efficacy. The staff survey results suggest that climate of support for academic learning is the greatest area of need. The results from the survey for family members suggests student engagement should improve.

Classroom Observations

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

The principal strives to do weekly classroom observations throughout the school year. The Focus Team (ILT) decides which particular instructional practices to concentrate on and provided feedback to classroom teachers to improve instructional and equitable practices to promote student academic and socio-emotional growth.

During the classroom observations, teachers used vocabulary cards, sentence frames, and pair shares to engage students. They also implemented echo reaching, and checking for understanding. Teachers were provided feedback to be mindful of the ratio of teacher to student talk and were encouraged to incorporate more structured student talk.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Stonegate teachers utilize a variety of assessments to identify areas of focus and needs in order to maximize students' achievement in English language arts and mathematics. Teachers routinely have opportunities to analyze data and make action plans to support students in the areas of need.

Some of the ongoing assessments used at Stonegate to inform and improve instruction and student achievement are:

- Lexia Core5
- Lexia PowerUp
- RenStar Reading
- RenStar Math
- Teacher-created common formative assessments

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

Teachers meet periodically (at least once a month) in their grade-level professional learning communities (PLC) to review data from formative and summative assessments. They analyze student data and create action plans for reteaching for students who have not demonstrated mastery of a particular standard/skill.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified.

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

All teachers are trained on an on-going basis on research-based instruction practices, at the district level and at the school site.

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

All staff development is focused on promoting a reflective practice to ensure student learning by improving instruction, analyzing data, and meeting the academic and socio-emotional needs of all students.

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

Through the use of the Professional Learning Communities (PLC), Stonegate teachers work collaboratively to review student data and share best teaching practices with the goal of improving teaching and learning.

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

Teachers periodically (at least once a month) meet for PLCs and collaborate on curriculum, assessment, interventions, and other necessities to improve student learning.

Teaching and Learning

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

All instruction, assessment, and materials are aligned to the Common Core standards.

Stonegate adheres closely to the recommended instructional minutes for Reading/Language Arts and Mathematics.

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

Lessons are paced according to text suggested pacing. Students are remediated before, during, and after school interventions.

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

All students have the necessary and appropriate instructional materials.

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

All students/teachers have the necessary State Board of Education adopted and Common Core aligned instructional materials.

Opportunity and Equal Educational Access

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

Teachers provide opportunities for underperforming students to meet the standards through differentiation in small group interventions, Student Success Teams (SST) meet and create individual goals for certain students who need additional support. Student with an Individualized Education Plans (IEP) receive additional services from the RSP teacher and additional support provides as stated by the IEP.

Evidence-based educational practices to raise student achievement

Instructional practices used by teachers are research-based. Some examples of these are, following a gradual release of responsibility during lessons, multiple checks for student understanding, engagement strategies, and the implementation of student structured talk.

Parental Engagement

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

Parents of under-achieving students are given all the resources the school, district, and community provide as needed such as interventions before, during, and after school, summer school, and parent classes.

Monthly virtual Coffee with the Principal, on the first Monday of the month, allow parents an opportunity to come together to receive information regarding the school or new business. During these meetings family members are encouraged to voice their ideas and suggestions to make Stonegate a better place for all stakeholders. Additionally, monthly virtual English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings are held. Parents are invited to all ELAC and SSC meetings.

Trainings are provided by the district to better help parents support their children's academic progress such as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). All parent meetings are facilitated through Zoom.

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

All budgetary spending is discussed and approved by the School Site Council. Stakeholder groups represented are parents/families, teachers, and staff members. These groups evaluate and provide feedback to improve the programs and services offered at school.

Funding

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

Discretionary financial resources are used to provide additional support help to under-performing students.

Fiscal support (EPC)

Stonegate is fiscally responsible and accountable to the School Site Council and the Business Services Department of FMSD.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The principal meets regularly with stakeholders to get feedback on student and community needs. Informal parent meetings, such as Coffee with the Principal, are facilitated once a month.

The School Site Council and the English Learner Advisory Committee also meet once a month. These meetings are usually held on the 2nd and 3rd Tuesday of the month, respectively.

Parents are invited to all ELAC and SSC meetings.

During these meetings family members are encouraged to voice their ideas and suggestions to make Stonegate a better place for all stakeholders.

All meetings have been facilitated through Zoom. Parents get reminders through the Monthly Stonegator at the beginning of the month, and messages via ParentSquare days before each meeting.

Resource Inequities

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

Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 33% of Hispanic students scored at or above standard. 14% of English learners scored at or above standard. 42% of Socioeconomically disadvantaged students scored at or above standard. 25% of students with disabilities scored at or above standard.

Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 30% of Hispanic students scored at or above standard. 30% of English learners scored at or above standard. 48% of Socioeconomically disadvantaged students scored at or above standard. 33% of students with disabilities scored at or above standard.

Based on the Fall 2019 Dashboard, Chronic absenteeism for all students increased to 8.4 (by .7 points).

