



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Stowell Elementary School	24657716115729	5/18/25	6/10/2025

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 Don Stowell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Don Stowell Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) for Don Stowell Elementary is designed to meet Every Student Succeeds Act (ESSA) requirements. Each site identifies resource inequities, analyzes data both qualitative and quantitative, and isolates identified needs. From this work, Stowell Elementary creates goals and then selects actions and/or strategies to meet the goal. Stowell Elementary selects measurable outcomes to drive the actions. Stowell Elementary continuously meets with its Educational Partners throughout the year to provide updates and to gather input and feedback.

Educational Partner Involvement

How, when, and with whom did Don Stowell Elementary 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 SPSA is developed through partnerships with the site leadership team, the School Site Council, and the English Language Advisory Committee. The plan is reviewed periodically throughout the school year with the aforementioned educational partners. The plan is formally reviewed and adopted by the school board in June.

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.

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.

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

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.

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

Other Needs

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

Use of state and local assessments to modify instruction and improve student achievement (ESEA) include, but are not limited to: Data from state and local assessments including the California Assessment of Student Performance and Progress (CAASPP), Initial and Summative English Language Proficiency Assessments for California (ELPAC), District

Progress Assessments (DPA), Oral Reading Fluency (ORF) using Acadience, Writing Performance Task (WPT), and teachers in professional learning communities (PLCs) is used to inform the principal's placement of students into tiered groups for appropriate interventions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Don Stowell Elementary 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%	6.45%	0	0	34
African American	2.82%	3.29%	4.55%	15	17	24
Asian	3.01%	3.09%	2.85%	16	16	15
Filipino	%	0%	0.01%	0	0	1
Hispanic/Latino	89.10%	88.39%	86.72%	474	457	457
Pacific Islander	%	0%	0%	0	0	0
White	3.57%	3.68%	4.36%	19	19	23
Multiple/No Response	0.94%	0.58%	0.76%	5	3	4
Total Enrollment				532	517	527

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	63	74	58
Grade 1	60	62	63
Grade 2	84	62	59
Grade3	85	86	66
Grade 4	90	75	88
Grade 5	77	89	81
Grade 6	73	69	88
Total Enrollment	532	517	527

Conclusions based on this data:

1. Some groups at Stowell increased in population percentages since 2021 (African American and White). The Hispanic population remains the highest count.
2. Stowell's Asian student population has declined slightly since 2021.
3. Stowell has been experiencing declining enrollment since 2021/2022, in Kindergarten, Second and Third grades.

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	276	274	282	53.6%	51.9%	53.5%
Fluent English Proficient (FEP)	59	14	24	11.8%	11.1%	4.6%
Reclassified Fluent English Proficient (RFEP)	40	29	9	3.2%	14.4 %	2%

Conclusions based on this data:

1. Stowell's English Learner student population continues to be steadily increasing since 2022-2024.
2. Fluent English Proficient student count has declined significantly since 2021 from 59 students to 24 at most recent data count 2024.
3. In contrast to the FEP population decline, the Reclassified Fluent English Proficient student count has decreased as well since the 2021-2022 school year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	90	68	80	89	66	80	89	66	100.0	98.9	97.1
Grade 4	93	81	91	93	79	91	93	78	91	100.0	97.5	100
Grade 5	80	95	82	79	94	80	79	94	80	98.8	98.9	97.6
Grade 6	69	66	90	68	65	89	68	65	89	98.6	98.5	98.9
All Grades	322	332	331	320	327	326	320	326	326	99.4	98.5	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2328.	2347.	2340.	3.75	3.37	1.52	6.25	12.36	12.12	20.00	25.84	22.73	70.00	58.43	63.64
Grade 4	2378.	2366.	2395.	2.15	6.41	5.49	12.90	10.26	17.58	18.28	14.10	14.29	66.67	69.23	62.64
Grade 5	2430.	2401.	2420.	3.80	6.38	7.50	16.46	8.51	12.50	24.05	14.89	17.50	55.70	70.21	62.50
Grade 6	2434.	2446.	2437.	4.41	1.54	5.62	10.29	13.85	13.48	27.94	29.23	23.60	57.35	55.38	57.30
All Grades	N/A	N/A	N/A	3.44	4.60	5.21	11.56	11.04	14.11	22.19	20.55	19.33	62.81	63.80	61.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.75	3.37	1.52	41.25	51.69	59.09	55.00	44.94	39.39
Grade 4	6.45	6.41	9.89	54.84	46.15	53.85	38.71	47.44	36.26
Grade 5	2.53	7.45	6.25	59.49	46.81	52.50	37.97	45.74	41.25
Grade 6	5.88	4.62	6.74	54.41	47.69	38.20	39.71	47.69	55.06
All Grades	4.69	5.52	6.44	52.50	48.16	50.31	42.81	46.32	43.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.25	1.14	1.52	37.50	45.45	48.48	61.25	53.41	50.00
Grade 4	3.23	0.00	1.10	33.33	35.53	48.35	63.44	64.47	50.55
Grade 5	6.33	3.23	6.25	49.37	37.63	42.50	44.30	59.14	51.25
Grade 6	2.94	1.54	3.37	26.47	40.00	37.08	70.59	58.46	59.55
All Grades	3.44	1.55	3.07	36.88	39.75	43.87	59.69	58.70	53.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.50	4.49	3.03	62.50	67.42	71.21	35.00	28.09	25.76
Grade 4	2.15	2.60	6.59	66.67	70.13	64.84	31.18	27.27	28.57
Grade 5	3.80	6.38	3.75	67.09	52.13	67.50	29.11	41.49	28.75
Grade 6	8.82	7.69	6.74	51.47	72.31	60.67	39.71	20.00	32.58
All Grades	4.06	5.23	5.21	62.50	64.62	65.64	33.44	30.15	29.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.75	5.62	6.06	50.00	53.93	50.00	46.25	40.45	43.94
Grade 4	5.38	3.90	7.69	56.99	54.55	64.84	37.63	41.56	27.47
Grade 5	2.53	3.19	8.75	55.70	39.36	52.50	41.77	57.45	38.75
Grade 6	5.88	4.62	4.49	57.35	72.31	56.18	36.76	23.08	39.33
All Grades	4.38	4.31	6.75	55.00	53.54	56.44	40.63	42.15	36.81

Conclusions based on this data:

- Overall performance in English Language Arts is still in need of improvement despite small gains through the years. The area of Writing is where Stowell students continue to struggle with 53% Below Standard and 44% At or Near Standard in 2023-2024.

