

# 2025-26 School Plan for Student Achievement

## Stine Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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The following items are included and/or on file with the District:  
(Check all that apply)

- X SPSA Annual Evaluation
- X Recommendations and Assurances SSC
- X Data Reports
- X Budgets
- X Title I Schools
- X Parent and Family Engagement Policy (Title I)
- X School Compact (Title I)

<i>FOR DISTRICT OFFICE USE</i>	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	May 7, 2025
Board of Trustees Approval Date	June 24, 2025

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# Purpose and Description

Select Title I Program:

Schoolwide Program

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The SPSA is a written plan developed by the leadership team and SSC addressing the school program and how resources will be utilized to meet the instructional needs of all students, but most especially those students who are most at risk of not meeting state academic achievement standards. The SPSA:

- aligns with the District LCAP goals
- identifies site-specific achievement goals based on a variety of student performance data and the comprehensive needs assessment
- describes specific instructional strategies to increase/improve student learning
- describes how student progress will be monitored on a regular basis
- identifies interventions for students not achieving, especially for low
- determines the professional development needs of teachers, support staff, and administration
- delineates strategies for parent communication and engagement to improve student achievement, and assist parents in becoming knowledgeable educational partners in the school community
- reflects estimated costs and funding sources (Title I and LCFF)
- indicates that site advisory groups such as the SSC, ELAC, and Title I Review Committee had opportunities to review and advise on the plan

This SWP plan provides assistance for students who require support in literacy (reading, writing), language development, and math. Funding sources are utilized for effective curriculum and instruction, professional development, teacher release time for collaboration, and extra II Aide support for students (i.e. Bootcamp).

LCFF funds utilized at the district level to fund specific actions/services are included if those funds directly benefit the school site. The SWP also describes where LCFF funds distributed to the school may be used to support ongoing efforts to improve/increase student services and/or materials. If an action to improve student achievement is not an allocable cost to a federal program, the school leadership may utilize site-based LCFF funds to provide a cohesive program. For 2025-26, actions may indicate LCFF costs when such funding is available to the school site; if no LCFF funds are currently available at the site level, leadership may include an action with no cost associated with the strategy. Should site-level LCFF funding become available, a budget revision would be made and specific actions funded.

The state has identified the school for:

## School Vision and Mission

Stine's vision is to be a community that develops future leaders by providing a safe, encouraging, and academically sound learning environment.

Our mission is to achieve an atmosphere of academic, social, and behavioral excellence for all students, teachers, and staff members. We do this by restructuring our current systems to create a more effective, data-driven, collaborative learning environment resulting in student success.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Educational Partners are involved in the planning process for this School Plan for Student Achievement (SPSA) by participating in the review and analysis of needs assessment data such as the SWIFT-FIA and educational partner surveys (staff, students, and parents). Their involvement continues throughout the year when information is shared and suggestions are solicited during our Title I meetings, English Learner Advisory Committee (ELAC), School Site Council (SSC) meeting, and parent engagement opportunities. The data gathered is used to update and monitor the progress of our SPSA goals for the year. The ELAC provides the school with suggestions and feedback that is brought to the School Site Council. The School Site Council also provides input, considers the suggestions of the ELAC, and approves the SPSA.

## Resource Inequities

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

Not applicable. The school has not been identified as ATSI or CSI.

# School and Student Performance Data

## Student Enrollment 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	19.19%	17.63%	16.97%	119	107	103
Asian	3.23%	2.31%	1.98%	20	14	12
Filipino	%	0%	%		0	
Hispanic/Latino	64.35%	69.19%	70.51%	399	420	428
Pacific Islander	0.65%	0.33%	0.33%	4	2	2
White	8.71%	7.41%	7.08%	54	45	43
Multiple/No Response	2.26%	2.14%	1.65%	14	13	10
	<b>Total Enrollment</b>			620	607	607

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	114	122	76
Grade 1	68	78	94
Grade 2	94	72	81
Grade 3	73	89	72
Grade 4	85	76	100
Grade 5	94	75	73
Grade 6	92	95	83
<b>Total Enrollment</b>	620	607	607

