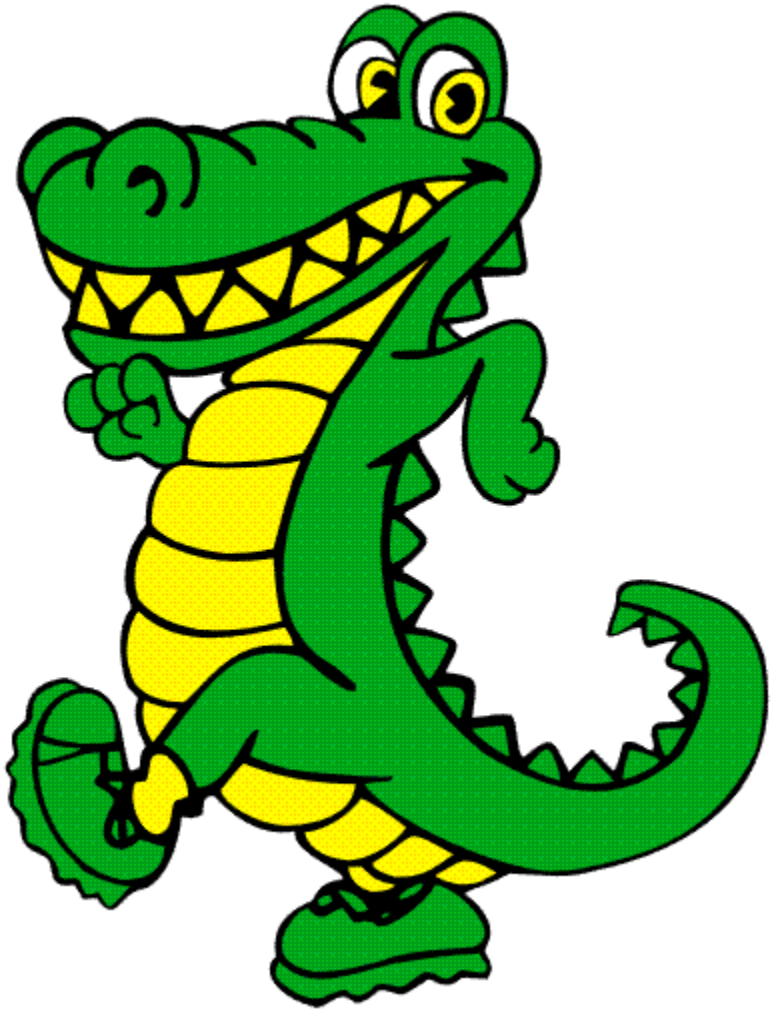




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stonegate School	43-69450-6071542		6/25/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Stonegate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Stonegate's School Plan for Student Achievement (SPSA) prioritizes enhancing student performance through a comprehensive focus on Language Development across all academic disciplines. Our strategic efforts target the Additional and Targeted Support Improvement (ATSI) identified Students with Disabilities (SWD) populations, particularly in the area of chronic absenteeism and academics (ELA, Math).

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Stonegate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Stonegate's School Plan for Student Achievement (SPSA) prioritizes enhancing student performance through a comprehensive focus on Language Development across all academic disciplines. Our strategic efforts target the Additional and Targeted Support Improvement (ATSI) identified Students with Disabilities (SWD) populations, particularly in the area of chronic absenteeism and academics (ELA, Math).

Stonegate's School Plan for Student Achievement will effectively meet the ESSA requirements through our stated goals and application of our goals through instruction, professional learning, and leadership practice.

Teachers will support academic achievement through their literacy and language instruction, personalized learning, and review of data through DIBELS, Lexia, Lexia English, Fastbridge Math, and STAR Renaissance Reading/Math. As a school community, we cultivate a positive school environment through the implementation of a positive school-wide support program which includes continued support for the effective practice of GATORS expectations: Good attitude, Accountability, Team Oriented, On task, Doing our best, Respect for others, Safety at all times. Stonegate will also build community with school-wide classroom community circles, weekly school-wide announcements, implementation of the Second Step SEL program, and building student-teacher rapport with trusted adults. We will build instructional practices through our participation in the District Multi-Tiered System of Support (MTSS) Cohort 1, Tier 1 classroom literacy strategies, grade level collaboration (GLC), lessons and strategies to implement District adopted curriculum, sharing and integrating best practices in grade level and vertical Professional Learning Communities (PLC), differentiating through tiered instruction based on individual student needs, and both pull-out and push-in intervention for Grades K-8 and English Learner (EL) Newcomers to reach our student learning goals.

To support professional learning, the administration will provide support structures for teachers and staff through professional development, instructional coaching, PLC collaboration, data analysis, and adequate resources/access to various school/district-adopted curricula and programs.

During teacher collaboration, teachers will focus on and support student achievement through MTSS Tier 1 and 2 implementation, ongoing data analysis, and targeted student interventions. The instructional leadership team will meet regularly to reflect and provide feedback on school-wide plans and implementation, monitor progress through data analysis, and keep the school focused on achieving its vision and mission, as well as annual goals.

To increase parent engagement and support and improve the conditions of learning, the school leadership will provide parent workshops specifically, parenting classes as well as parent support to help families build capacity to support their child's learning, along with opportunities to help families learn effective communication strategies and support their child's academic, behavioral, and social/emotional growth. The ELAC and SSC will meet regularly to gather input from all stakeholders, monitor and reflect on progress through data analysis, and provide feedback for modifications and revisions of practices as needed.

Educational Partner Involvement

How, when, and with whom did Stonegate 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, and after school parent meetings 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. Parents would like to have more school wide events that include both students and parents such as literacy night, Math night, game night, carnival, Lunar New Year, Picnic with Parents Cinco De Mayo, or movie nights. They also acknowledged the need for more social emotional support for students. At present Stonegate staff supports students SEL with strategies such as community circles, wellness room, and the focus on teaching students how to communicate with each other through practices such as think pare share, and small group instruction.

All meetings have been facilitated in person or through Zoom. Parents get reminders through the Monthly Stonegator Weekly 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.

This section is required for all schools eligible for ATSI and CSI.