2. Gains were made in area of Research and Inquiry. This highlights the focus on planned Depth of Knowledge elements in all curricular areas as well as project based learning opportunities.
3. Listening /Communication Skills reflects the majority of students At or Near Standards. The focus on continued integrated English Language Development strategies due to the large English Learner population is now moving towards improvement.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	80	90	68	80	88	68	80	88	68	100.0	97.8	100
Grade 4	93	81	91	92	54	91	92	53	91	98.9	66.7	100
Grade 5	80	95	82	79	92	81	79	90	81	98.8	96.8	98.8
Grade 6	69	66	90	68	65	90	68	65	90	98.6	98.5	100
All Grades	322	332	331	319	299	330	319	296	330	99.1	90.1	99.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2362.	2377.	2369.	5.00	7.95	4.41	11.25	14.77	17.65	23.75	25.00	25.00	60.00	52.27	52.94
Grade 4	2391.	2413.	2413.	1.09	7.55	7.69	13.04	13.21	7.69	26.09	28.30	32.97	59.78	50.94	51.65
Grade 5	2423.	2402.	2420.	1.27	2.22	2.47	6.33	4.44	7.41	26.58	23.33	25.93	65.82	70.00	64.20
Grade 6	2411.	2439.	2406.	4.41	0.00	1.11	4.41	7.69	3.33	16.18	27.69	25.56	75.00	64.62	70.00
All Grades	N/A	N/A	N/A	2.82	4.39	3.94	9.09	9.80	8.48	23.51	25.68	27.58	64.58	60.14	60.00

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.00	9.09	7.35	42.50	42.05	45.59	52.50	48.86	47.06
Grade 4	4.35	9.43	7.69	33.70	35.85	37.36	61.96	54.72	54.95
Grade 5	1.27	1.11	3.70	39.24	28.89	46.91	59.49	70.00	49.38
Grade 6	2.94	0.00	1.11	27.94	44.62	24.44	69.12	55.38	74.44
All Grades	3.45	4.73	4.85	36.05	37.50	37.88	60.50	57.77	57.27

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.50	10.23	5.88	57.50	53.41	50.00	40.00	36.36	44.12
Grade 4	2.17	9.43	3.30	47.83	50.94	60.44	50.00	39.62	36.26
Grade 5	0.00	1.11	4.94	56.96	46.67	55.56	43.04	52.22	39.51
Grade 6	4.41	1.54	1.11	47.06	60.00	48.89	48.53	38.46	50.00
All Grades	2.19	5.41	3.64	52.35	52.36	53.94	45.45	42.23	42.42

Conclusions based on this data:

1. Mathematics is a high need area for Don Stowell. Many students struggle in the area of Communicating Reasoning: Demonstrating ability to support mathematical conclusions.
2. Don Stowell has the highest percent of its students in areas/levels of Standard Not Met and Standard Nearly Met.
3. Focused intervention is needed and full understanding of the math standards in all grade levels. 3rd through 6th Grade Level teams will need to utilize interim assessments as CFAs for next year.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1402.5	1384.3	1397.4	1410.1	1390.4	1406.1	1384.5	1369.9	1377.0	32	43	41
1	1426.3	1409.3	1435.9	1442.0	1415.3	1436.8	1410.0	1402.8	1434.5	33	33	33
2	1463.4	1450.2	1470.2	1464.7	1449.1	1472.7	1461.6	1450.8	1467.1	50	30	27
3	1465.0	1476.5	1476.3	1469.1	1481.0	1465.9	1460.2	1471.6	1486.3	46	50	30
4	1494.4	1496.7	1519.5	1499.9	1508.5	1517.4	1488.4	1484.5	1521.0	60	42	47
5	1477.7	1520.6	1503.4	1481.0	1522.5	1495.6	1473.9	1518.2	1510.6	27	60	37
6	1499.9	1501.4	1530.6	1491.2	1504.0	1532.1	1508.2	1498.2	1528.7	20	22	43
All Grades										268	280	258

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	4.65	4.88	25.00	13.95	14.63	46.88	44.19	58.54	21.88	37.21	21.95	32	43	41
1	3.03	0.00	9.09	12.12	18.18	24.24	57.58	39.39	39.39	27.27	42.42	27.27	33	33	33
2	8.00	3.33	14.81	40.00	36.67	33.33	28.00	30.00	33.33	24.00	30.00	18.52	50	30	27
3	0.00	2.00	10.00	26.09	40.00	33.33	54.35	44.00	36.67	19.57	14.00	20.00	46	50	30
4	10.00	11.90	29.79	40.00	35.71	34.04	33.33	40.48	25.53	16.67	11.90	10.64	60	42	47
5	3.70	16.67	16.22	29.63	35.00	16.22	44.44	38.33	48.65	22.22	10.00	18.92	27	60	37
6	10.00	4.55	25.58	20.00	31.82	41.86	35.00	40.91	23.26	35.00	22.73	9.30	20	22	43
All Grades	5.97	7.14	16.67	29.85	30.71	28.29	41.79	40.00	37.60	22.39	22.14	17.44	268	280	258

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.13	4.65	7.32	37.50	13.95	19.51	37.50	46.51	39.02	21.88	34.88	34.15	32	43	41
1	9.09	6.06	18.18	36.36	36.36	15.15	33.33	18.18	39.39	21.21	39.39	27.27	33	33	33
2	16.00	10.00	25.93	44.00	36.67	40.74	28.00	26.67	22.22	12.00	26.67	11.11	50	30	27
3	15.22	26.00	33.33	39.13	40.00	16.67	28.26	20.00	23.33	17.39	14.00	26.67	46	50	30
4	31.67	45.24	44.68	43.33	33.33	34.04	15.00	16.67	12.77	10.00	4.76	8.51	60	42	47
5	18.52	33.33	27.03	51.85	51.67	43.24	11.11	8.33	16.22	18.52	6.67	13.51	27	60	37
6	15.00	18.18	46.51	35.00	59.09	34.88	35.00	18.18	13.95	15.00	4.55	4.65	20	22	43
All Grades	17.16	22.50	29.84	41.42	38.21	29.46	25.75	21.43	23.26	15.67	17.86	17.44	268	280	258