### Conclusions based on this data:

1. The total number of students enrolled at Stine has maintained the same as the previous year.
2. The percentage of Hispanic students enrolled at Stine have steadily increased over the past 3 years.
3. The number of 1st graders and 4th grade students have increased every year for the past 3 years.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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	105	114	118	18.8%	18.8%	19.4%
Fluent English Proficient (FEP)	39	31	28	5.1%	5.1%	4.6%
Reclassified Fluent English Proficient (RFEP)	27	18	16	20.5%	13.6%	11.9%

### Conclusions based on this data:

1. The percentage of English Learners enrolled at Stine have increased over the past 3 years.
2. The percentage of students that are in the Fluent English Proficient category have slowly decreased over the past 3 years.
3. The percentage of students that are in the Reclassified Fluent English Proficient category fell by approximately 2% in 2023-2024.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	73	91	74	71	90	74	71	90	74	97.3	98.9	100
Grade 4	82	75	93	79	75	93	79	75	93	96.3	100.0	100
Grade 5	92	81	77	88	80	76	88	80	76	95.7	98.8	98.7
Grade 6	88	100	87	84	99	86	84	97	86	95.5	99.0	98.9
All Grades	335	347	331	322	344	329	322	342	329	96.1	99.1	99.4

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		
	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	2378.	2377.	2352.	5.63	8.89	10.81	16.90	17.78	6.76	38.03	28.89	25.68	39.44	44.44	56.76
Grade 4	2424.	2432.	2433.	11.39	10.67	13.98	21.52	22.67	22.58	22.78	28.00	24.73	44.30	38.67	38.71
Grade 5	2466.	2434.	2433.	12.50	5.00	6.58	27.27	22.50	13.16	18.18	16.25	27.63	42.05	56.25	52.63
Grade 6	2499.	2503.	2479.	11.90	14.43	9.30	26.19	25.77	16.28	22.62	24.74	37.21	39.29	35.05	37.21
All Grades	N/A	N/A	N/A	10.56	9.94	10.33	23.29	22.22	15.20	24.84	24.56	28.88	41.30	43.27	45.59

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	9.86	7.78	8.11	60.56	60.00	56.76	29.58	32.22	35.14
Grade 4	5.06	9.33	9.68	70.89	66.67	62.37	24.05	24.00	27.96
Grade 5	12.50	8.75	10.53	63.64	55.00	60.53	23.86	36.25	28.95
Grade 6	13.10	16.49	12.79	54.76	52.58	48.84	32.14	30.93	38.37
All Grades	10.25	10.82	10.33	62.42	58.19	57.14	27.33	30.99	32.52

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	1.41	5.56	2.70	54.93	50.00	31.08	43.66	44.44	66.22
<b>Grade 4</b>	8.86	6.67	11.83	50.63	64.00	56.99	40.51	29.33	31.18
<b>Grade 5</b>	12.50	2.50	2.63	51.14	53.75	55.26	36.36	43.75	42.11
<b>Grade 6</b>	13.10	16.67	8.14	48.81	44.79	47.67	38.10	38.54	44.19
<b>All Grades</b>	9.32	8.21	6.69	51.24	52.49	48.33	39.44	39.30	44.98

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.68	12.22	2.70	66.20	67.78	66.22	21.13	20.00	31.08
<b>Grade 4</b>	11.39	4.00	10.75	70.89	74.67	67.74	17.72	21.33	21.51
<b>Grade 5</b>	11.36	10.00	9.21	68.18	62.50	63.16	20.45	27.50	27.63
<b>Grade 6</b>	16.67	12.37	6.98	69.05	71.13	67.44	14.29	16.49	25.58
<b>All Grades</b>	13.04	9.94	7.60	68.63	69.01	66.26	18.32	21.05	26.14

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	7.04	6.67	9.46	61.97	61.11	55.41	30.99	32.22	35.14
<b>Grade 4</b>	6.33	8.00	6.45	68.35	69.33	69.89	25.32	22.67	23.66
<b>Grade 5</b>	13.64	8.75	5.26	54.55	60.00	65.79	31.82	31.25	28.95
<b>Grade 6</b>	16.67	16.49	8.14	69.05	60.82	70.93	14.29	22.68	20.93
<b>All Grades</b>	11.18	10.23	7.29	63.35	62.57	65.96	25.47	27.19	26.75