These inequities are being addressed by allocating funds to encourage daily attendance, provide teachers planning/collaboration time, engage students, and encourage parents to attend more school events and meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	2.04%	2.4%	1.31%	13	14	7
Asian	41.67%	44.6%	39.55%	265	265	212
Filipino	4.4%	4.0%	5.41%	28	24	29
Hispanic/Latino	46.54%	44.4%	48.69%	296	264	261
Pacific Islander	0.47%	0.7%	0.93%	3	4	5
White	2.83%	2.5%	2.80%	18	15	15
Multiple/No Response	2.04%	1.4%	1.31%	13	8	7
	Total Enrollment			636	594	536

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	65	62	59
Grade 1	68	43	45
Grade 2	69	57	44
Grade3	62	69	64
Grade 4	67	70	62
Grade 5	66	67	67
Grade 6	95	66	60
Grade 7	77	84	63
Grade 8	67	76	72
Total Enrollment	636	594	536

Conclusions based on this data:

1. There has been a decrease in overall student enrollment in the last three years.
2. Hispanic/Latino and Asian students are the two largest student groups.
3. The enrollment in the 2nd, 4th, 6th, 7th, and 8th grade classes has decreased.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	243	202		38.2%	34.0%	
Fluent English Proficient (FEP)	186	174		29.2%	29.3%	
Reclassified Fluent English Proficient (RFEP)	37	32		13.7%	13.2%	

									-22 -22					
Grade 3	240 6.			19.4 0			20.9 0			25.3 7			34.3 3	
Grade 4	6 244 6.			23.0 8			18.4 6			16.9 2			41.5 4	
Grade 5	2 246 2.			7.53			27.9 6			29.0 3			35.4 8	
Grade 6	1 255 2.			27.0 6			37.6 5			23.5 3			11.7 6	
Grade 7	5 255 7.			20.5 5			36.9 9			17.8 1			24.6 6	
Grade 8	6 259 4.			24.6 2			40.0 0			21.5 4			13.8 5	
Grade 11	7													
All Grades	N/A	N/A	N/A	19.8 7			30.5 8			22.7 7			26.7 9	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.90			46.27			32.84		
Grade 4	18.46			43.08			38.46		
Grade 5	15.22			47.83			36.96		
Grade 6	23.53			60.00			16.47		
Grade 7	23.29			46.58			30.14		
Grade 8	36.92			38.46			24.62		
Grade 11									
All Grades	22.60			47.65			29.75		

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.94			58.21			29.85		
Grade 4	21.54			47.69			30.77		
Grade 5	15.22			52.17			32.61		
Grade 6	28.24			58.82			12.94		
Grade 7	31.51			52.05			16.44		
Grade 8	29.23			66.15			4.62		
Grade 11									
All Grades	22.82			55.70			21.48		

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.91			58.21			23.88		
Grade 4	13.85			64.62			21.54		
Grade 5	6.52			69.57			23.91		
Grade 6	21.18			65.88			12.94		
Grade 7	12.33			68.49			19.18		
Grade 8	18.46			64.62			16.92		
Grade 11									
All Grades	14.77			65.55			19.69		

2019-20 Data:

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

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.90			40.30			38.81		
Grade 4	23.08			38.46			38.46		
Grade 5	13.04			41.30			45.65		
Grade 6	32.94			51.76			15.29		
Grade 7	35.62			46.58			17.81		
Grade 8	30.77			55.38			13.85		
Grade 11									
All Grades	25.73			45.64			28.64		

2019-20 Data:

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

Conclusions based on this data:

1. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 33% of Hispanic students scored at or above standard. 14% of English learners scored at or above standard.
 2. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 30% of Hispanic students scored at or above standard. 30% of English learners scored at or above standard.
-
3. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 42% of Socioeconomically disadvantaged students scored at or above standard.
 4. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 48% of Socioeconomically disadvantaged students scored at or above standard.

School Plan for Student Achievement (SPSA) Page 12 of 47 Stonegate School

5. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 25% of students with disabilities scored at or above standard.
6. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 33% of students with disabilities scored at or above standard.

School Plan for Student Achievement (SPSA) Page 13 of 47 Stonegate School

Grade 7	4 250 7.			17.8 1			19.1 8			17.8 1			45.2 1		
Grade 8	8 259 0.			24.6 2			32.3 1			23.0 8			20.0 0		
Grade 11	2														
All Grades	N/A	N/A	N/A	16.9 3			23.3 9			28.5 1			31.1 8		

2019-20 Data:

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

School Plan for Student Achievement (SPSA) Page 14 of 47 Stonegate School

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.84			35.82			31.34		
Grade 4	18.46			41.54			40.00		
Grade 5	19.35			26.88			53.76		
Grade 6	19.77			41.86			38.37		
Grade 7	24.66			27.40			47.95		
Grade 8	35.38			43.08			21.54		
All Grades	24.50			35.63			39.87		

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	22.39			49.25			28.36		
Grade 4	23.08			35.38			41.54		
Grade 5	16.13			46.24			37.63		
Grade 6	18.60			52.33			29.07		
Grade 7	17.81			36.99			45.21		

Grade 8	29.23			46.15			24.62		
All Grades	20.71			44.77			34.52		

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.42			58.21			25.37		
Grade 4	18.46			43.08			38.46		
Grade 5	12.90			48.39			38.71		
Grade 6	19.77			52.33			27.91		
Grade 7	16.44			45.21			38.36		
Grade 8	30.77			56.92			12.31		
Grade 11									
All Grades	18.71			50.56			30.73		

2019-20 Data:

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Conclusions based on this data:

1. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 33% of Hispanic students scored at or above standard. 14% of English learners scored at or above standard.
2. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 30% of Hispanic students scored at or above standard. 30% of English learners scored at or above standard.
3. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 42% of Socioeconomically disadvantaged students scored at or above standard.
4. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 48% of Socioeconomically disadvantaged students scored at or above standard.

5. Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 25% of students with disabilities scored at or above standard.

6. Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 33% of students with disabilities scored at or above standard.