Within the LEA, there are no resource inequities at the site. We are committed to continue using the resources provided to meet the needs of Stoengate's diverse learners.

SWD FOR ELA AND MATH. (ATSI and CSI)ADDITIONA TARGED. SUPPORT AND IMPROMENT. WORK ON THIS

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Socio-economically Disadvantaged and Student with Disabilities in Orange in Chronic Absenteeism:

Steps taken to improve: Principal and social worker call parent/guardian to inform them that their child is missing more than 10% of the school year. They are offered support such as counseling, transportation or what may be needed to support family and students. We also find out information from the student about what is going on at home so we can offer guidance to improve attendance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Socioeconomically Disadvantaged and Students with Disabilities in Orange in Language Arts.

Steps taken to improve: Classroom paraeducators are present at all grade levels assisting students with disabilities in the classroom during instructional minutes. IEPs and 504 plans outline student specific needs and accommodations. Professional development for both teachers and paraeducators are provided. These training include but are not limited to inclusive teaching practices, behavior management strategies, and promoting literacy development.

Socioeconomically Disadvantaged: Before and after school intervention support using small group instruction within a classroom setting. Provide access to technology, specifically chromebooks or iPads for home use and hotspots for internet connection. Counseling services provided to support students' social and emotional needs and school connectedness. Individualized academic support to build upon student strengths and preferred learning styles. Finally, the school based support team provides resources and connects families to networks in their communities.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stonegate School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	1.31%	1.3%	1.77%	7	7	9
Asian	39.55%	35.38%	37.52%	212	190	191
Filipino	5.41%	5.77%	5.30%	29	31	27
Hispanic/Latino	48.69%	53.63%	52.06%	261	288	265
Pacific Islander	0.93%	0.37%	0.39%	5	2	2
White	2.80%	2.23%	2.16%	15	12	11
Multiple/No Response	1.31%	1.3%	0.79%	7	7	4
Total Enrollment				536	537	509

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	67	67
Grade 1	45	44	49
Grade 2	44	58	41
Grade3	64	47	56
Grade 4	62	62	46
Grade 5	67	63	59
Grade 6	60	69	66
Grade 7	63	63	63
Grade 8	72	64	62
Total Enrollment	536	537	509

Conclusions based on this data:

1. Enrollment has declined since 20-21.
2. Hispanic/Latino and Asian students are the two largest student groups are 89% of the student population.

3. The enrollment in the 3rd, 5th, and 8th grade classes has decreased slightly.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	220	249	208	34.00%	41.0%	40.9%
Fluent English Proficient (FEP)	146	113	120	29.30%	27.2%	23.6%
Reclassified Fluent English Proficient (RFEP)				15.8%		

Conclusions based on this data:

1. The percent of English language learners increased from 21-22 to 22-23 (5.4%).
2. The FEP population decreased from 21-22 to 22-23 (6.2%).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	66	43	0	58	40	0	58	39	0.0	87.9	93.0
Grade 4	73	65	61	0	60	58	0	60	58	0.0	92.3	95.1
Grade 5	66	64	66	0	63	63	0	63	63	0.0	98.4	95.5
Grade 6	66	59	67	0	57	61	0	57	61	0.0	96.6	91.0
Grade 7	81	62	63	0	59	60	0	59	60	0.0	95.2	95.2
Grade 8	77	74	64	0	74	58	0	74	58	0.0	100.0	90.6
All Grades	433	390	364	0	371	340	0	371	339	0.0	95.1	93.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2379.	2368.		22.41	12.82		15.52	7.69		13.79	30.77		48.28	48.72
Grade 4		2428.	2436.		15.00	20.69		20.00	24.14		18.33	17.24		46.67	37.93
Grade 5		2461.	2460.		11.11	11.11		25.40	22.22		20.63	28.57		42.86	38.10
Grade 6		2507.	2480.		10.53	9.84		28.07	21.31		28.07	31.15		33.33	37.70
Grade 7		2536.	2556.		11.86	20.00		32.20	36.67		28.81	21.67		27.12	21.67
Grade 8		2562.	2565.		6.76	17.24		47.30	32.76		28.38	32.76		17.57	17.24
All Grades	N/A	N/A	N/A		12.67	15.34		28.84	25.07		23.18	26.84		35.31	32.74

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.41	5.13		46.55	66.67		31.03	28.21
Grade 4		15.00	17.24		55.00	58.62		30.00	24.14
Grade 5		11.11	7.94		68.25	66.67		20.63	25.40
Grade 6		8.77	8.20		63.16	50.82		28.07	40.98
Grade 7		18.64	20.00		55.93	58.33		25.42	21.67
Grade 8		8.11	15.52		71.62	60.34		20.27	24.14
All Grades		13.75	12.68		60.65	59.88		25.61	27.43

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.62	2.63		43.10	52.63		48.28	44.74
Grade 4		5.00	12.07		58.33	53.45		36.67	34.48
Grade 5		12.70	12.90		47.62	58.06		39.68	29.03
Grade 6		7.02	13.11		61.40	42.62		31.58	44.26
Grade 7		16.95	28.33		61.02	55.00		22.03	16.67
Grade 8		14.86	18.97		59.46	58.62		25.68	22.41
All Grades		11.05	15.43		55.26	53.41		33.69	31.16

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.17	5.13		67.24	69.23		27.59	25.64
Grade 4		5.00	10.34		78.33	67.24		16.67	22.41
Grade 5		4.76	4.76		74.60	69.84		20.63	25.40
Grade 6		19.30	3.28		59.65	77.05		21.05	19.67
Grade 7		13.56	13.33		79.66	73.33		6.78	13.33
Grade 8		12.16	13.79		79.73	77.59		8.11	8.62
All Grades		9.97	8.55		73.58	72.57		16.44	18.88

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.69	5.13		44.83	64.10		34.48	30.77
Grade 4		10.00	15.52		65.00	63.79		25.00	20.69
Grade 5		9.52	7.94		63.49	55.56		26.98	36.51
Grade 6		17.54	8.20		66.67	60.66		15.79	31.15
Grade 7		15.25	26.67		62.71	58.33		22.03	15.00
Grade 8		16.22	24.14		74.32	63.79		9.46	12.07
All Grades		14.82	15.04		63.34	60.77		21.83	24.19