**Conclusions based on this data:**

1. The completion rate of all students in English Language Arts/Literacy increased to almost 100% in 2023-2024.
2. Of all of the areas in this domain, students struggled the most in Writing as identified by the significantly higher percentage of students in the Below Standard category.
3. Nearly 75% of the students scored in the At or Near Standard category in Listening.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	73	91	74	72	91	74	72	91	74	98.6	100.0	100
Grade 4	82	75	93	80	75	93	80	75	93	97.6	100.0	100
Grade 5	92	81	77	89	81	77	88	81	77	96.7	100.0	100
Grade 6	88	100	87	84	99	87	84	99	87	95.5	99.0	100
All Grades	335	347	331	325	346	331	324	346	331	97.0	99.7	100

\* 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	2389.	2374.	2361.	2.78	2.20	4.05	25.00	14.29	14.86	19.44	28.57	18.92	52.78	54.95	62.16
Grade 4	2413.	2415.	2427.	2.50	4.00	5.38	17.50	20.00	16.13	28.75	26.67	39.78	51.25	49.33	38.71
Grade 5	2426.	2422.	2403.	5.68	0.00	1.30	2.27	11.11	3.90	29.55	20.99	24.68	62.50	67.90	70.13
Grade 6	2472.	2458.	2430.	4.76	9.09	2.30	11.90	10.10	4.60	32.14	27.27	22.99	51.19	53.54	70.11
All Grades	N/A	N/A	N/A	4.01	4.05	3.32	13.58	13.58	9.97	27.78	26.01	27.19	54.63	56.36	59.52

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	4.17	4.40	5.41	37.50	49.45	40.54	58.33	46.15	54.05
Grade 4	2.50	5.33	4.30	46.25	38.67	53.76	51.25	56.00	41.94
Grade 5	5.68	0.00	1.30	38.64	38.27	33.77	55.68	61.73	64.94
Grade 6	4.76	5.05	0.00	50.00	44.44	33.33	45.24	50.51	66.67
All Grades	4.32	3.76	2.72	43.21	43.06	40.79	52.47	53.18	56.50

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	6.94	4.40	2.70	65.28	59.34	58.11	27.78	36.26	39.19
Grade 4	5.00	0.00	5.38	50.00	60.00	62.37	45.00	40.00	32.26
Grade 5	2.27	0.00	0.00	53.41	54.32	46.75	44.32	45.68	53.25
Grade 6	3.57	5.05	1.15	61.90	61.62	45.98	34.52	33.33	52.87
All Grades	4.32	2.60	2.42	57.41	58.96	53.47	38.27	38.44	44.11

**Conclusions based on this data:**

1. The completion rate of all students in Mathematics increased to almost 100% in 2023-2024.
2. More than half of the students tested performed in the Below Standard category overall.
3. More than 50% students over the last 2 years have performed better in demonstrating the ability to support Mathematical conclusions even though they still struggle with applying Mathematical concepts and procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1395.3	1394.8	1406.4	1399.7	1389.8	1415.6	1384.9	1406.4	1385.0	30	19	16
<b>1</b>	*	1452.1	1424.5	*	1448.4	1441.6	*	1455.1	1406.8	8	20	20
<b>2</b>	1482.9	*	1455.3	1475.4	*	1465.0	1489.9	*	1445.2	16	9	23
<b>3</b>	1458.0	1482.4	1460.8	1457.3	1473.6	1451.5	1458.1	1490.6	1469.4	14	14	11
<b>4</b>	1500.6	1489.7	1525.7	1497.5	1475.2	1528.8	1503.3	1503.7	1522.1	19	15	14
<b>5</b>	1513.7	1485.5	1479.7	1505.3	1467.1	1471.8	1521.6	1503.5	1487.3	18	18	18
<b>6</b>	*	1500.5	1525.0	*	1497.5	1523.6	*	1502.9	1526.0	7	16	18
<b>All Grades</b>										112	111	120