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	2.33	0.00	25.00	16.28	17.07	28.13	48.84	68.29	40.63	32.56	14.63	32	43	41
1	0.00	0.00	9.09	15.15	15.15	24.24	45.45	33.33	39.39	39.39	51.52	27.27	33	33	33
2	4.00	0.00	14.81	30.00	36.67	18.52	38.00	26.67	14.81	28.00	36.67	51.85	50	30	27
3	0.00	0.00	6.67	13.04	30.00	20.00	43.48	36.00	53.33	43.48	34.00	20.00	46	50	30
4	3.33	2.38	17.02	20.00	16.67	29.79	41.67	40.48	31.91	35.00	40.48	21.28	60	42	47
5	0.00	11.67	8.11	7.41	10.00	13.51	44.44	45.00	43.24	48.15	33.33	35.14	27	60	37
6	0.00	0.00	6.98	20.00	9.09	30.23	30.00	31.82	41.86	50.00	59.09	20.93	20	22	43
All Grades	2.24	3.21	8.91	19.40	18.93	22.48	39.55	38.93	42.64	38.81	38.93	25.97	268	280	258

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	9.30	7.32	65.63	41.86	70.73	21.88	48.84	21.95	32	43	41
1	18.18	27.27	21.21	75.76	39.39	45.45	6.06	33.33	33.33	33	33	33
2	8.00	6.67	18.52	76.00	70.00	70.37	16.00	23.33	11.11	50	30	27
3	19.57	10.00	23.33	60.87	76.00	53.33	19.57	14.00	23.33	46	50	30
4	30.00	30.95	42.55	56.67	57.14	46.81	13.33	11.90	10.64	60	42	47
5	7.41	13.33	24.32	74.07	78.33	67.57	18.52	8.33	8.11	27	60	37
6	5.00	13.64	16.28	55.00	68.18	67.44	40.00	18.18	16.28	20	22	43
All Grades	16.42	15.71	22.48	66.04	62.86	60.08	17.54	21.43	17.44	268	280	258

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	6.98	21.95	65.63	51.16	36.59	28.13	41.86	41.46	32	43	41
1	3.03	3.03	9.09	66.67	63.64	69.70	30.30	33.33	21.21	33	33	33
2	28.00	23.33	33.33	54.00	53.33	55.56	18.00	23.33	11.11	50	30	27
3	28.26	38.00	36.67	54.35	46.00	26.67	17.39	16.00	36.67	46	50	30
4	40.00	42.86	48.94	50.00	47.62	42.55	10.00	9.52	8.51	60	42	47
5	51.85	68.33	29.73	29.63	25.00	48.65	18.52	6.67	21.62	27	60	37
6	45.00	27.27	67.44	50.00	63.64	25.58	5.00	9.09	6.98	20	22	43
All Grades	28.73	33.93	36.82	53.36	46.79	42.64	17.91	19.29	20.54	268	280	258

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.25	2.33	0.00	65.63	58.14	85.37	28.13	39.53	14.63	32	43	41
1	3.03	3.03	12.12	33.33	36.36	51.52	63.64	60.61	36.36	33	33	33
2	8.00	6.67	7.41	62.00	53.33	40.74	30.00	40.00	51.85	50	30	27
3	0.00	2.00	3.33	36.96	48.00	50.00	63.04	50.00	46.67	46	50	30
4	1.67	2.38	14.89	48.33	45.24	65.96	50.00	52.38	19.15	60	42	47
5	0.00	11.67	13.51	40.74	50.00	45.95	59.26	38.33	40.54	27	60	37
6	5.00	0.00	6.98	25.00	9.09	55.81	70.00	90.91	37.21	20	22	43
All Grades	3.36	4.64	8.53	46.64	45.71	58.14	50.00	49.64	33.33	268	280	258

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	25.58	26.83	37.50	32.56	53.66	37.50	41.86	19.51	32	43	41
1	3.03	3.03	3.03	66.67	57.58	75.76	30.30	39.39	21.21	33	33	33
2	14.00	0.00	18.52	56.00	73.33	66.67	30.00	26.67	14.81	50	30	27
3	4.35	10.00	16.67	71.74	78.00	66.67	23.91	12.00	16.67	46	50	30
4	13.33	4.76	14.89	63.33	69.05	72.34	23.33	26.19	12.77	60	42	47
5	0.00	18.33	8.11	70.37	61.67	70.27	29.63	20.00	21.62	27	60	37
6	5.00	9.09	13.95	90.00	77.27	79.07	5.00	13.64	6.98	20	22	43
All Grades	10.07	11.43	14.73	63.43	63.21	69.38	26.49	25.36	15.89	268	280	258

Conclusions based on this data:

- English Learners Progress is in the Blue category.

2. 56.6% of Stowell English Learners made progress in ELPI level per CA School Dashboard data.
3. Stowell has a high number of EL students currently at language proficiency levels of Level 3 and Level 2.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
527	96.8%	53.5%	0.4%
Total Number of Students enrolled in Don Stowell Elementary 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	282	53.5%
Foster Youth	2	0.4%
Homeless	7	1.3%
Socioeconomically Disadvantaged	510	96.8%
Students with Disabilities	40	7.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	4.6%
American Indian	0	0.0%
Asian	15	2.8%
Filipino	0	0.0%
Hispanic	457	86.7%
Two or More Races	4	0.8%
Pacific Islander	0	0.0%
White	23	4.4%

Conclusions based on this data:

1. Subgroups overwhelmingly represent Socioeconomically Disadvantaged Students and English Learners.

2. Stowell Race/Ethnicity representations remain similar with Hispanic population as the largest group over the years with a slight increase in our African American group.
3. Stowell's awareness and focus on importance of School Wide Culture, Social Emotional Learning, and Adverse Childhood Experiences (ACEs) remains a priority.

School and Student Performance Data

Overall Performance

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Both areas of Suspension Rate and Chronic Absenteeism declined significantly from 2023 to 2024 and are currently in the Yellow category. This is a growth of two categories as the year prior they were both in the Red category. Don Stowell is no longer in CSI status in these areas.

2. Both areas of English Language Arts and Mathematics saw an increase and are now in the Orange category, with student group of Students with Disabilities still in the Red in English Language Arts. Don Stowell is no longer in CSI status.
3. Though Don Stowell is no longer in CSI status, Stowell continues to implement and refine instructional practices in hopes to continue this trend.