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Conclusions based on this data:

1. There has been a 2% decline in "All Students" meeting or exceeding standards in ELA from 20-21 to 22-23.
2. 35% of Socioeconomically disadvantaged students scored at or above standard.
3. 14% of students with disabilities scored at or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	70	66	43	0	61	42	0	61	42	0.0	92.4	97.7
Grade 4	73	65	61	0	61	60	0	61	60	0.0	93.8	98.4
Grade 5	66	64	66	0	64	65	0	64	65	0.0	100.0	98.5
Grade 6	66	59	67	0	58	65	0	58	65	0.0	98.3	97.0
Grade 7	81	62	63	0	60	62	0	60	62	0.0	96.8	98.4
Grade 8	77	74	64	0	74	63	0	74	63	0.0	100.0	98.4
All Grades	433	390	364	0	378	357	0	378	357	0.0	96.9	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.	2389.		16.39	7.14		27.87	21.43		14.75	21.43		40.98	50.00
Grade 4		2432.	2452.		6.56	15.00		21.31	23.33		32.79	28.33		39.34	33.33
Grade 5		2464.	2455.		9.38	9.23		14.06	7.69		26.56	27.69		50.00	55.38
Grade 6		2490.	2468.		17.24	9.23		15.52	13.85		24.14	24.62		43.10	52.31
Grade 7		2483.	2535.		10.00	20.97		16.67	25.81		25.00	20.97		48.33	32.26
Grade 8		2517.	2506.		13.51	9.52		17.57	20.63		21.62	9.52		47.30	60.32
All Grades	N/A	N/A	N/A		12.17	12.04		18.78	18.49		24.07	22.13		44.97	47.34

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.59	14.29		32.79	52.38		42.62	33.33
Grade 4		18.03	18.33		32.79	45.00		49.18	36.67
Grade 5		10.94	10.77		42.19	30.77		46.88	58.46
Grade 6		17.24	10.77		36.21	29.23		46.55	60.00
Grade 7		16.67	27.42		35.00	40.32		48.33	32.26
Grade 8		9.46	11.11		54.05	36.51		36.49	52.38
All Grades		15.87	15.41		39.42	38.10		44.71	46.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.67	7.14		37.70	40.48		42.62	52.38
Grade 4		6.56	16.67		45.90	50.00		47.54	33.33
Grade 5		9.38	7.69		45.31	44.62		45.31	47.69
Grade 6		15.52	10.77		46.55	43.08		37.93	46.15
Grade 7		6.67	17.74		53.33	58.06		40.00	24.19
Grade 8		13.51	14.29		52.70	44.44		33.78	41.27
All Grades		11.90	12.61		47.09	47.06		41.01	40.34

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.39	7.14		52.46	66.67		31.15	26.19
Grade 4		6.56	8.33		60.66	68.33		32.79	23.33
Grade 5		4.69	4.62		62.50	60.00		32.81	35.38
Grade 6		10.34	7.69		58.62	56.92		31.03	35.38
Grade 7		8.33	19.35		60.00	62.90		31.67	17.74
Grade 8		9.46	12.70		62.16	60.32		28.38	26.98
All Grades		9.26	10.08		59.52	62.18		31.22	27.73

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 1. 55.29% of all students met or exceeded standard in 20-21 results. In 2022-23, 53.51% of all student met or exceeded standard. This is a decrease in overall proficiency.
- 2. 11.4% of student with disabilities met or exceeded standard in 2022-23.
- 3. 26.6% of socioeconomically disadvantaged students met or exceed standards in 2022-23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1428.5	1416.4	1411.1	1435.3	1421.3	1412.2	1412.4	1404.6	1408.0	32	39	36
1	1418.9	1449.0	1417.5	1427.4	1461.6	1450.5	1410.0	1435.9	1383.9	17	22	21
2	1485.2	1399.2	1440.2	1481.7	1411.8	1452.4	1488.1	1386.0	1427.4	18	21	27
3	1482.0	1448.8	1466.6	1482.2	1450.0	1464.7	1481.3	1447.3	1468.0	29	22	20
4	1508.3	1506.9	1475.7	1515.8	1508.7	1475.1	1500.4	1504.5	1475.9	35	28	19
5	1507.1	1540.8	1511.1	1505.1	1542.4	1498.8	1508.7	1538.8	1522.8	19	33	25
6	1519.9	1531.2	1546.1	1521.2	1530.2	1556.4	1518.2	1531.9	1535.4	20	17	28
7	1555.1	1574.0	1571.2	1571.3	1563.4	1579.4	1538.4	1584.0	1562.8	29	22	18
8	1584.1	1589.1	1554.9	1598.3	1601.8	1541.5	1569.4	1576.1	1568.1	15	20	20
All Grades										214	224	214

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	25.64	13.89	50.00	20.51	22.22	25.00	28.21	36.11	9.38	25.64	27.78	32	39	36
1	6.25	9.09	0.00	25.00	27.27	28.57	25.00	50.00	38.10	43.75	13.64	33.33	16	22	21
2	5.56	0.00	7.41	66.67	28.57	44.44	16.67	28.57	25.93	11.11	42.86	22.22	18	21	27
3	6.90	9.09	10.00	37.93	36.36	25.00	37.93	22.73	40.00	17.24	31.82	25.00	29	22	20
4	21.21	25.00	5.26	39.39	32.14	26.32	21.21	25.00	36.84	18.18	17.86	31.58	33	28	19
5	0.00	30.30	16.00	53.33	39.39	28.00	33.33	24.24	40.00	13.33	6.06	16.00	15	33	25
6	42.11	23.53	35.71	31.58	52.94	35.71	5.26	17.65	14.29	21.05	5.88	14.29	19	17	28
7	35.71	31.82	64.71	35.71	45.45	11.76	25.00	13.64	17.65	3.57	9.09	5.88	28	22	17
8	50.00	60.00	50.00	28.57	25.00	10.00	7.14	5.00	15.00	14.29	10.00	25.00	14	20	20
All Grades	20.10	24.11	21.13	41.18	33.04	26.76	23.04	24.55	29.58	15.69	18.30	22.54	204	224	213