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
<b>K</b>	3.33	10.53	0.00	20.00	15.79	50.00	43.33	42.11	25.00	33.33	31.58	25.00	30	19	16
<b>1</b>	*	10.00	0.00	*	45.00	25.00	*	30.00	40.00	*	15.00	35.00	*	20	20
<b>2</b>	18.75	*	8.70	62.50	*	34.78	6.25	*	34.78	12.50	*	21.74	16	*	23
<b>3</b>	0.00	14.29	0.00	21.43	35.71	27.27	35.71	35.71	45.45	42.86	14.29	27.27	14	14	11
<b>4</b>	10.53	13.33	21.43	42.11	33.33	64.29	26.32	33.33	0.00	21.05	20.00	14.29	19	15	14
<b>5</b>	22.22	5.56	5.56	27.78	27.78	16.67	33.33	44.44	33.33	16.67	22.22	44.44	18	18	18
<b>6</b>	*	0.00	22.22	*	37.50	38.89	*	37.50	22.22	*	25.00	16.67	*	16	18
<b>All Grades</b>	9.82	8.11	8.33	33.93	31.53	35.83	32.14	38.74	29.17	24.11	21.62	26.67	112	111	120

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
<b>K</b>	3.33	5.26	12.50	16.67	26.32	31.25	53.33	31.58	31.25	26.67	36.84	25.00	30	19	16
<b>1</b>	*	10.00	15.00	*	50.00	35.00	*	25.00	30.00	*	15.00	20.00	*	20	20
<b>2</b>	37.50	*	26.09	50.00	*	39.13	0.00	*	17.39	12.50	*	17.39	16	*	23
<b>3</b>	7.14	21.43	9.09	50.00	42.86	36.36	14.29	21.43	27.27	28.57	14.29	27.27	14	14	11
<b>4</b>	26.32	20.00	57.14	42.11	40.00	35.71	10.53	20.00	0.00	21.05	20.00	7.14	19	15	14
<b>5</b>	27.78	11.11	11.11	50.00	50.00	38.89	11.11	16.67	16.67	11.11	22.22	33.33	18	18	18
<b>6</b>	*	18.75	38.89	*	50.00	44.44	*	25.00	0.00	*	6.25	16.67	*	16	18
<b>All Grades</b>	17.86	13.51	24.17	41.07	42.34	37.50	21.43	25.23	17.50	19.64	18.92	20.83	112	111	120

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
<b>K</b>	3.33	10.53	6.25	23.33	21.05	31.25	36.67	36.84	50.00	36.67	31.58	12.50	30	19	16
<b>1</b>	*	10.00	0.00	*	25.00	5.00	*	25.00	45.00	*	40.00	50.00	*	20	20
<b>2</b>	12.50	*	0.00	43.75	*	30.43	31.25	*	39.13	12.50	*	30.43	16	*	23
<b>3</b>	0.00	0.00	0.00	7.14	21.43	18.18	42.86	71.43	36.36	50.00	7.14	45.45	14	14	11
<b>4</b>	10.53	13.33	14.29	15.79	13.33	50.00	42.11	40.00	21.43	31.58	33.33	14.29	19	15	14
<b>5</b>	5.56	0.00	5.56	33.33	22.22	0.00	22.22	50.00	38.89	38.89	27.78	55.56	18	18	18
<b>6</b>	*	0.00	11.11	*	6.25	22.22	*	43.75	44.44	*	50.00	22.22	*	16	18
<b>All Grades</b>	6.25	5.41	5.00	22.32	19.82	21.67	36.61	42.34	40.00	34.82	32.43	33.33	112	111	120

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
<b>K</b>	10.00	5.26	6.25	80.00	63.16	81.25	10.00	31.58	12.50	30	19	16
<b>1</b>	*	45.00	20.00	*	50.00	65.00	*	5.00	15.00	*	20	20
<b>2</b>	43.75	*	26.09	43.75	*	56.52	12.50	*	17.39	16	*	23
<b>3</b>	14.29	35.71	27.27	57.14	42.86	54.55	28.57	21.43	18.18	14	14	11
<b>4</b>	36.84	26.67	71.43	42.11	53.33	28.57	21.05	20.00	0.00	19	15	14
<b>5</b>	5.56	22.22	5.56	77.78	44.44	72.22	16.67	33.33	22.22	18	18	18
<b>6</b>	*	0.00	27.78	*	81.25	55.56	*	18.75	16.67	*	16	18
<b>All Grades</b>	21.43	22.52	25.00	63.39	57.66	60.00	15.18	19.82	15.00	112	111	120