School and Student Performance Data ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1435. 0	1428. 5		1440. 4	1435. 3		1422. 0	1412. 4		47	32	
1	1468. 8	1418. 9		1458. 3	1427. 4		1478. 9	1410. 0		32	17	
2	1481. 3	1485. 2		1489. 0	1481. 7		1473. 2	1488. 1		24	18	
3	1452. 4	1482. 0		1448. 9	1482. 2		1455. 6	1481. 3		23	29	
4	1505. 8	1508. 3		1500. 9	1515. 8		1510. 4	1500. 4		18	35	
5	1531. 2	1507. 1		1529. 3	1505. 1		1532. 5	1508. 7		33	19	
6	1551. 9	1519. 9		1548. 7	1521. 2		1554. 6	1518. 2		27	20	
7	1553. 7	1555. 1		1570. 5	1571. 3		1536. 5	1538. 4		19	29	
8	1590. 5	1584. 1		1593. 9	1598. 3		1586. 5	1569. 4		15	15	
All Grades										238	214	

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students

			18-1 18- 2											
K	23.4 0	15.6 3		34.0 4	50.0 0		27.6 6	25.0 0		14.8 9	9.38		47	32
1	15.6 3	6.25		37.5 0	25.0 0		40.6 3	25.0 0		6.25	43.7 5		32	16
2	16.6 7	5.56		62.5 0	66.6 7		16.6 7	16.6 7		4.17	11.1 1		24	18
3	17.3 9	6.90		30.4 3	37.9 3		30.4 3	37.9 3		21.7 4	17.2 4		23	29
4	16.6 7	21.2 1		66.6 7	39.3 9		11.1 1	21.2 1		5.56	18.1 8		18	33
5	27.2 7	0.00		45.4 5	53.3 3		21.2 1	33.3 3		6.06	13.3 3		33	15
6	40.7 4	42.1 1		37.0 4	31.5 8		14.8 1	5.26		7.41	21.0 5		27	19
7	36.8 4	35.7 1		47.3 7	35.7 1		5.26	25.0 0		10.5 3	3.57		19	28
8	33.3 3	50.0 0		46.6 7	28.5 7		13.3 3	7.14		6.67	14.2 9		15	14
All Grades	24.7 9	20.1 0		43.2 8	41.1 8		22.2 7	23.0 4		9.66	15.6 9		238	204

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students	
			18-											
K	25.5 3	9.38		36.1 7	50.0 0		25.5 3	28.1 3		12.7 7	12.5 0		47	32
1	31.2 5	18.7 5		18.7 5	12.5 0		40.6 3	43.7 5		9.38	25.0 0		32	16
2	37.5 0	22.2 2		54.1 7	44.4 4		4.17	27.7 8		4.17	5.56		24	18
3	26.0 9	27.5 9		43.4 8	41.3 8		8.70	13.7 9		21.7 4	17.2 4		23	29
4	44.4 4	48.4 8		50.0 0	27.2 7		0.00	15.1 5		5.56	9.09		18	33

5	42.4 2	40.0 0		39.3 9	33.3 3		12.1 2	6.67		6.06	20.0 0		33	15	
6	55.5 6	42.1 1		29.6 3	36.8 4		7.41	0.00		7.41	21.0 5		27	19	
7	63.1 6	46.4 3		26.3 2	42.8 6		0.00	7.14		10.5 3	3.57		19	28	
8	60.0 0	57.1 4		26.6 7	28.5 7		6.67	0.00		6.67	14.2 9		15	14	
All Grades	39.9 2	33.8 2		35.7 1	36.7 6		14.7 1	16.1 8		9.66	13.2 4		238	204	

2019-20 Data:

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

Written Language														
Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students	
K	19.1 5	15.6 3		25.5 3	18.7 5		40.4 3	56.2 5		14.8 9	9.38		47	32
1	21.8 8	6.25		25.0 0	18.7 5		31.2 5	37.5 0		21.8 8	37.5 0		32	16
2	8.33	11.1 1		50.0 0	61.1 1		33.3 3	5.56		8.33	22.2 2		24	18
3	13.0 4	3.45		26.0 9	13.7 9		34.7 8	65.5 2		26.0 9	17.2 4		23	29
4	11.1 1	0.00		33.3 3	36.3 6		50.0 0	36.3 6		5.56	27.2 7		18	33
5	9.09	0.00		42.4 2	13.3 3		39.3 9	60.0 0		9.09	26.6 7		33	15
6	25.9 3	15.7 9		33.3 3	31.5 8		37.0 4	26.3 2		3.70	26.3 2		27	19
7	26.3 2	3.57		10.5 3	28.5 7		47.3 7	46.4 3		15.7 9	21.4 3		19	28
8	33.3 3	28.5 7		26.6 7	21.4 3		33.3 3	35.7 1		6.67	14.2 9		15	14
All Grades	18.0 7	8.33		30.6 7	26.9 6		38.2 4	43.1 4		13.0 3	21.5 7		238	204