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	25.64	11.11	50.00	23.08	27.78	28.13	25.64	27.78	12.50	25.64	33.33	32	39	36
1	18.75	27.27	19.05	12.50	22.73	33.33	43.75	45.45	28.57	25.00	4.55	19.05	16	22	21
2	22.22	14.29	14.81	44.44	23.81	44.44	27.78	23.81	25.93	5.56	38.10	14.81	18	21	27
3	27.59	27.27	25.00	41.38	27.27	35.00	13.79	18.18	15.00	17.24	27.27	25.00	29	22	20
4	48.48	39.29	21.05	27.27	28.57	47.37	15.15	10.71	10.53	9.09	21.43	21.05	33	28	19
5	40.00	63.64	32.00	33.33	27.27	36.00	6.67	6.06	16.00	20.00	3.03	16.00	15	33	25
6	42.11	58.82	67.86	36.84	23.53	14.29	0.00	11.76	3.57	21.05	5.88	14.29	19	17	28
7	46.43	50.00	70.59	42.86	40.91	17.65	7.14	0.00	5.88	3.57	9.09	5.88	28	22	17
8	57.14	75.00	55.00	28.57	10.00	15.00	0.00	5.00	5.00	14.29	10.00	25.00	14	20	20
All Grades	33.82	41.52	33.33	36.76	25.45	30.05	16.18	16.52	16.43	13.24	16.52	20.19	204	224	213

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	15.38	13.89	18.75	17.95	19.44	56.25	30.77	33.33	9.38	35.90	33.33	32	39	36
1	6.25	9.09	0.00	18.75	22.73	19.05	37.50	45.45	28.57	37.50	22.73	52.38	16	22	21
2	11.11	0.00	3.70	61.11	19.05	37.04	5.56	33.33	29.63	22.22	47.62	29.63	18	21	27
3	3.45	0.00	0.00	13.79	22.73	10.00	65.52	31.82	45.00	17.24	45.45	45.00	29	22	20
4	0.00	7.14	0.00	36.36	32.14	15.79	36.36	32.14	26.32	27.27	28.57	57.89	33	28	19
5	0.00	12.12	16.00	13.33	33.33	12.00	60.00	33.33	52.00	26.67	21.21	20.00	15	33	25
6	15.79	5.88	10.71	31.58	17.65	28.57	26.32	64.71	35.71	26.32	11.76	25.00	19	17	28
7	3.57	40.91	23.53	28.57	31.82	41.18	46.43	18.18	17.65	21.43	9.09	17.65	28	22	17
8	28.57	20.00	30.00	21.43	45.00	30.00	35.71	30.00	10.00	14.29	5.00	30.00	14	20	20
All Grades	8.33	12.50	10.80	26.96	26.79	23.47	43.14	34.38	31.92	21.57	26.34	33.80	204	224	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	25.64	11.11	68.75	46.15	66.67	15.63	28.21	22.22	32	39	36
1	18.75	27.27	33.33	56.25	59.09	52.38	25.00	13.64	14.29	16	22	21
2	22.22	19.05	7.41	72.22	47.62	74.07	5.56	33.33	18.52	18	21	27
3	20.69	22.73	20.00	51.72	40.91	45.00	27.59	36.36	35.00	29	22	20
4	42.42	35.71	5.26	39.39	39.29	68.42	18.18	25.00	26.32	33	28	19
5	0.00	15.15	32.00	93.33	75.76	52.00	6.67	9.09	16.00	15	33	25
6	15.79	0.00	25.00	63.16	94.12	64.29	21.05	5.88	10.71	19	17	28
7	7.14	27.27	11.76	82.14	59.09	82.35	10.71	13.64	5.88	28	22	17
8	21.43	35.00	30.00	64.29	60.00	35.00	14.29	5.00	35.00	14	20	20
All Grades	19.61	23.66	19.25	63.73	56.70	60.56	16.67	19.64	20.19	204	224	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.63	33.33	16.67	65.63	41.03	44.44	18.75	25.64	38.89	32	39	36
1	18.75	13.64	4.76	56.25	77.27	71.43	25.00	9.09	23.81	16	22	21
2	16.67	23.81	55.56	83.33	38.10	29.63	0.00	38.10	14.81	18	21	27
3	44.83	50.00	45.00	37.93	22.73	30.00	17.24	27.27	25.00	29	22	20
4	63.64	53.57	36.84	30.30	32.14	42.11	6.06	14.29	21.05	33	28	19
5	78.57	90.91	32.00	0.00	3.03	48.00	21.43	6.06	20.00	14	33	25
6	68.42	76.47	78.57	10.53	11.76	7.14	21.05	11.76	14.29	19	17	28
7	78.57	72.73	82.35	21.43	18.18	11.76	0.00	9.09	5.88	28	22	17
8	78.57	75.00	70.00	14.29	20.00	5.00	7.14	5.00	25.00	14	20	20
All Grades	50.25	54.02	45.07	37.44	29.46	32.86	12.32	16.52	22.07	203	224	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	15.38	16.67	75.00	53.85	61.11	12.50	30.77	22.22	32	39	36
1	6.25	22.73	0.00	50.00	27.27	42.86	43.75	50.00	57.14	16	22	21
2	16.67	4.76	14.81	66.67	47.62	48.15	16.67	47.62	37.04	18	21	27
3	3.45	0.00	0.00	68.97	54.55	35.00	27.59	45.45	65.00	29	22	20
4	0.00	10.71	0.00	60.61	46.43	36.84	39.39	42.86	63.16	33	28	19
5	6.67	6.06	8.00	60.00	69.70	52.00	33.33	24.24	40.00	15	33	25
6	10.53	0.00	10.71	57.89	64.71	39.29	31.58	35.29	50.00	19	17	28
7	17.86	40.91	17.65	39.29	40.91	58.82	42.86	18.18	23.53	28	22	17
8	35.71	45.00	30.00	28.57	35.00	30.00	35.71	20.00	40.00	14	20	20
All Grades	10.78	15.63	11.27	58.33	50.00	46.01	30.88	34.38	42.72	204	224	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.13	28.21	27.78	56.25	30.77	33.33	15.63	41.03	38.89	32	39	36
1	6.25	9.09	0.00	50.00	72.73	66.67	43.75	18.18	33.33	16	22	21
2	11.11	0.00	3.70	66.67	52.38	81.48	22.22	47.62	14.81	18	21	27
3	3.45	9.09	5.00	79.31	63.64	65.00	17.24	27.27	30.00	29	22	20
4	3.03	21.43	15.79	75.76	57.14	36.84	21.21	21.43	47.37	33	28	19
5	0.00	27.27	16.00	80.00	63.64	76.00	20.00	9.09	8.00	15	33	25
6	26.32	23.53	25.00	52.63	64.71	60.71	21.05	11.76	14.29	19	17	28
7	0.00	31.82	47.06	92.86	59.09	41.18	7.14	9.09	11.76	28	22	17
8	14.29	5.00	40.00	78.57	90.00	35.00	7.14	5.00	25.00	14	20	20
All Grades	10.29	18.75	19.72	71.08	58.93	55.40	18.63	22.32	24.88	204	224	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Stonegates overall scores went up in grades 5-8 in well developed writing from 20% to 22%.
2. Stonegate writing domain has decreased in grades K-5 in well developed writing from 17.45% to 15.8%.
3. Stonegate reading domain has decreased in grade K-4 and 7 but increased in grades 5, 6, and 8.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
537	53.3	46.4	0.7
Total Number of Students enrolled in Stonegate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	249	46.4
Foster Youth	4	0.7
Homeless	10	1.9
Socioeconomically Disadvantaged	286	53.3
Students with Disabilities	63	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
Asian	190	35.4
Filipino	31	5.8
Hispanic	288	53.6
Two or More Races	7	1.3
Pacific Islander	2	0.4
White	12	2.2