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
<b>K</b>	3.33	15.79	25.00	46.67	42.11	37.50	50.00	42.11	37.50	30	19	16
<b>1</b>	*	5.00	10.00	*	75.00	60.00	*	20.00	30.00	*	20	20
<b>2</b>	56.25	*	21.74	31.25	*	60.87	12.50	*	17.39	16	*	23
<b>3</b>	35.71	28.57	9.09	35.71	50.00	54.55	28.57	21.43	36.36	14	14	11
<b>4</b>	31.58	13.33	64.29	47.37	66.67	28.57	21.05	20.00	7.14	19	15	14
<b>5</b>	61.11	38.89	22.22	33.33	33.33	33.33	5.56	27.78	44.44	18	18	18
<b>6</b>	*	37.50	61.11	*	56.25	22.22	*	6.25	16.67	*	16	18
<b>All Grades</b>	33.04	22.52	30.00	41.96	54.05	43.33	25.00	23.42	26.67	112	111	120

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
<b>K</b>	3.33	10.53	6.25	66.67	68.42	81.25	30.00	21.05	12.50	30	19	16
<b>1</b>	*	20.00	5.00	*	35.00	40.00	*	45.00	55.00	*	20	20
<b>2</b>	18.75	*	0.00	68.75	*	56.52	12.50	*	43.48	16	*	23
<b>3</b>	0.00	0.00	9.09	28.57	64.29	27.27	71.43	35.71	63.64	14	14	11
<b>4</b>	5.26	6.67	7.14	57.89	46.67	78.57	36.84	46.67	14.29	19	15	14
<b>5</b>	11.11	0.00	5.56	50.00	55.56	22.22	38.89	44.44	72.22	18	18	18
<b>6</b>	*	0.00	11.11	*	18.75	44.44	*	81.25	44.44	*	16	18
<b>All Grades</b>	7.14	7.21	5.83	53.57	49.55	50.00	39.29	43.24	44.17	112	111	120

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
<b>K</b>	26.67	36.84	37.50	40.00	31.58	37.50	33.33	31.58	25.00	30	19	16
<b>1</b>	*	10.00	0.00	*	80.00	60.00	*	10.00	40.00	*	20	20
<b>2</b>	18.75	*	4.35	75.00	*	73.91	6.25	*	21.74	16	*	23
<b>3</b>	7.14	7.14	0.00	71.43	85.71	63.64	21.43	7.14	36.36	14	14	11
<b>4</b>	15.79	13.33	21.43	63.16	66.67	64.29	21.05	20.00	14.29	19	15	14
<b>5</b>	22.22	11.11	5.56	50.00	66.67	50.00	27.78	22.22	44.44	18	18	18
<b>6</b>	*	25.00	11.11	*	56.25	77.78	*	18.75	11.11	*	16	18
<b>All Grades</b>	16.96	16.22	10.83	60.71	64.86	61.67	22.32	18.92	27.50	112	111	120

**Conclusions based on this data:**

1. More than half of all students tested perform at the Somewhat/Moderately level in all 4 domains.

2. Students tested performed better in the Speaking and Listening domain overall.

3. Students tested struggled the most in the Reading domain in 2023-2024.

# 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
607	90.9%	19.4%	1.8%
Total Number of Students enrolled in Stine 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	118	19.4%
Foster Youth	11	1.8%
Homeless	4	0.7%
Socioeconomically Disadvantaged	552	90.9%
Students with Disabilities	68	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	103	17%
American Indian	0	0.0%
Asian	12	2%
Filipino	0	0.0%
Hispanic	428	70.5%
Two or More Races	10	1.6%
Pacific Islander	2	0.3%
White	43	7.1%

### Conclusions based on this data:

- Over 90% of the students enrolled at Stine are socioeconomically disadvantaged and 11% of the students enrolled are Students with Disabilities.

2. Hispanic students make up nearly 70% of Stine's student population, followed by African American at 17% and White at 7%.
3. Almost 20% of the students enrolled at Stine are English Learners and 2.5% are Homeless and Foster Youth.

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Red

#### Conditions & Climate

##### Suspension Rate



Green

##### Mathematics



Orange

##### English Learner Progress



Orange

#### Conclusions based on this data:

1. There was significant improvement in the area of Suspension Rates signaling that the strategic efforts in this area were successful.
2. Chronic Absenteeism has fallen from orange to red, signaling a need for further investigation into evidence based strategies to improve attendance rates.