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.53	15.63		65.96	68.75		8.51	15.63		47	32	
1	34.38	18.75		53.13	56.25		12.50	25.00		32	16	
2	33.33	22.22		62.50	72.22		4.17	5.56		24	18	
3	17.39	20.69		47.83	51.72		34.78	27.59		23	29	
4	33.33	42.42		61.11	39.39		5.56	18.18		18	33	
5	12.12	0.00		78.79	93.33		9.09	6.67		33	15	
6	29.63	15.79		48.15	63.16		22.22	21.05		27	19	
7	5.26	7.14		78.95	82.14		15.79	10.71		19	28	
8	13.33	21.43		53.33	64.29		33.33	14.29		15	14	
All Grades	23.53	19.61		61.76	63.73		14.71	16.67		238	204	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	23.40	15.63		57.45	65.63		19.15	18.75		47	32	
1	9.38	18.75		84.38	56.25		6.25	25.00		32	16	
2	25.00	16.67		70.83	83.33		4.17	0.00		24	18	
3	52.17	44.83		34.78	37.93		13.04	17.24		23	29	
4	61.11	63.64		33.33	30.30		5.56	6.06		18	33	
5	78.79	78.57		15.15	0.00		6.06	21.43		33	14	
6	66.67	68.42		25.93	10.53		7.41	21.05		27	19	
7	84.21	78.57		5.26	21.43		10.53	0.00		19	28	
8	93.33	78.57		0.00	14.29		6.67	7.14		15	14	
All Grades	49.16	50.25		41.18	37.44		9.66	12.32		238	203	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	8.51	12.50		85.11	75.00		6.38	12.50		47	32	
1	25.00	6.25		53.13	50.00		21.88	43.75		32	16	
2	4.17	16.67		79.17	66.67		16.67	16.67		24	18	
3	8.70	3.45		39.13	68.97		52.17	27.59		23	29	
4	11.11	0.00		77.78	60.61		11.11	39.39		18	33	
5	9.09	6.67		72.73	60.00		18.18	33.33		33	15	
6	18.52	10.53		59.26	57.89		22.22	31.58		27	19	
7	26.32	17.86		36.84	39.29		36.84	42.86		19	28	
8	33.33	35.71		40.00	28.57		26.67	35.71		15	14	
All Grades	14.71	10.78		63.87	58.33		21.43	30.88		238	204	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	38.30	28.13		27.66	56.25		34.04	15.63		47	32	
1	25.00	6.25		50.00	50.00		25.00	43.75		32	16	
2	12.50	11.11		83.33	66.67		4.17	22.22		24	18	
3	17.39	3.45		56.52	79.31		26.09	17.24		23	29	
4	22.22	3.03		72.22	75.76		5.56	21.21		18	33	
5	30.30	0.00		63.64	80.00		6.06	20.00		33	15	
6	66.67	26.32		29.63	52.63		3.70	21.05		27	19	
7	0.00	0.00		89.47	92.86		10.53	7.14		19	28	

8	13.33	14.29		80.00	78.57		6.67	7.14		15	14	
All Grades	28.15	10.29		55.88	71.08		15.97	18.63		238	204	

2019-20 Data:

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	academic courses.
			Foster Youth
594	63.6	34.0	0.2

This is the total number of students enrolled.

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

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

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

2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
---------------	-------	------------

English Learners 202 34.0 **Foster Youth** 1 0.2 **Homeless** 3 0.5 **Socioeconomically Disadvantaged**

378 63.6 **Students with Disabilities** 59 9.9

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
---------------	-------	------------

African American 14 2.4 **American Indian or Alaska Native**

Asian 265 44.6 **Filipino** 24 4.0 **Hispanic** 264 44.4 **Two or More Races** 8 1.3 **Native Hawaiian or Pacific**

Islander 4 0.7 **White** 15 2.5

Conclusions based on this data:

1. The largest student group is socioeconomically disadvantaged at 63.6%.

School Plan for Student Achievement (SPSA) Page 21 of 47 Stonegate School

2. The Asian and Hispanic student groups are the largest, at 44.6% and 44.4% respectively.

3. 34% of students are English language learners.

School Plan for Student Achievement (SPSA) Page 22 of 47 Stonegate School




School and Student Performance Data

Overall Performance

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance		Conclusions based on this data: 1.	Conditions & Climate	
English Language Arts	 Green		Academic Engagement	Suspension Rate
Mathematics	 Orange	Chronic Absenteeism	 Blue	

School Plan for Student Achievement (SPSA) Page 23 of 47 Stonegate School

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021

California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

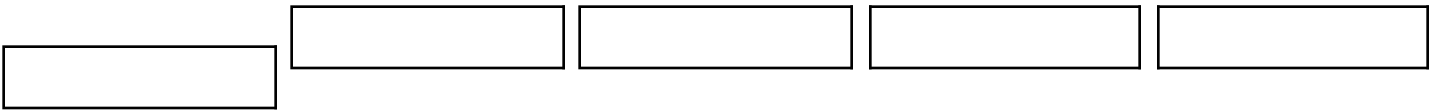
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



provides number of student groups in each color.







2019 Fall Dashboard English Language Arts Equity Report











0 2 2 1 0

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

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

<p>All Students</p>  <p>Green</p> <p>4.5 points below standard Increased ++5 points</p> <p>433</p>	<p>English Learners</p>  <p>Orange</p> <p>20 points below standard Declined -3.3 points</p> <p>231</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.9 points below standard Increased ++4.6 points</p> <p>320</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>89.3 points below standard</p> <p>Increased Significantly ++24.5 points</p> <p>37</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<p>African American</p> <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 </div>	<p>American Indian</p> <div style="text-align: center;">  No Performance Color 0 Students </div>	<p>Asian</p> <div style="text-align: center;">  Green 31.8 points above standard Maintained ++2.3 points 189 </div>	<p>Filipino</p> <div style="text-align: center;">  No Performance Color 6.9 points below standard Maintained ++1.1 points 15 </div>
<p>Hispanic</p> <div style="text-align: center;">  Yellow 37.4 points below standard Increased ++8 points 196 </div>	<p>Two or More Races</p> <div style="text-align: center;">  No Performance Color 25.2 points above standard Increased ++14.6 points 14 </div>	<p>Pacific Islander</p> <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 </div>	<p>White</p> <div style="text-align: center;">  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 </div>

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

<p>Current English Learner</p> <div style="text-align: center;"> 67.8 points below standard Increased Significantly ++21.2 points 124 </div>	<p>Reclassified English Learners</p> <div style="text-align: center;"> 35.3 points above standard Declined -6.9 points 107 </div>	<p>English Only</p> <div style="text-align: center;"> 21.6 points below standard Increased ++4.4 points 123 </div>
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance

Mathematics

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

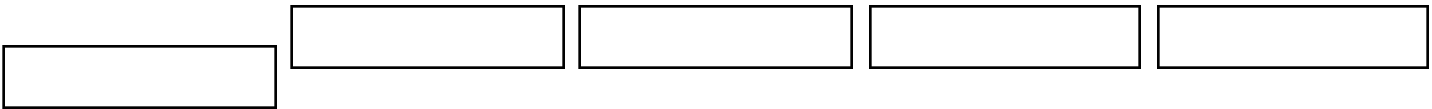
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report