School and Student Performance Data

Academic Performance English Language Arts

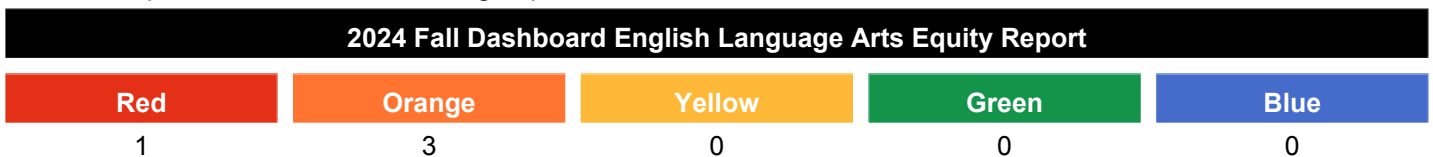
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>85.7 points below standard</p> <p>Increased 5.2 points</p> <p>308 Students</p>	<p>English Learners</p> <p>Orange</p> <p>89.8 points below standard</p> <p>Increased 15.0 points</p> <p>174 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>83.0 points below standard</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>87.3 points below standard</p> <p>Increased 5.7 points</p> <p>296 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>166.3 points below standard</p> <p>Declined 7.8 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>124.8 points below standard</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>5.2 points below standard</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>86.9 points below standard</p> <p>Increased 5.6 points</p> <p>265 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>95.2 points below standard</p> <p>Maintained 2.1 points</p> <p>13 Students</p>

Conclusions based on this data:

1. Overall English Language Arts performance increased especially in student groups of Hispanic, SED, and English Learners now all in the Orange category.
2. Students with Disabilities is the only group shown to decline and now in the Red category.
3. Continued refinement and implementation of formal interventions in Tier I and Tier II in Reading within the school day for all grade levels.

School and Student Performance Data

Academic Performance Mathematics

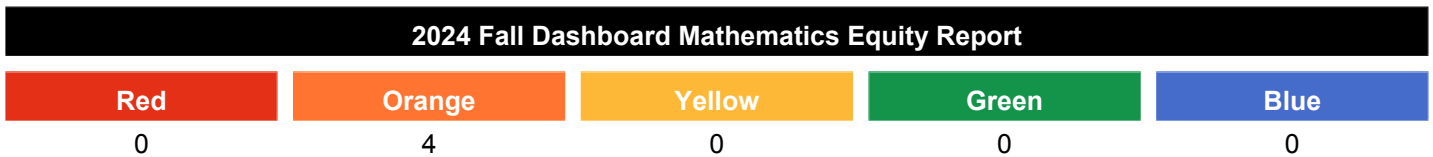
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>99.4 points below standard</p> <p>Increased 6.0 points</p> <p>310 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>103.4 points below standard</p> <p>Increased 9.3 points</p> <p>176 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>143.2 points below standard</p> <p>11 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>100.2 points below standard</p> <p>Increased 8.3 points</p> <p>298 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>175.4 points below standard</p> <p>Increased 3.9 points</p> <p>39 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>139.6 points below standard</p> <p>16 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>22.0 points below standard</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>99.7 points below standard</p> <p>Increased 7.8 points</p> <p>267 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>112.2 points below standard</p> <p>Maintained 2.6 points</p> <p>13 Students</p>

Conclusions based on this data:

1. Overall Mathematics Performance increased slightly in student groups of Hispanic, Students with Disabilities, SED, and EL which are now all in the Orange category.
2. Though this data shows improvement specific areas in Mathematics continue to need improvement through effective Tier I instruction and systematic specific interventions in Tier II.
3. Focused interventions and further understanding of the math standards are needed in all grade levels. Grades 3rd through 6th will utilize the interim assessments for CFAs next year.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Blue 56.6% making progress. Number Students: 212 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 8 Students

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.

2024 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%	30.7%	0%	56.6%

Conclusions based on this data:

- 212 English Learners at Don Stowell progressed at least one ELPI level, which is the goal. The English Learner Progress is now in the Blue category.
- Well planned designated English Language Development instruction as well as integrated strategies with best instructional practices throughout the day, will continue to decrease the number of students who are L-TEs.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>25.8% Chronically Absent</p> <p>Declined 7.2</p> <p>554 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>16.8% Chronically Absent</p> <p>Declined 8.7</p> <p>291 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>9.1% Chronically Absent</p> <p>0</p> <p>11 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>53.8% Chronically Absent</p> <p>Declined 28</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>26% Chronically Absent</p> <p>Declined 7</p> <p>538 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>31.5% Chronically Absent</p> <p>Declined 4.7</p> <p>54 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>58.6% Chronically Absent</p> <p>Declined 15.6</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>6.7% Chronically Absent</p> <p>Declined 24.6</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>23.1% Chronically Absent</p> <p>Declined 7.3</p> <p>476 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>42.3% Chronically Absent</p> <p>Increased 13.1</p> <p>26 Students</p>

Conclusions based on this data:

1. Stowell staff continues to address the chronic absenteeism rate through school wide culture efforts and awareness and the removal of potential barriers within the home. Stowell has hired a Community Liaison to provide a bridge between school and home to address these barriers.
2. Overall Chronic Absenteeism has declined at Don Stowell Elementary. The student groups of Hispanic, SED, and EL have all declined in Chronic absenteeism rates and now in the Yellow category. Students with Disabilities also declined in Chronic Absenteeism and are in the Orange category.
3. The student group of White was the only group that increased in Chronic Absenteeism, yet is not a significant group as there are less than 30 students in this group.

School and Student Performance Data

Conditions & Climate Suspension Rate

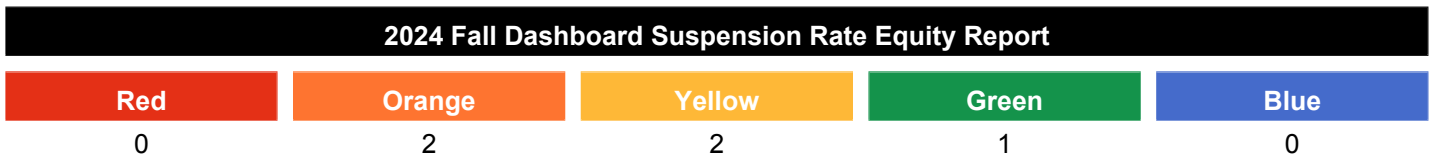
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5% suspended at least one day</p> <p>Declined 0.3%</p> <p>579 Students</p>	<p>English Learners</p> <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 2.7%</p> <p>299 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>9.1% suspended at least one day</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 15.4%</p> <p>15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>5.2% suspended at least one day</p> <p>Declined 0.3%</p> <p>562 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.8% suspended at least one day</p> <p>Declined 3.5%</p> <p>57 Students</p>	<p>African American</p>  <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Declined 2.6%</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Declined 1.1%</p> <p>499 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Increased 11.9%</p> <p>26 Students</p>

Conclusions based on this data:

1. Suspension rates have declined overall for the largest student populations: Hispanic and SED are now in Yellow category; EL is in Green category, while Students with Disabilities and African American have reduced to Orange category at Don Stowell Elementary.
2. Positive Intervention systems and alternatives to suspension are to be refined to address the increase in major disciplinary offenses.
3. White was the only student group that increased to the year prior (2023). There is no color category as there were less than 30 students in this group.