3. There is a need for investigate current practices and provide more student supports in the area of English Language Arts and Mathematics.

# School and Student Performance Data

## Academic Performance English Language Arts

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 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><b>All Students</b></p> <p>Orange</p> <p>57.0 points below standard</p> <p>Declined 14.7 points</p> <p>299 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>51.7 points below standard</p> <p>Increased 14.3 points</p> <p>73 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>59.4 points below standard</p> <p>Declined 14.6 points</p> <p>275 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>140.3 points below standard</p> <p>Declined 19.9 points</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>90.5 points below standard</p> <p>Declined 18.3 points</p> <p>51 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>50.9 points below standard</p> <p>Declined 9.5 points</p> <p>209 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>36.9 points below standard</p> <p>Declined 40.4 points</p> <p>20 Students</p>

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

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>81.1 points below standard</p> <p>Increased 19.6 points</p> <p>54 Students</p>	<p>32.0 points above standard</p> <p>Declined 19.2 points</p> <p>19 Students</p>	<p>61.1 points below standard</p> <p>Declined 18.8 points</p> <p>220 Students</p>

#### Conclusions based on this data:

1. The English Language Arts performance amongst Current English Learners have increase significantly in comparison to Reclassified English Learners and English Only students.
2. All other subgroups saw a decrease in their English Language Arts performance.
3. The most significant decrease in English Language Arts performance was found in our White student group.

# School and Student Performance Data

## Academic Performance Mathematics

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.







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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>91.3 points below standard</p> <p>Declined 14.2 points</p> <p>300 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>81.4 points below standard</p> <p>Maintained 0.1 points</p> <p>74 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>92.4 points below standard</p> <p>Declined 12.9 points</p> <p>276 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>145.8 points below standard</p> <p>Maintained 1.9 points</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>140.1 points below standard</p> <p>Declined 27.7 points</p> <p>51 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>81.6 points below standard</p> <p>Declined 10.1 points</p> <p>210 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>68.6 points below standard</p> <p>Declined 5.1 points</p> <p>20 Students</p>

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

### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>98.4 points below standard</p> <p>Increased 8.5 points</p> <p>55 Students</p>	<p>32.3 points below standard</p> <p>Declined 37.3 points</p> <p>19 Students</p>	<p>94.7 points below standard</p> <p>Declined 14.5 points</p> <p>220 Students</p>

#### Conclusions based on this data:

1. The Mathematics performance amongst Current English Learners have increased in comparison to Reclassified English Learners and English Only students.
2. There was also an increase in the Mathematics performance of Current English Learners.
3. The Mathematics performance amongst All students have declined in comparison to the previous 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.

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.

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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	
<b>English Learner Progress</b>  Orange 41.3% making progress. Number Students: 92 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 3 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			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
21.7%	37%	0%	41.3%

### Conclusions based on this data:

1. 41.3% of English Learners have progressed at least 1 English Learner Progress Indicator level.
2. A third of English Learners have Maintained at an English Learner Progress Indicator level 1, 2, or 3.
3. Only 21.7% of English Learners have decreased 1 English Learner Progress Indicator level.



# 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.

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 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><b>All Students</b></p> <p>Red</p> <p>28.6% Chronically Absent</p> <p>Maintained 0.2</p> <p>664 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>22.1% Chronically Absent</p> <p>Increased 5.1</p> <p>140 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>23.1% Chronically Absent</p> <p>Increased 23.1</p> <p>13 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>29.6% Chronically Absent</p> <p>Maintained 0.1</p> <p>605 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>24.7% Chronically Absent</p> <p>Increased 10.4</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>32.7% Chronically Absent</p> <p>Increased 3.9</p> <p>113 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>14.3% Chronically Absent</p> <p>Increased 2.5</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>28.8% Chronically Absent</p> <p>Maintained 0.2</p> <p>465 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Declined 4.8</p> <p>24 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>20% Chronically Absent</p> <p>Declined 12</p> <p>45 Students</p>

**Conclusions based on this data:**

1. The percentage of students that were chronically absent among all students maintained approximately the same as the previous year.
2. The largest declines were found among students with Two or More Races and White students.
3. Foster students and Students With Disabilities showed the largest increase in chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