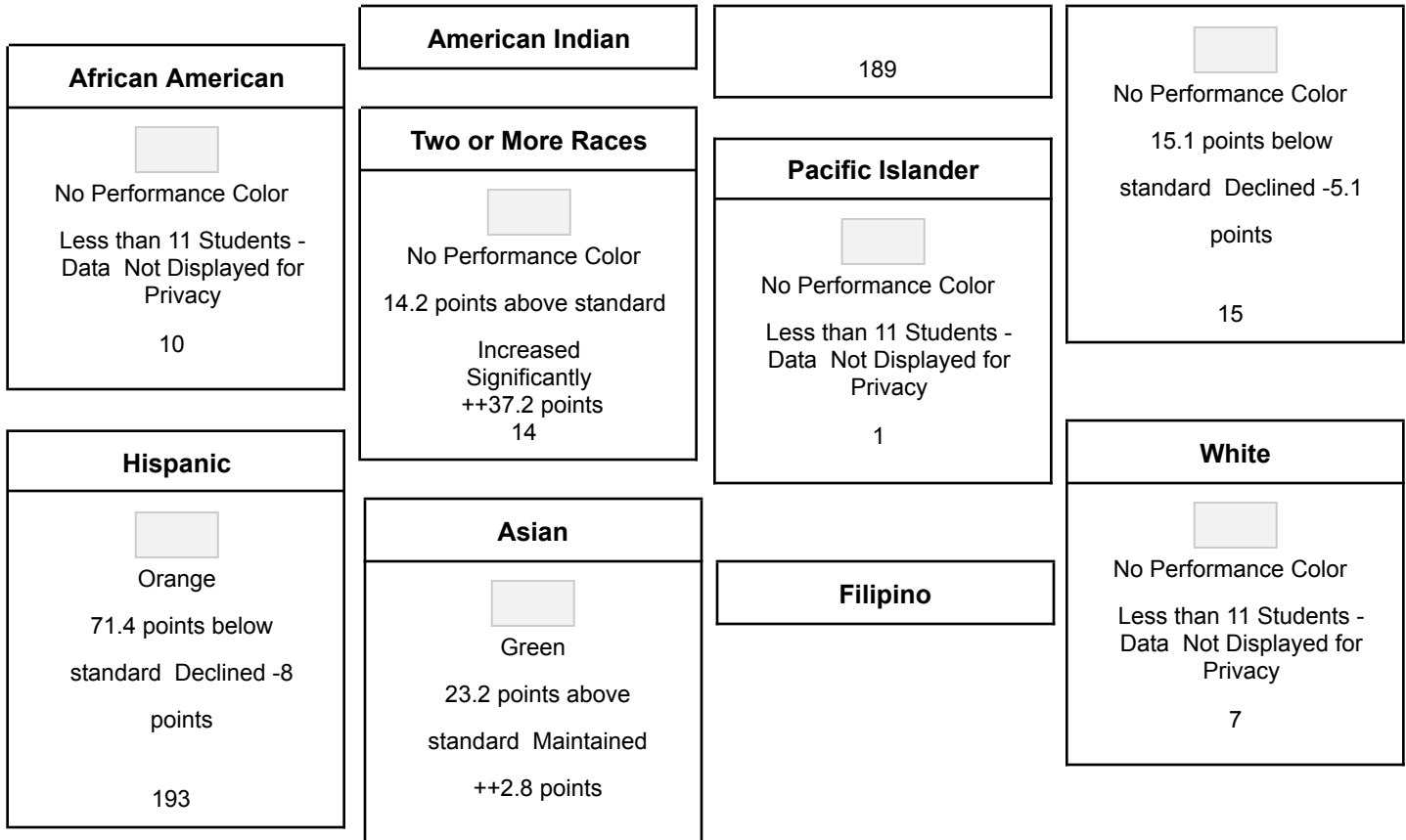
0 3 0 1 0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

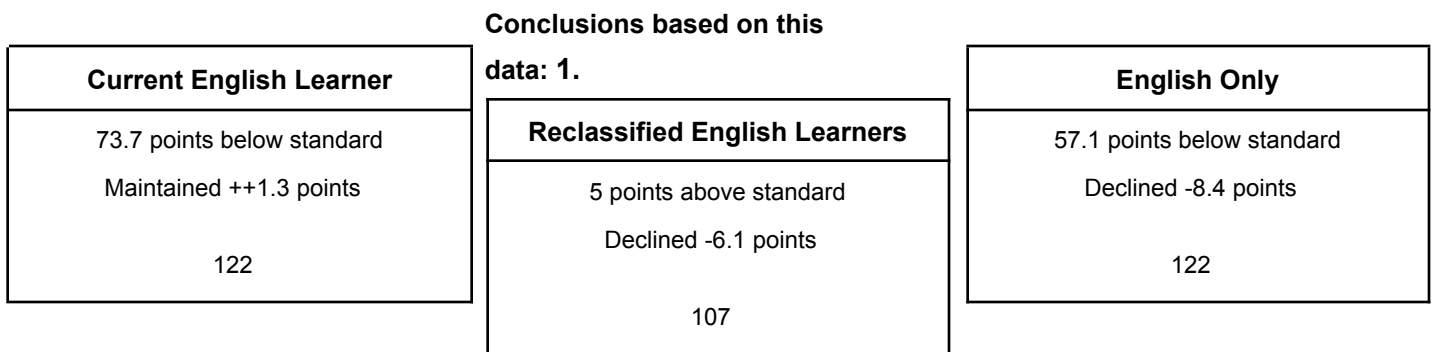
<p>All Students</p> <p>Orange</p> <p>25.7 points below standard</p> <p>Maintained -1.9 points</p> <p>430</p>	<p>English Learners</p> <p>Orange</p> <p>36.9 points below standard</p> <p>Declined -12 points</p> <p>229</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>33.7 points below standard</p> <p>Declined -3.9 points</p> <p>317</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>94.2 points below standard</p> <p>Declined -14.3 points</p> <p>35</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners



School and Student Performance Data

Academic Performance English Learner Progress

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the

College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
<div style="display: flex; justify-content: center; align-items: center; margin-bottom: 10px;"> No Performance Color </div> <p>64.6 making progress towards English language proficiency</p> <p>Number of EL Students: 181</p> <p style="margin-top: 20px;">Performance Level: High</p>

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.7	22.6	8.2	56.3

Conclusions based on this data:

1.