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.

Student Achievement

Stowell will increase academic performance for all students in grades TK- 6 in the areas of Reading, English Language Development, and Mathematics. This will be accomplished through the provision of equitable and relevant learning opportunities and interventions to support academic growth. Seventy percent of students in Kindergarten through grade 2 will stay consistent with Annual Typical Growth targets as reported in District Progress Assessment III in Reading and Mathematics. All students in grades 3rd-6th will demonstrate progress in both English Language Arts and Mathematics as reported on the California Assessment of Student Performance and Progress (CAASPP).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percent of students who meet Key Performance Indicators by providing an equitable, guaranteed viable curriculum, assessments, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

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.

English Language Arts and Mathematics performance overall needs significant improvement in all significant subgroups; Hispanic, SED, EL & Students With Disabilities. Performance gaps exist in other student groups such as African American and White.

California School Dashboard Performance Indicators:

English Language Arts:

All Students, Low Performance: Orange;

English Learners, Low Performance: Orange;

Socioeconomically Disadvantaged, Low Performance: Orange;

Students with Disabilities, Very Low Performance: Red; and,

Hispanic, Low Performance: Orange.

Mathematics:

All Students, Low Performance: Orange;

English Learners, Low Performance: Orange;

Socioeconomically Disadvantaged, Low Performance: Orange;

Students with Disabilities, Low Performance: Orange; and,

Hispanic, Low Performance, Orange.

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
DPA I and III comparison ELA for Kindergarten	ELA at/above/early grade level increased from 10% to 62%, and the 1 year below decreased from 90% to 39%. No students in Kindergarten are showing up in the range of 2 to 3 years below.	60% of Kindergarteners will be at or above Grade Level on DPA III in May.
DPA I and III comparison Math for Kindergarten	Math at/above/early grade level increased from 9% to 44%, and 1 year below decreased from 91% to 56%. No students in Kindergarten are showing up in the range of 2 to 3 years below.	50% of Kindergarteners will be at or above Grade Level on DPA III in May.
DPA I and III comparison ELA for 1st Grade	ELA at/above/early grade level increased from 2% to 44%, and the 1 year below decreased from 73% to 53%. Two grade levels below range decreased from 25% to 3%. No students in 1st Grade are showing up in the range 3 years below.	60% of 1st Graders will be at or above Grade Level on DPA III in May.
DPA I and III comparison Math for 1st Grade	Math at/above/early grade level increased from 2% to 56%, and 1 year below decreased from 69% to 53%. Two grade levels below range decreased from 29% to 2%. No students in 1st Grade are showing up in the range 3 years below.	50% of 1st Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison ELA for 2nd Grade	ELA at/above/early grade level increased from 10% to 43%, and the 1 year below decreased from 42% to 25%. Two grade levels below range decreased from 49% to 32%. No students in the 2nd Grade are showing up in the range 3 years below.	60% of 2nd Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison Math for 2nd Grade	Math at/above/early grade level increased from 0% to 33%, and 1 year below increased from 51% to 46%. Two grade levels below range decreased from 49% to 21%. No students in the 2nd Grade are showing up in the range 3 years below.	50% of 2nd Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison ELA for 3rd Grade	ELA at/above/early grade level increased from 21% to 29%, and the 1 year below decreased from 19% to 16%. Two grade levels to 3 years below range decreased from 61% to 56%.	40% of 3rd Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 3rd Grade	Math at/above/early grade level increased from 3% to 13% and 1 year below increased from 33% to 43%. Two grade levels to 3 years below range decreased from 63% to 43%.	30% of 3rd Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 4th Grade	ELA at/above/early grade level increased from 11% to 19%, and the 1 year below decreased from 38% to 45%. Two grade levels to 3 years	40% of 4th Graders will be at or above Grade Level on DPA II in March.

	below range decreased from 51% to 36%.	
DPA I and II comparison Math for 4th Grade	Math at/above/early grade level increased from 1% to 21% and 1 year below increased from 37% to 34%. Two grade levels to 3 years below range decreased from 62% to 45%.	30% of 4th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 5th Grade	ELA at/above/early grade level increased from 15% to 21%, and the 1 year below decreased from 21% to 26%. Two grade levels to 3 years below range decreased from 64% to 53%.	40% of 5th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 5th Grade	Math at/above/early grade level increased from 13% to 21% and 1 year below increased from 32% to 35%. Two grade levels to 3 years below range decreased from 55% to 44%	30% of 5th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 6th Grade	ELA at/above/early grade level increased from 9% to 24%, and the 1 year below decreased from 24% to 24%. Two grade levels to 3 years below range decreased from 67% to 52%.	40% of 6th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 6th Grade	Math at/above/early grade level increased from 5% to 19% and 1 year below increased from 33% to 38%. Two grade levels to 3 years below range decreased from 63% to 44%.	30% of 6th Graders will be at or above Grade Level on DPA II in March..

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	<p>Instructional Program:</p> <p>All students, including English Learners, students with learning difficulties or disabilities, and advanced learners in all grade levels are provided a Common Core Standards-based core instructional program in English Language Arts, which includes district-adopted materials and approved resources such as Wonders, Heggerty, UFLI, SIPPS, and StudySync.</p> <p>Teaching staff identify essential standards per grade level to develop a Guaranteed Viable Curriculum Continuum, with data analysis and review using the PDSA protocols.</p> <p>At all levels, teachers use the locally adopted basic core and program ancillary materials designed for full accessibility to students and provide differentiated instruction to meet the needs of students, including strategic learners with Go-Math,</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	<p>8,500.00 0824 5700-5799: Transfers Of Direct Costs Printshop/ Transfer of Services 74,818.00 3010 2000-2999: Classified Personnel Salaries Instructional Assistant salary; I. A. Overtime; Support Overtime 3,000.00 3010 2000-2999: Classified Personnel Salaries Instructional Assistant Substitute 42,387.00 3010</p>