Conclusions based on this data:

1. The largest student group is socioeconomically disadvantaged at 53.3%.

2. The Asian and Hispanic student groups are the largest, at 35% Asian and 53% respectively. The two groups combine to make up 89% of the student population
3. 46% of students are English language learners.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Stonegate English Language performance is lower than the Math as indicated in the CA Data Dashboard.
- Stonegate Chronic absenteeism performance is low on the overall performance indicator on the CA Data Dashboard.
- Stonegate English Learner progress is almost in the red. Continue to monitor.

School and Student Performance Data

Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 30.3 points below standard Decreased -3 points 332 Students	 Orange 62 points below standard Decreased Significantly -16.2 points 158 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Orange 40.3 points below standard Decreased -9.2 points 185 Students	 Red 101.8 points below standard Decreased -6.7 points 45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	 Green 10.5 points above standard Increased +9.6 points 131 Students	42.2 points above standard Maintained -2.3 points 19 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68 points below standard Decreased -12.3 points 164 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 7 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
98.9 points below standard Decreased Significantly -23.9 points 112 Students	28 points above standard Increased Significantly +16.6 points 46 Students	30.5 points below standard Increased Significantly +17.8 points 100 Students

Conclusions based on this data:

1. Base on the data, "All Students" were 30.3 points below the standard. This is a decline of 3 points from previous testing year.
2. Socioeconomically disadvantaged students scored 40.3 points below the standard. This is a decrease of 9 points from previous testing year captured.
3. Students with disabilities are 101.8 points below standard. This is also a decrease of almost 7 points from the previous testing year.

School and Student Performance Data

Academic Performance Mathematics

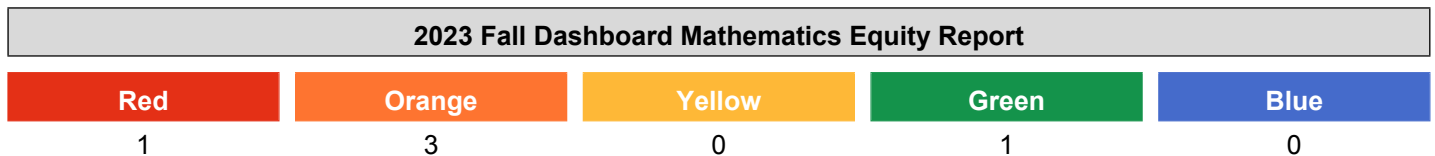
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 54.9 points below standard Increased +3.3 points 330 Students	English Learners  Orange 77.4 points below standard Decreased -8 points 156 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Orange 63.8 points below standard Decreased -4.1 points 184 Students	Students with Disabilities  Red 119.8 points below standard Maintained +2.9 points 42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 7 Students	American Indian  No Performance Color 0 Students	Asian  Green 0.3 points below standard Increased +8.5 points 130 Students	Filipino 10.1 points above standard Decreased Significantly - 16.8 points 19 Students
Hispanic  Orange 101.5 points below standard Increased +5.7 points 163 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 111.9 points below standard Decreased Significantly -17.3 points 109 Students	Reclassified English Learners 2.8 points above standard Increased Significantly +22.6 points 47 Students	English Only 61.3 points below standard Increased Significantly +17.6 points 100 Students
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Conclusions based on this data:

1. Stonegate students with disabilities struggle the most in math, 119.8 points below standard, while the Asian subgroup performed at the highest rate, at 0.3 points below standard.
2. English learners performed 77.4 points below standard and fell by 8 points.
3. Socioeconomically disadvantaged student scores also fell by 4 points, 63.8 points below standard in 2022-23.