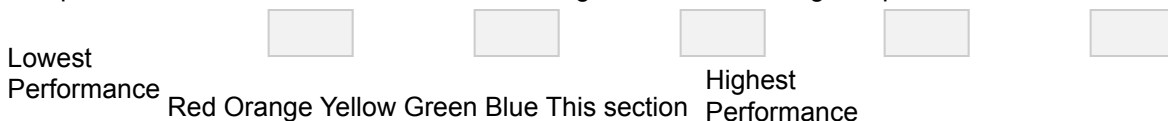
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

0 1 2 2 0

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





2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

<p style="text-align: center;">All Students</p> <div style="text-align: center; margin: 10px 0;"> <p>Orange</p> </div> <p style="text-align: center;">8.4</p> <p style="text-align: center;">Increased +0.7</p> <p style="text-align: center; margin-top: 20px;">715</p>	<p style="text-align: center;">English Learners</p> <div style="text-align: center; margin: 10px 0;"> <p>Green</p> </div> <p style="text-align: center;">6.6</p> <p style="text-align: center;">Declined -1.2</p> <p style="text-align: center; margin-top: 20px;">288</p>	<p style="text-align: center;">Foster Youth</p> <div style="text-align: center; margin: 10px 0;"> <p>No Performance Color</p> </div> <p style="text-align: center;">Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center; margin-top: 10px;">2</p>
<p style="text-align: center;">Homeless</p> <div style="text-align: center; margin: 10px 0;"> <p>No Performance Color</p> </div> <p style="text-align: center;">Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center; margin-top: 10px;">7</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center; margin: 10px 0;"> <p>Yellow</p> </div> <p style="text-align: center;">9.5</p> <p style="text-align: center;">Maintained +0.4</p> <p style="text-align: center; margin-top: 20px;">506</p>	<p style="text-align: center;">Students with Disabilities</p> <div style="text-align: center; margin: 10px 0;"> <p>Yellow</p> </div> <p style="text-align: center;">12.3</p> <p style="text-align: center;">Declined -8.7</p> <p style="text-align: center; margin-top: 20px;">57</p>

School Plan for Student Achievement (SPSA) Page 29 of 47 Stonegate School

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<p style="text-align: center;">African American</p> <div style="text-align: center; margin: 10px 0;"> <p>No Performance Color</p> </div> <p style="text-align: center;">18.8</p> <p style="text-align: center;">Increased +2.1</p> <p style="text-align: center; margin-top: 20px;">16</p>	<p style="text-align: center;">Hispanic</p> <div style="text-align: center; margin: 10px 0;"> <p>Orange</p> </div> <p style="text-align: center;">13</p> <p style="text-align: center;">Increased +2</p> <p style="text-align: center; margin-top: 20px;">338</p>	<p style="text-align: center;">American Indian</p> <div style="text-align: center; margin: 10px 0;"> <p>No Performance Color</p> </div> <p style="text-align: center;">Less than 11 Students - Data Not Displayed for Privacy</p> <p style="text-align: center; margin-top: 10px;">0</p>	<p style="text-align: center;">Two or More Races</p> <div style="text-align: center; margin: 10px 0;"> <p>No Performance Color</p> </div> <p style="text-align: center;">5.6</p> <p style="text-align: center;">Declined -9.4</p> <p style="text-align: center; margin-top: 20px;">18</p>
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Asian	Pacific Islander	Filipino	White
 Green 2.8 Maintained +0.1 290	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 6.9 Increased +1.8 29	 No Performance Color 10 Increased +0.5 20

Conclusions based on this data:

1.

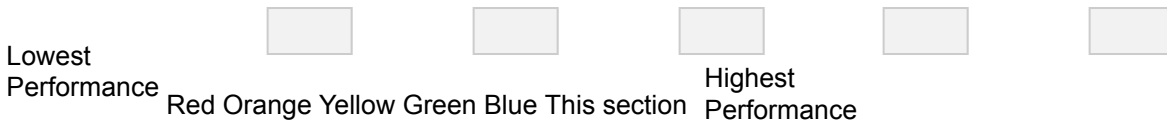
School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



provides number of student groups in each color.




2019 Fall Dashboard Suspension Rate Equity Report




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






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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 0.5 Declined Significantly -1.1 746	 Green 1.3 Declined -0.6 300	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 Blue 0.6 Declined Significantly -1.5 520	 Green 1.7 Declined -3.1 59

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Pacific Islander	White
 No Performance Color 0 Maintained 0 17	 No Performance Color 0 Maintained 0 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Filipino	
 Green 1.1 Declined Significantly -2.5 352	 Blue 0 Maintained 0 300	 Blue 0 Maintained 0 33	

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

2019 Fall Dashboard Suspension Rate by Year

	data: 1.	2019
2017	2018	0.5
	1.7	

Conclusions based on this

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Achievement for All: With an equity lens, FMUSD will increase the level of success for all students while addressing learning gaps.