	<p>Number Talks, and CAR strategies to be utilized as resources to promote progress in Math.</p> <p>The school provides planned prevention/intervention instruction for identified students in all grade levels K-6 by a certificated teacher and the support of an instructional assistant within the instructional day, as well as extra time offerings using district-adopted materials.</p> <p>Additional Targeted Reading Literacy Intervention will be provided to targeted students in grades K-6 by a certificated reading specialist during the instructional day, per the LCRSET Grant.</p> <p>All students will be allowed to receive tutoring assistance via district-provided service, and additional tutoring will be provided for targeted students via the Bali Learning Center.</p> <p>The teaching staff is receiving professional development on AVID strategies as an added resource for school-wide achievement/college & career readiness. The annual Summer Conference for the Site AVID team will support full site implementation with fidelity. Ongoing onsite Math professional development to include side-by-side coaching model will continue.</p> <p>All students will attend Assemblies and Learning excursions (Field Trips) to support the academic program.</p>	<p>3000-3999: Employee Benefits Classified staff benefits 5,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated staff Overtime 5,000.00 3010 1000-1999: Certificated Personnel Salaries Certificated Teacher Substitute 1,024.00 3010 3000-3999: Employee Benefits Certificated Staff Benefits 18,754.00 3010 4000-4999: Books And Supplies Supplies and Materials/Non-Capitalized Equipment 5,000.00 3010 5700-5799: Transfers Of Direct Costs Printshop 5,082.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements 5,000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements-Non-equipment 3,200.00 3010 5800: Professional/Consulting Services And Operating Expenditures Professional Services 3,000.00 3010 5800: Professional/Consulting Services And Operating Expenditures Online subscription Services 15,107.00 0824 4000-4999: Books And Supplies Materials & Supplies 2,500.00 0824</p>
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			5700-5799: Transfers Of Direct Costs Field Trips 49,000.00 3010 5000-5999: Services And Other Operating Expenditures Professional Conferences/AVID
1.2	<p>Instructional Time</p> <p>The school's schedule allocates instructional time to Core Content as required by the State and District to include English Language Arts, Mathematics, English Language Development and Physical Education. This time is given priority and protected from interruptions.</p> <p>The school schedule allocates adequate instructional time within and beyond the school day to further support students identified as needing additional academic support. The school uses assessment and placement criteria to determine the instructional needs of strategic students and the intensity of support necessary.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
1.3	<p>California Common Core State Standards are the foundation for the collaborative grade level identification of essential standards used to develop the site's Guaranteed Viable Curriculum.</p> <p>GVC along with the District pacing guide ensures all students receive a a common sequence of grade-level instruction, as well as common assessments. Data analysis of common assessments, as well as other curriculum based measures, inform instructional decisions.</p> <p>The pacing guide ensures a focus on 1) An alignment to grade-level content standards, 2) the use of locally-adopted basic core program ancillary materials, 3) time for pre -teach and re-teach, and 4) time to address specific skill needs of strategic students.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
1.4	<p>Professional Development Opportunities and Ongoing instructional support for all staff:</p> <p>Professional development is needed to continually build capacity in site teachers for Tier I instruction in Math and ELA. All teachers will receive UDL PD through the district to help design Tier 1 lessons. Additional MCOE support will be provided for Math will be provided to all Stowell certificated Teachers. Instructional Assistants work overtime in classrooms to assist teachers in delivering Math Interventions.</p> <p>The school and district provide principals and learning directors with professional development focused on leadership, support, and monitoring to</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	

	<p>fully implement the district-adopted, standards-aligned English Language Arts/English Language Development core program and Mathematics program.</p> <p>Teachers are supported through District resources focusing on District Adoptions, research-based instructional strategies, lesson design, and pedagogy</p>		
1.5	<p>Credentialed Teachers and Professional Development Opportunities</p> <p>The District staffs all classrooms with fully credentialed and highly qualified teachers, per the Elementary and Secondary Education Act requirements. Professional development activities are provided at the site and district levels and focus on the locally adopted standards-aligned instructional materials for English Language Arts/English Language Development, and SIPPS and UFLI as Tier I and II intervention programs in use at the school.</p> <p>Some teachers at Stowell receive LETRS training to deepen their knowledge of the Science of Reading to support a Structured Literacy program in their classrooms.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
1.6	<p>Ongoing Instructional Assistance and Support for Teachers</p> <p>The school and district provide instructional assistance and ongoing support to all teachers in English Language Arts/English Language Development and strategic and intensive intervention. Professional development on-site and through the district supports adoptions, resources, and effective design and delivery of lessons.</p> <p>Structured time is allocated in site staff development/meetings and structured grade-level meetings.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
1.7	<p>Student Achievement Monitoring System</p> <p>The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative and curriculum embedded).</p> <p>Assessment results are used inform teacher instructional practices and identify learning patterns as well as intervention needs.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	

	Principal ensures continuous opportunities for teacher collaboration, analysis, and planning to strengthen the instructional program and appropriately place students. Site leadership and staff review data and engage in professional discussion to guide continued instruction and identify needs.		
1.8	<p>Fiscal Support</p> <p>School and district general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components in English Language Arts/English Language Development and the Single Plan for Student Achievement. The Single Plan for Student Achievement is aligned with the Local Education Plan and Local Control Accountability Plan.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities.</p> <p>Also student groups such as African American and White.</p>	
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

Annual Review

SPSA Year Reviewed: 2024-25

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.

A focus on Tier I instruction and Tier 2 interventions within the classroom and grade levels (Walk-to-Read). Effective as each student data point is analyzed and strategically planned for targeted, systematic intervention. Teachers were happy with the growth and progress of students overall. The staff will stick to the plan implemented this year for Tier 1 instruction and fine tune interventions for Tier 2 as they have gained knowledge of the programs implemented this year and the use of the FIBAs for Math. Each task 1.1 through 1.8 above help to accomplish this growth.

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

Data meetings are ongoing throughout the year, analysis, regrouping, professional dialogue, and adjustments to the program differed from the intended initial implementation.

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.

Flexible grouping is essential to meet the varying needs of students in Grades Kindergarten through 6th Grade.

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.

Social-Emotional Learning and Student Wellness

Stowell will support all students grades TK-6 in their social-emotional well-being by providing a clean and safe learning environment that is culturally responsive as well as nourishing to the adult /student relationship. Continued refinement of the site Positive Behavioral Interventions & Support (PBIS) and Conscious Discipline strategies will assist in promoting positive relationships with students and families as well as educate all families on the importance of daily attendance. The result will promote increased attendance and engagement and will reduce disciplinary actions including suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe, more culturally responsive environment, where students learn social and emotional skills and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates, and results of student, staff, and stakeholder surveys.