School and Student Performance Data

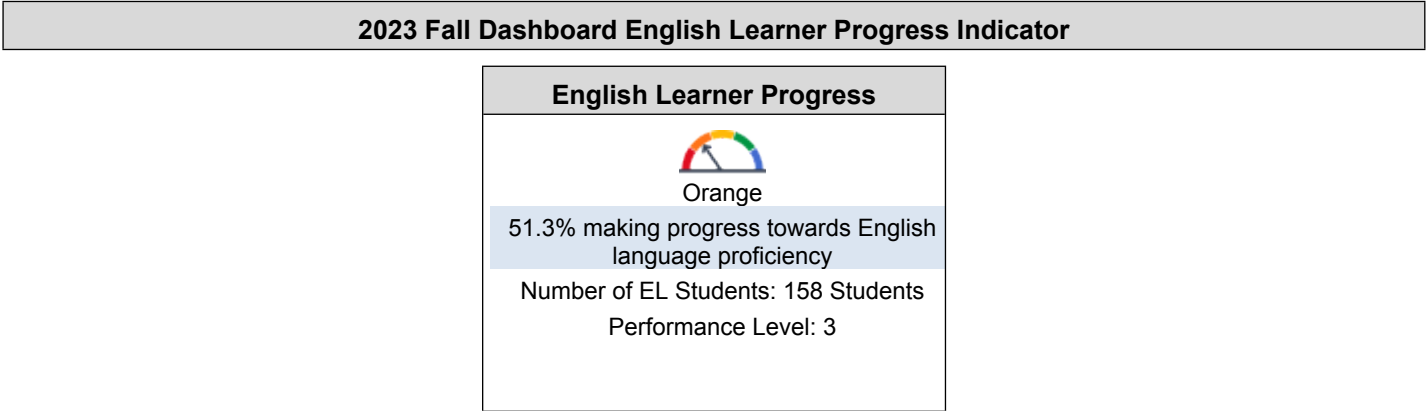
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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.

2023 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
21	54	9	68

Conclusions based on this data:

1. Stonegate EL students have been categorized as high.
2. 10.6 percent of Stonegate EL's have decreased one ELPI Level.
3. 30.6% of Stonegate EL's have maintained ELPI levels 1-3 while students who maintained level 4 were at 7.5%. 51.3% of multilingual students progressed at least one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Yellow

26.9% Chronically Absent

Declined Significantly -4.5

594 Students

English Learners



Yellow

29.6% Chronically Absent

Declined Significantly -3.8

280 Students

Foster Youth

Less than 11 Students

5 Students

Homeless

Less than 11 Students

10 Students

Socioeconomically Disadvantaged



Orange

32.6% Chronically Absent

Declined -2.4

353 Students

Students with Disabilities



Orange

40% Chronically Absent

Declined -4.6

75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 10 Students	American Indian  No Performance Color 0 Students	Asian  Yellow 10.5% Chronically Absent Declined -1 200 Students	Filipino  Yellow 11.8% Chronically Absent Declined -12.5 34 Students
Hispanic  Yellow 37.9% Chronically Absent Declined Significantly -7.8 322 Students	Two or More Races Less than 11 Students 9 Students	Pacific Islander Less than 11 Students 3 Students	White 37.5% Chronically Absent Declined -9.2 16 Students

Conclusions based on this data:

1. All Stonegate students were considered Chronically Absent, very high.
2. Socioeconomically disadvantaged Stonegate student are also considered very high, as well and students with disabilities.
3. Filipino and Hispanic students were very high chronically absent.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Goals for Stonegate students

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, Stonegate will increase the level of success for all students while addressing learning gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SBAC

Students will improve scores in 3rd through 8th grade. Overall ELA scores of 40% of students met or exceeded standards. We would like to increase overall scores to 45%

Students will improve scores in 3rd through 8th grade. Overall Math scores 30% of students met or exceeded standards. We would like to increase overall scores to 35%

The average Hispanic population score in ELA increased by 5 points at or above standards.

The average Hispanic population score in Math is 1.7% at or above standards.

The Hispanic population will improve up to 10% of current scores

RenSTAR:

Reading all demographics, the average score at or above proficiency is 30%

Reading Hispanic population 15% average score at or above proficiency

Math all demographics the average score at or above proficiency is 47%

Math Hispanic population 28% average score at or above proficiency.

ATSI:

Language Arts: Students with Disabilities declined 6.7% (red)

Language Arts: English Language Learners, Hispanic, Socioeconomically Disadvantaged (orange)

Math: Students with Disabilities (red)

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CA Dashboard: Over all ELA Smarter Balanced Assessment grades 3-8	Smarter Balanced Assessment 40.1% meet or exceed standards	ELA Smarter Balanced Assessment (40% to 46%) and at least at 10%
2023 CA Dashboard: Over all Math Smarter Balanced Assessment grades 3-8	Smarter Balanced Assessment 30.53% meet or exceed standards	Math Smarter Balanced Assessment (30% to 39%) and at least at 10%

ELA Smarter Balanced Assessment hispanic population	ELA Smarter Balanced Assessment EL meet or exceed standards 4.27%	ELA Smarter Balanced Assessment EL meet or exceed standards 4% to 10%
ELA Smarter Balanced Assessment Hispanic	ELA Smarter Balanced Assessment Hispanic 31% meet or exceed standards	ELA Smarter Balanced Assessment Hispanic 31% meet or exceed standards 41%
Ren STAR ELA	ELA Ren STAR all students met or exceeded standards by 31%	ELA Ren STAR all students met or exceeded standards by 41%
2023 CA Dashboard: English Learner Progress Indicator (ELPI)	Students with disabilities decreased 6.7%	Students with disabilities will increase by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Before and after school intervention will be provided, targeting students who struggle in the area of ELA and/or Math.	Before and after school intervention will be prioritized for Latino students, students with disability, and English Language Learners.	4000 LCFF Concentration 1000-1999: Certificated Personnel Salaries ELPAC
1.2	Hire a part time intervention para-educator to pull out individual or small groups with academic needs in the area of math or ELA.	K-8 grade students in need of math support	27000 LCFF Supplemental
1.3	Provide small group instruction to address any foundational skills gaps and to provide direct instruction in the area of phonics, phonemic awareness, fluency, comprehension and writing.	All students in grades K -2 who are in need of additional reading intervention	7000 LCFF Supplemental
1.4	Classroom teachers will take students on field trips (Tech Museum, plays, etc.) to enhance classroom learning.	All students	10,000 LCFF Concentration 5000 Title I
1.5	Hire a Health Aide to support for students feeling sick or injured during school hours.	All students	13754 LCFF Supplemental 1000-1999: Certificated Personnel Salaries
1.6	Grade-level teams will collaborate bi-monthly on Thursdays to analyze student performance data, plan lessons, plan student intervention, and plan student intervention activities for their students.	All students	0 None Specified None Specified None Specified