Goal 1

By June 2023, the percentage of students in grades 3rd-8th meeting or exceeding English language arts standards will increase from 43% to 48% based on the Trimester 2 Star Reading Benchmark. By June 2023, the percentage number of students in grades 3rd-8th meeting or exceeding math standards will increase from 49% to 54% based on the Trimester 2 Star Math Benchmark.

Identified Need

Concerns:

Based on the 2022 Star Reading Benchmark Performance for Trimester 2, 43% of students scored at or above standard. 33% of Hispanic students scored at or above standard. 14% of English learners scored at or above standard. 42% of Socioeconomically disadvantaged students scored at or above standard. 25% of students with disabilities scored at or above standard.

Based on the 2022 Star Math Benchmark Performance for Trimester 2, 49% of students scored standard. 30% of Hispanic students scored at or above standard. 30% of English learners scored at or above standard. 48% of Socioeconomically disadvantaged students scored at or above standard. 33% of students with disabilities scored at or above standard.

Many students fall in multiple subgroups, for example a student can be an English language learner from a socioeconomically disadvantaged background and have an IEP.

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

Star Reading: Standard Benchmark Performance for Trimester 2.

43% of 3rd-8th grade students were at/above grade level on the 2021-2022 Trimester 2 Star Reading Benchmark.

Star Math: Standard Benchmark Performance for Trimester 2.

49% of 3rd-8th grade students were at/above grade level on the 2021-2022 Trimester 2 Star Math Benchmark.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and specifically those students below grade level.

Strategy/Activity

Once a month, a staff meeting will be designated for teachers to meet in their Professional Learning Community (PLC) groups to lesson plan, prepare common formative assessments, and develop plans for reteaching/remediation. Additionally, they will meet once a month during an Admin. Directed Thursdays.

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 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

The Focus Team & Equity Team will work on deciding the academic focus and the socio-emotional learning focus to support students' academic and socio-emotional growth. During the meetings the groups will review school data and create action items to support students in their academic and personal growth.

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.

Strategy/Activity

Teachers will have access to copiers and scanners for the creation of instructional materials. Classroom supplies, office and art supplies will be provided to staff members.

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)

Students to be Served by this Strategy/Activity

8000	LCFF Supplemental
9201	LCFF Concentration

Strategy/Activity 4

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

All students.

Strategy/Activity

Substitute teachers will be provided for grade level planning/testing days. Roving substitutes will also release general education teachers so that they can attend IEP meetings during the school day.

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)

12720

Students to be Served by this Strategy/Activity

Title I

Strategy/Activity 5

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

All students.

Strategy/Activity

Classroom teachers will take students on field trips to enhance classroom learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

10500

Students to be Served by this Strategy/Activity

LCFF Concentration

Strategy/Activity 6

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

All students.

Strategy/Activity

The Library Media Aid will support teachers to ensure standards-based curriculum is available.

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)

22558

Students to be Served by this Strategy/Activity

LCFF Supplemental

Strategy/Activity 7

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

All students.

Strategy/Activity

The instructional aid will provide small group interventions for students in K-2nd grade who need additional support, as well as support with the administration of assessments (i.e., ELPAC testing).

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)

38548

Students to be Served by this Strategy/Activity

LCFF Supplemental

Strategy/Activity 8

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

All students.

Strategy/Activity

Classroom teachers will provide before and/or after school interventions.

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)

14567

SPSA Year Reviewed: 2021-22

Title I

Annual Review

School Plan for Student Achievement (SPSA) Page 36 of 47 Stonegate School

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.

All strategies/activities were implemented with some limitation. For example, teachers did not have full planning/testing days due to the lack of substitute teachers. Grade level planning time was provided during staff meetings and Admin. Directed Thursdays.

Transitioning to in-person instruction from Distance Learning required making adaptations to our recess and lunch schedules to meet COVID restrictions.

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

A few of the budgeted expenditures were not used for their intended implementation. Funds reserved for technology, substitute teachers, and after school interventions were not all used. The district supplied iPads and Chromebooks, funds for extended learning opportunities (interventions), and teachers were given grade level planning time during staff meetings and Admin. Directed Thursdays.

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.

Due to COVID and not having any CAASPP data, we will use Star Reading and Math data. In August 2022, the Focus Team (ILT) will meet to review Trimester 3 data, and create a plan for implementation for the goal. The implementation plan will include teacher professional development and restructuring of procedures for the Student Success Team (SST) process.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Student, Staff Engagement, and School Climate: Increase the number of students and staff who feel connected at school.

Goal 2

By June 2023, chronic absenteeism will decrease from 8.4% to 7.0%.

By June 2023, the percent of students (3rd-8th grade) who respond favorably to the question "Do you feel people care about you at school?" will increase from 51% to 56%. Also, the percent of students (3rd-8th grade) who respond favorably to the question "Do you feel you are part of this school?" will increase from 59% to 64%, per the Panorama Ed Survey.

Identified Need

According to the 2019 Fall Dashboard, Chronic Absenteeism for all students is in the second lowest performance range.

According to Infinite Campus, from the first day of school (8/16/21) to the end of March 2022, the percent of student daily attendance was 90.83. The low attendance may have been caused by students isolating or being in quarantine due the pandemic.

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

Our overall chronic absenteeism is high.

Hispanic students, one of our largest subgroups, has the highest chronic absenteeism (13%).

Dashboard.

Hispanic students, one of our largest subgroups, has a high chronic absenteeism (13%) as measured by the CA Dashboard.

The overall chronic absenteeism is as measured by the CA Dashboard.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Stonegate will implement the district's adopted Social Emotional Learning curriculum for grades PreK-8.

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 2

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

A health assistant will be available during lunchtime to help students who get hurt. Supplies will be provided.