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.

The Suspension rate at Stowell has declined slightly by 0.3% from 2022/23 to 2023/24 school year. Student groups with significant data are African-American and Students with Disabilities in the Orange range, Hispanic and Socioeconomically Disadvantaged in the Yellow range as shown on the CA School Dashboard. The student group of English Learners is now in the Green range. A refinement of the PBIS Tier I philosophy and strategies as well as the addition of site Security Liaison to build a sense of safety and serve as a "go-between" for students and other adults on campus to ensure school community and relationships.

California School Dashboard Performance Indicators:

Chronic Absenteeism

Students with Disabilities, High: Orange; and,

Suspension Rates

Students with Disabilities, High: Orange; and,
African American, High: Orange.

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
Suspension Data/Rates	Decreased from 2023 for all significant subgroups (EL, SED, SWD, Hispanic) 38 home suspensions equaling 65 days total	10% further decrease in 2025 for all significant subgroups by the end of this year, 2024-2025.
Chronic Absenteeism	Decreased by 7.2% in 2024 having 28.5% students Chronically absent.	10% further decrease in 2025 for all significant subgroups, such as English

Lerners, Hispanic, and Socioeconomicly Disadvantaged, and especially our Students with Disabilities.

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	<p>PBIS/Conscious Discipline Stowell implements a Tier I PBIS/Conscious Discipline team to include the full site leadership members. The Tier II Team is comprised of PBIS coaches (2) and support staff, including administration, counselor, school psychologist, and District BCBA. The teams meet monthly beyond the school day to review the needs of the site and plan for staff development.</p> <p>Monthly review & analysis of discipline data with PBIS Tier II team, plans for improvement are guided by the data and include Structured Recess plans. Such activities serve to provide improvement in timely and daily attendance and reduce discipline incidents.</p> <p>Student Success Teams meetings are held weekly as needed for students in need of additional support academically and/or behaviorally. Substitutes are required.</p> <p>CSI- funds were used in hiring a new Community Liaison position for Don Stowell starting in 2025. This position helped to facilitate school/home connections and bridge families to community services they may need. The site will not be able to continue to fund this position due to a lack of funds now that Stowell no longer qualifies for CSI funds.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	<p>22,500.00 0824 1000-1999: Certificated Personnel Salaries Certificated Teacher Overtime/ Substitute/ Extra Pay 5,936.00 0824 2000-2999: Classified Personnel Salaries Additional hours for meetings ,staff development, and substitutes for meetings 5,943.00 0824 3000-3999: Employee Benefits Certificated Benefits 500.00 0824 4000-4999: Books And Supplies Books and Reference Materials 1,614.00 0824 3000-3999: Employee Benefits Classified Benefits 3,000.00 0824 5700-5799: Transfers Of Direct Costs Printshop/Transfer of Services 3,000.00 0824 4000-4999: Books And Supplies Non-Capitalized Equipment 3,000.00 0824 4000-4999: Books And Supplies Non-Capitalized Equipment 1,600.00 0824</p>

			5800: Professional/Consulting Services And Operating Expenditures Professional Services/ Consulting Services
1.2	Social Worker Services are sought out via MTSS as needed to support families. SW is a part of our PBIS and SST teams. Resources within the community will be promoted to serve under-served populations such as African American, Foster/Homeless students.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.4	Counseling Program : Tier I lessons to classrooms , school wide activities and individual counseling sessions, Tier II Social Skills groupings. Stowell counseling program will include skill specific group sessions and grade level Social Emotional Lessons school- wide daily. Other on site events such as Red Ribbon, Kindness Challenge, AVID/Career Weeks are all coordinated with site Counselor.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.5	Assemblies and Incentives/Recognition Students will be recognized for STAR behavior on a weekly and monthly basis. Assemblies will be focused on academics to include social emotional well-being and cultural awareness. Awards assemblies and Guest Assemblies will be scheduled throughout the year.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.6	Ongoing Support for Teachers Stowell's PBIS/Conscious Discipline Tier II team collaborates to provide Social Emotional-Learning mini-lessons to be implemented during the instructional day (start of the day and wrap up) and is included in the master site schedule. Cultural Awareness support and PD for staff at staff meetings or through guest presenters.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.7	Health & Wellness at Lunchtime Activities Supervisors are involved in planning and conducting student activities during the lunch hours to keep students physically healthy and promote positive peer interactions (good sportsmanship). An increase in hours and/or the number of Noon Supervisors will provide additional supervision and meet safety needs.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.8	Lunchtime Activities/equipment - Structured lunch recess breaks and ample equipment for planned activities are crucial in reducing lunch recess issues and conflicts. The system requires materials and equipment and ongoing replenishment.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
1.9	Restorative Justice training for all teachers in Grades TK-6th Grade.	All students particularly African American, Students with	

Annual Review

SPSA Year Reviewed: 2024-25

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.

School Connectedness - 58% of 5th graders reported an overall feeling of Connectedness to school, while 65% of 6th graders reported the same. This is higher than the previous year.

School Safety and Cyberbullying - 66% of 5th graders reported feeling safe at school, while 68% of 6th graders reported the same.

25% of 5th graders reported incidents of Cyberbullying, while 41% of 6th graders reported the same.

School Disciplinary Environment- 75% of 5th graders reported rule clarity, while 72% of 6th graders reported the same.

75% of 5th graders reported being treated with respect, while 84% of 6th graders reported the same.

Substance Use- 18% of 5th graders reported alcohol or drug use, while 16% of 6th graders reported the same

6% of 5th graders reported vaping, while 6% of 6th graders reported the same.

Mental Health- 20% of 5th graders reported frequent sadness, while 23% of 6th graders reported the same.

74% of 5th graders reported overall wellness, while 71% of 6th graders reported the same.

Stowell had a significantly high number of overflow students from other sites this year, especially in the upper grades this year which could reflect the lower than preferred percentages of student connectedness. Though the percentages of substance use are relatively lower, Stowell did have its share of vaping incidents this past year. The site will look into further implementation of Restorative Justice practices to assist with connectedness and a sense of belonging to the school.

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

PBIS PD and refinement has been a positive factor as reported in overall student reports of respect and wellness. The addition of site security Liaison has increased the overall feeling of safety.