			None Specified
			None Specified
1.7	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	K-2 Students	18,287.50 District Funded 5000-5999: Services And Other Operating Expenditures
1.8	Child makes academic, behavioral, and/or socio-emotional growth as part of the SST process. If the student fails to make growth over a multiple period of 6-8 weeks, the child may be referred for assessment. A substitute teacher will be provided for teachers to attend these meetings and IEP meetings during school hours.	All students	4000 LCFF Concentration
1.9	Provide release time for ILT/MTSS team members to meet regularly for school and district meetings in order to help school improve teaching and learning through increase collaboration.	All students	5000 Title I
1.10	Monitor student attendance using the district A2A program and hold parent meetings to discuss chronic absenteeism and offer support to families to make attendance improvements	All students	0
1.11	Monitor student ELA and math growth using Local interim assessments. Plan for interventions for students who are not making growth and continue to monitor to assess the interventions' effectiveness and plan for the next steps.	All students	0
1.12	Extended duty for Librarian/media aide to assist students who want a place to read and do their homework. Also, the library will be used for book fairs or Read Across America events.	All students	10000 LCFF Supplemental
1.13	Office and classroom supplies	all students	5000 LCFF Supplemental
1.14	STEAM fair supplies and personel	all students	500 Title I
1.15	Copy machine maintenance	all students	8000 LCFF Concentration 9000 LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We have not made the expected growth from our focus; Literacy best practices and content standards.

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

As of now there are no major differences between the intended implementation and the budget expenditures to implement our school activities.

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

We want to continue improving our teacher collaboration within grade levels and across combined grade levels. We will keep our focus on literacy and literacy best practices. We will improve our collaboration with the CORAL after school program to support our students continuing academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions For Learning

Baseline:

Panorama student response: I feel safe talking about my feelings and ideas in my classes: 31% responded most of the time and all the time.

Panorama student response: Have you heard or seen bullying in your classroom this year: 41% responded No never.

Goal:

The number of students who report feeling safe talking about their feelings and ideas in the classroom will increase from 31% to 45%.

The number of students who report having heard of or seen bullying in the classroom will decrease from 67% to 50%

Panorama student survey data: I feel safe talking about my feelings and ideas in class: 33% of students said "Yes all the time." This is up by 3%

Panorama student survey data: Have you seen or heard of bullying in your class this year? 41% of students responded "Never." This is up by 8%

Panorama student survey data: Do other kids in school spread mean rumors or lies about you? 50% of students responded "No Never" This is down by 3%.

Training the entire staff on how to interact with students in ways that encourage respectful dialogue and assist students to engage in a positive manner that is crucial for fostering a supportive and inclusive learning environment. Here's a comprehensive approach to designing such training:

Cultural Competency: Educate staff members about cultural diversity and sensitivity. Help them recognize and respect cultural differences in communication styles, values, and perspectives.

Conflict Resolution: Equip staff with strategies for managing conflicts constructively. Teach techniques for de-escalating tense situations, finding common ground, and reaching mutually beneficial resolutions.

Positive Reinforcement: Train staff on the importance of positive reinforcement and encouragement. Encourage them to acknowledge students' efforts, achievements, and contributions, fostering a supportive atmosphere.

Empathy and Understanding: Foster empathy among staff members by encouraging them to consider students' perspectives and challenges. Provide examples and case studies to promote understanding and compassion.

Infinite Campus Data shows we went from a 92.6% attendance rate to a 93.0%.

Chronic Absenteeism: SWD 40% a decline of 4.6%. SD: 32.6% a decline of 2.4%

Suspension rate at least one day has increased by 3.9% an increase of 3.9% in all subgroups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students need to feel safe in the classroom and out in the playground. They need to learn how to communicate better with each other and with adults to communicate their needs, and feelings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2024 Panorama Winter Survey: Student feelings in class	31% feel safe sharing ideas in class	45% feel safe sharing ideas in class.
CA Dashboard Chronic Absenteeism	Chronic Absenteeism decreased by 4.5%	Chronic Absenteeism will improve by 5%
CA Dashboard Suspension Rate	Suspension Rate Increased by 3.9%	Suspension Rate will decrease by 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Implement community circles and cooperative grouping in every classroom every week to with an emphasis on valuing every student voice as well as teaching student how to communicate with each other.	All students	0 Title I Part A: Targeted Assistance Program Monthly PD
2.2	Implement school wide use of the Choose Love Movement curriculum regularly and provide training using teacher release, and books or posters	All students	500 LCFF Supplemental 4000-4999: Books And Supplies
2.3	Every Monday K-5 has assembly focusing on GATOR values and strategies on student communication skills. Every Tuesday 6-8 has assembly focusing on GATOR values and strategies on student communication skills	All students	500 LCFF Supplemental 4000-4999: Books And Supplies
2.4	Creation of a sensory room to help student self regulate in times of high emotional moments	All students	3000 LCFF Supplemental
2.5	A full-time School Social Worker has been assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All students	150,000 District Funded 1000-1999: Certificated Personnel Salaries
2.6	Teachers will use the Choose Love Movement as a curriculum. Families will be contacted on a regular basis to address student success, behavior or academic challenges and attendance concerns. Students and parents will be reminded of the importance of attendance on a regular basis through Parent Coffee meetings, site messaging, and SSC meetings. Teachers will create an inviting atmosphere in their classrooms that fits students social and emotional	All students, focused on our SPED and Filipino student population	1000 Title I

	needs, focusing on our SPED and Filipino student population		
2.7	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts or SJZ Progressions.	K-3 Students	28,333.33 District Funded 5000-5999: Services And Other Operating Expenditures
2.8	Continue to hire qualified noon duty supervisors to guide students as they navigate the playground during lunch recess. This will allow students to identify a safe adult who can help them in their peer interactions.	All Students	28,000 General Fund 2000-2999: Classified Personnel Salaries
2.9	After school inter-district sports	6-8 students	2500 LCFF Supplemental
2.10	Health Aid to support students with sickness, injury, and other medical situations.	all students	13,800 LCFF Supplemental
2.11	girls on the run equipment 30 students	3-8	500 LCFF Concentration

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies and activities we are implementing to make students feel safe expressing their ideas in class are working at a gradual pace. We are having community circles and class discussions about friendship, school conduct, and just getting to know each other. Last year was our first year of whole-class communication techniques and it is taking time to make it part of our school culture.