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)

Students to be Served by this Strategy/Activity

19803	LCFF Supplemental
500	General Fund

Strategy/Activity 3

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

All students.

Strategy/Activity

Noon duty supervisors will supervise students during breakfast and lunchtime to support a positive school climate.

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)

Students to be Served by this Strategy/Activity

28000	General Fund
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Strategy/Activity 4

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

All students.

Strategy/Activity

Incentivize student attendance and academic perseverance through recognition ceremonies.

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)

301

General Fund

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

The school will participate in the Franklin-McKinley Sports League to support student connectedness. These funds will cover the stipends for coaches, transportation, and equipment.

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)

Students to be Served by this Strategy/Activity

2096

General Fund

Strategy/Activity 6

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

All students.

Strategy/Activity

The Little Heroes Coach will give support during recess, lunch, and class game time. Provide playground equipment to support student engagement and physical activity during instructional times. This is in addition to the funds provided by the district.

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)

LCFF Concentration

15000

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Stonegate will contract with San Jose Jazz to provide in-school music instruction to 1st-3rd graders and after school music to students in 4th-6th grade to support student connectedness.

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)

SPSA Year Reviewed: 2021-22

8747

LCFF Supplemental

Annual Review

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.

All strategies/activities were implemented with limitations due to social distancing. For example, community members were not invited to our Lunar New Year and Cinco de Mayo celebrations. Staggered schedules were created for recess, lunch, and events outside the classrooms. Student recognition celebrations were held in individual classrooms, not in the cafeteria where they are usually held.

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

Since the district provided funds for interventions and noon duty supervision, the site used some of the site allocated funds for instructional materials, classroom, and art supplies.

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.

In August 2023, the Focus Team (ILT) and the Equity Team will meet to review end of year attendance/participation data, and create a plan for implementation for the goal. The implementation plan will include teacher professional development around social-emotion learning (methods and strategies to help support trauma-impacted students), which should foster a positive school climate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Family and Community Engagement: Fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

By the end of June 2023, parents who participate in at least 2 events other than conferences will increase by 4% as measured by the PanoramaEd Survey.

Identified Need

By June 2023, the number of family members who complete the PanoramaEd Survey will increase from 9 (in 2022) to 200 (in 2023).

By June 2023, the percentage of family members who respond favorably to questions in the PanoramaEd Survey regarding sense of belonging (school connectedness) will increase from 56% to 61%.

By June 2023, the percentage of family members who state in the PanoramaEd Survey that they participated in school activities other than parent teacher-conferences during the school year will increase from 67% to 72%.

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome Expected Outcome

Parent engagement needs to be higher for school connectedness and community.

67% of Family members who took the PanoramaEd Survey stated that they had participated in school activities other than parent-teacher conferences in 2021-2022.

By June 2023, the percentage of Family members who state that they participated in school activities other than parent teacher-conferences during the school year will increase to 72%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Stonegate School will communicate with parents through ParentSquare reminders, flyers, conferences, providing interpretation in Spanish and Vietnamese, and providing food for meetings to build a sense of community. And, continue to provide Zoom meetings/events. All school communication to family members will be sent out in English, Spanish, and Vietnamese.
Stonegate

School will engage parents through participation in school site committees: SSC and ELAC. These funds will be used for Vietnamese interpretation (the principal is bilingual in English and Spanish).

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)

Students to be Served by this Strategy/Activity

2003

Title I

Strategy/Activity 2

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

All students.

Strategy/Activity

Materials and services (presentations) to support parent education. Childcare to be provided for all parent meetings to increase parent participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Students to be Served by this Strategy/Activity

1000

Title I

Strategy/Activity 3

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

All students.

Strategy/Activity

Stonegate School will plan 8 events throughout the year to engage parents in cultural events, such as, Halloween, Day of the Dead, Lunar New Year, Cinco de Mayo, and Carnival to build a sense of community; and offer training to parents to help them support their child's learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

School Plan for Student Achievement (SPSA) Page 43 of 47 Stonegate School

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to COVID, parent participation was limited to virtual meetings/events. A few drive through events were hosted throughout the school year.

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

Not all the funds were used for their intended implementation and the budgeted expenditures. The site used some of the allocated funds for playground equipment, instructional materials, classroom, and art supplies.

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.

During the 2022-2023 school year the school will be able to hold in-person events for parents and community members.

School Plan for Student Achievement (SPSA) Page 44 of 47 Stonegate School

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

\$
\$193,544.00

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.

this school: \$30,290.00

Federal Programs	Allocation (\$)
Title I	\$30,290.00

Subtotal of additional federal funds included for

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

school: \$163,254.00 Total of federal, state, and/or

local funds for this school: \$193,544.00

State or Local Programs	Allocation (\$)
General Fund	
LCFF Concentration	\$30,897.00
LCFF Supplemental	\$34,701.00
	\$97,656.00

Subtotal of state or local funds included for this

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members Role

Diederich Bonemeyer	Lorena Villanueva
Jennifer Piñol	Principal
Ian McCray	Classroom Teacher
Moses Bravo	Classroom Teacher
Mary Redondo	Classroom Teacher
Julie Sanchez	Other School Staff
Lynn Ferris-Hodge	Classroom Teacher
Joe Dam	Parent or Community Member
Mayra Pulupa Vaca	Parent or Community Member
Mayra Villanueva	Parent or Community Member

<input checked="" type="checkbox"/> Parent or Community Member
<input checked="" type="checkbox"/> Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature Committee or Advisory Group Name

<input checked="" type="checkbox"/> English Learner Advisory Committee
<input checked="" type="checkbox"/> Other: Ad hoc parent meetings

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

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

This SPSA was adopted by the SSC at a public meeting on May , 2022.

Attested:

Principal, Diederich A. Bonemeyer on May , 2021

SSC Chairperson, Ian McCray on May , 2022