Budgeted expenditures for incentives, materials, equipment has increased to meet the need of intended 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.

A half day Community Liaison was hired to assist with communication to homes on attendance and special events both at site level and district level. Alas, now that Stowell does not qualify for CSI there are no funds to continue the position.

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.

Family and Community Empowerment

Stowell will promote parent empowerment through a variety of venues which will include clear understanding and increased confidence in the systems of intervention and support for both academic achievement, behavioral and mental health/social-emotional well being for all students grades TK-6.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our 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.

Parent participation continues to be minimal for site committees or input meetings. Performances and events are well attended. Stowell will revisit Parent education modules available through MCSD offerings as well as FSUUC Merced to better inform our parent population.

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
California Healthy Kids Survey	Satisfaction with school indicators including parent involvement opportunities and communication.	Increase parent participation in school events by 30%.
California School Parent Survey	15% of Elementary parents feel that their students are bullied to some extent.	To lower this percentage by 5% by informing parents about what constitutes bullying.

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	Parent Committees School Site Council, English Learner Advisory Committee, LCAP and Parent/Teacher Club meetings will be held monthly with child care provided to promote attendance.	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	3,000.00 3010 1000-1999: Certificated Personnel Salaries Overtime for Certificated Teachers 500 3010 2000-2999: Classified Personnel Salaries

			Overtime for Classified Instructional Aides interpreting services 12,751.00 3010 2000-2999: Classified Personnel Salaries Clerical/Technical/Office Sal. 500.00 3010 2000-2999: Classified Personnel Salaries Support and Translating 792.00 3010 4000-4999: Books And Supplies Supplies for Literacy events.
1.2	Family Nights/Parent Engagement Stowell will host several family Nights to build community, such as Loteria Night, Día de Los Muertos/Movie Night, and A Celebration of African-American Heritage.	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
1.3	Materials & Supplies Raffle prizes for the various events and committees are needed to entice attendance.	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
1.4	Family Literacy Evenings Quarters 1-3, Stowell will host family literacy evenings in Reading, Mathematics, and Social Emotional Wellness to be implemented by certificated teachers and instructional assistants as well as site administration.	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
1.5			
1.6			
1.9			
1.10			
1.11			
1.12			
1.13			

Annual Review

SPSA Year Reviewed: 2024-25

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.

Parent empowerment/participation was low at the school site due to the lack of parent involvement. Therefore, the focus was more on Family Events, embracing the cultures Stowell serves, such as Loteria Night, and an African-American Heritage Celebration. Many families participated and expressed interest in such events. Through tasks 1 and 3 Stowell was able to accomplish this goal. Many Stowell families were engaged and participated. There is a need to continue this in order to expand to task 4 above and implement family literacy nights with incentives and child supervision.

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

Through the Family Events and building community we hope to also build our Family Literacy Events in 2025-2026 school year.

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 plan to maintain three family events and implement three literacy events as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Targeted Services for At-Promise Groups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

To increase academic achievement and a sense of belonging for African-American, Homeless, and Foster Youth, the District will provide additional targeted programs, services, and supports designed to meet the unique needs of these student groups.

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.

Although the population total of African American students at Stowell is not quantifiable as significant per guidelines, there is a gap in engagement as reflected in suspension and attendance data.

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
Dashboard	The Suspension rate at Stowell has declined slightly by 0.3% from 2022/23 to 2023/24 school year. Student groups with significant data are African-American and Students with Disabilities in the Orange range, Hispanic and Socioeconomically Disadvantaged in the Yellow range as shown on the CA School Dashboard.	Increase attendance, decreased suspension

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
4.1	Priority enrollment opportunities for MARS and ASSETS after school programs	African American, Homeless, Foster Youth	
4.2	Priority enrollment opportunities for Academic Extended Day Instruction and Extra Curricular Activities to include the Arts (Spotlight) and Sports (Soccer, Basketball, Track).	African American, Homeless, Foster Youth	
4.5			
4.7			

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Annual Review

SPSA Year Reviewed: 2024-25

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.

Extracurricular activities/sports/arts as well as academic extended day opportunities are established. Books and materials in the library will mirror the current diverse populations at Stowell Elementary. Goal 3 of connecting with parents positively through family and cultural events are in place. Tasks 1 and 2 above will focus on the inclusion and recruitment of the subgroups of African American, Homeless, and Foster Youth to participate in all programs and opportunities offered at Don Stowell.

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

The student population did show significant interest in extracurricular activities. Stowell will need to reach out to community resources, and possibly lunchtime 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.

Focused Social Emotional Wellness groups with Counselor to identify needs, and promote cultural awareness and diversity through staff PD opportunities.

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	\$311,008.00
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 (\$)

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

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 (\$)
0824	\$73,200.00
3010	\$237,808.00

Subtotal of state or local funds included for this school: \$311,008.00

Total of federal, state, and/or local funds for this school: \$311,008.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	237,808.00	0.00
0824	73,200.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	73,200.00
3010	237,808.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,500.00
2000-2999: Classified Personnel Salaries	97,505.00
3000-3999: Employee Benefits	50,968.00
4000-4999: Books And Supplies	41,153.00
5000-5999: Services And Other Operating Expenditures	49,000.00
5700-5799: Transfers Of Direct Costs	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	17,882.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	22,500.00
2000-2999: Classified Personnel Salaries	0824	5,936.00
3000-3999: Employee Benefits	0824	7,557.00

4000-4999: Books And Supplies	0824	21,607.00
5700-5799: Transfers Of Direct Costs	0824	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	0824	1,600.00
1000-1999: Certificated Personnel Salaries	3010	13,000.00
2000-2999: Classified Personnel Salaries	3010	91,569.00
3000-3999: Employee Benefits	3010	43,411.00
4000-4999: Books And Supplies	3010	19,546.00
5000-5999: Services And Other Operating Expenditures	3010	49,000.00
5700-5799: Transfers Of Direct Costs	3010	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	3010	16,282.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	246,372.00
Goal 2	47,093.00
Goal 3	17,543.00

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
- 2 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Vance d'Escoto, Ed.D	Principal
Edgardo Gomez	Classroom Teacher
Misty Broughton	Classroom Teacher
Mrs. Butler	Parent or Community Member
Dora Medina Brum	Other School Staff
Rita DeAnda	Other School Staff

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: Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/24.

Attested:



Principal, Vance d'Escoto on 5/20/25



SSC Chairperson, Kristin Butler on 5/20/25