The bullying situation is improving. We are reaching out to parents and students are offered counseling. Community circles are having a positive effect on these behaviors. Teachers who have community circles more consistently have the least behavior problems around bullying.

Open communication in the classroom regularly helps alleviate rumors in the community.

Chronic absenteeism is still an issue in our school. The principal and social worker are contacting every family with 10% or more absences during the year. The families are offered suggestions on scheduling, public transportation, as well as counseling opportunities.

Infinite Campus Data shows we went from a 92.6% attendance rate to a 93.0%.

Chronic Absenteeism: SWD 40% a decline of 4.6%. SD: 32.6% a decline of 2.4%

Suspension rate at least one day has increased by 3.9% an increase of 3.9% in all subgroups.

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

As of now there are no major differences between the intended implementation and the budget expenditures to implement 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.

The largest change that will be implemented is the Choose Love Curriculum (2.6) which will prepare us for our next step in becoming a Trauma Informed School and building a positive school culture. We will plan our SEL practices during our PLC meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement by parents

Baseline:

Panorama data: My child is in the CORAL after-school program and I believe this program meets his or her needs.

Positive response 80%

Panorama data: I have participated in school activities other than parent-teacher conferences this year. 83% responded positively to it.

Family and Community Engagement: By the Spring of 2025, Stonegate School will increase positive responses regarding parent engagement and participation at school events and workshops by 10%. This will be measured by Panorama survey taken by parents.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Stonegate School will offer one or more opportunities or workshops for parent support and to help families learn how to communicate and work with their child's social-emotional growth and support. I noticed there was lower parent participation after the pandemic. Parent participation from meeting as dropped from 23% to 8% from the beginning of the year to the end of March 2023.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent response to CORAL after-school program	Positive response 80%	We will like to see it increase to 90%
I have participated in school activities other than parent-teacher conferences this year.	83% responded positively to it.	We would like to see it increase to 90%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Stonegate will continue to hold monthly principals coffees, to allow for parents to interact with the site administrator, hear about site initiatives, and	All students	1,000 Title I Part A: Allocation

	provide an opportunity for parent questions and feedback.		4000-4999: Books And Supplies food and supplies for parent events
3.2	Stonegate School will offer one or more opportunities for workshops for parent support and to help families learn how to communicate and work with their child's social/emotional growth and development. We will offer parenting classes for all parents and guardians.	All students	2000 LCFF Concentration
3.3	Stonegate School will plan 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.	All students	0
3.4	Materials and services (presentations) to support parent education. Childcare to be provided for all parent meetings to increase parent participation.	All students	500 Title I 2000-2999: Classified Personnel Salaries Interpreters 0 2000-2999: Classified Personnel Salaries Babysitting 0 Family Events 0 Community Events 0 Training for Parents
3.5	We will set up collaboration dates with CORAL staff to give input on student academic needs as well as needed resources	all students	500 LCFF Concentration
3.6	Develop a home and school club to bring families and faculty together to discuss academics, hospitality, and fundraising for Stonegate School.	All students	500 LCFF Supplemental
3.7	To build create a parent partnership we will host a family literacy and Math night.	All students	3000 LCFF Supplemental
3.8	Parent workshop on school related topics such as attendance, assessments, SEL, and academics	All	2500 Title I

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We expect more parent/guardian participation at Stonegate next year. We are going to create a parent leadership team to assist in school activities, fundraisers, and be a larger part of our decision making process. We are looking forward to further collaborate with CORAL to increase the effectiveness of student outcomes with regards to the after-school program.

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

As of now there are no major differences in the intended implementation and the budget expenditures to implement our school activities

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

Stonegate School will offer one or more opportunities of workshops for parent support and to help families learn how to communicate and work with their child's social/emotional growth and development. We will offer parenting classes for all parents and guardians. (3.2) As well as collaborate and give more support to the CORAL after-school program.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$364,674.83
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$14,500.00
Title I Part A: Allocation	\$1,000.00
Title I Part A: Targeted Assistance Program	\$0.00

Subtotal of additional federal funds included for this school: \$15,500.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$196,620.83
General Fund	\$28,000.00
LCFF Concentration	\$29,000.00
LCFF Supplemental	\$95,554.00

Subtotal of state or local funds included for this school: \$349,174.83

Total of federal, state, and/or local funds for this school: \$364,674.83

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
Title I	26496	11,996.00
LCFF Supplemental	117612	22,058.00
LCFF Concentration	38912	9,912.00
General Fund	35540	7,540.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	196,620.83
General Fund	28,000.00
LCFF Concentration	29,000.00
LCFF Supplemental	95,554.00
Title I	14,500.00
Title I Part A: Allocation	1,000.00
Title I Part A: Targeted Assistance Program	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	70,300.00
1000-1999: Certificated Personnel Salaries	167,754.00
2000-2999: Classified Personnel Salaries	28,500.00
4000-4999: Books And Supplies	2,000.00
5000-5999: Services And Other Operating Expenditures	46,620.83
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

2000-2999: Classified Personnel Salaries		0.00
None Specified		0.00
1000-1999: Certificated Personnel Salaries	District Funded	150,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	46,620.83
2000-2999: Classified Personnel Salaries	General Fund	28,000.00
	LCFF Concentration	25,000.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	4,000.00
	LCFF Supplemental	80,800.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	13,754.00
4000-4999: Books And Supplies	LCFF Supplemental	1,000.00
	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I	500.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,000.00
	Title I Part A: Targeted Assistance Program	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,541.50
Goal 2	228,133.33
Goal 3	10,000.00

School Site Council Membership

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

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

Name of Members	Role
Ian McCray	Principal
Jennifer Piñol	Classroom Teacher
Ognea Uth	Classroom Teacher
Mary Redondo	Other School Staff
Mayra Villanueva	Parent or Community Member
Mayra Pulupa Vaca	Parent or Community Member
Lynn Ferris-Hodge	Parent or Community Member
Estella Escalante	Parent or Community Member
Mayra Pulupa Vaca	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 16, 2022.

Attested:



Principal, Ian McCray on May , 2021



SSC Chairperson, Jenifer Pinol on May , 2022

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>