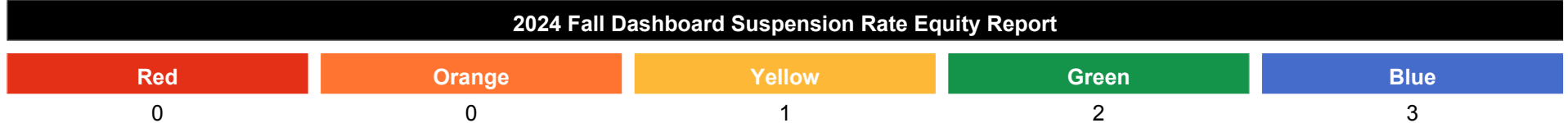
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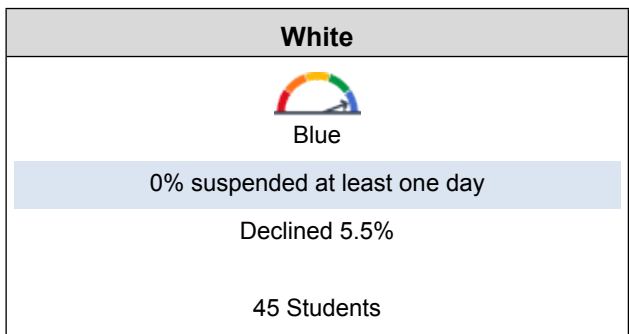
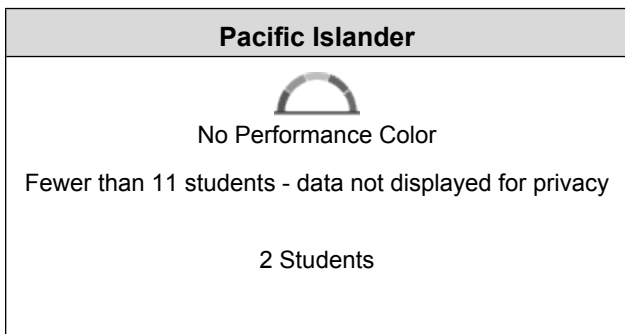
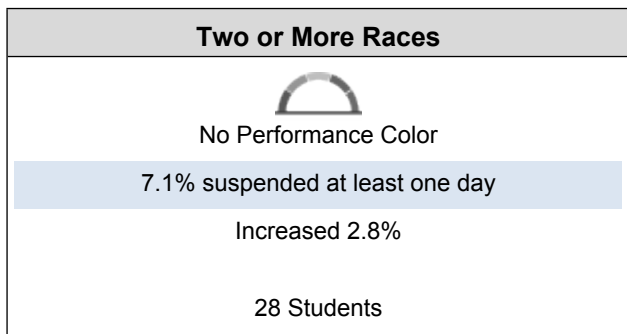
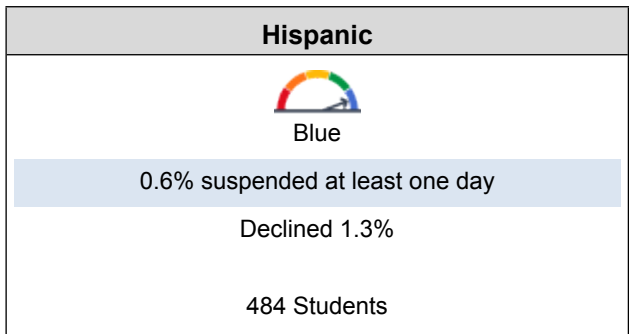
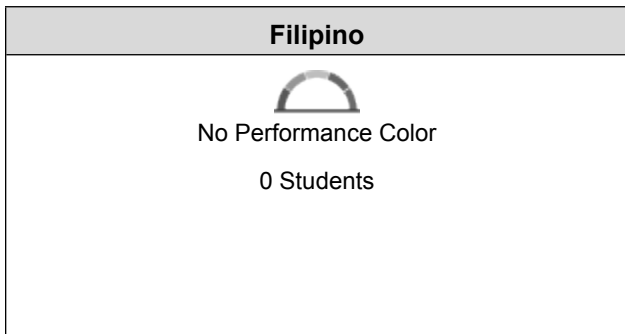
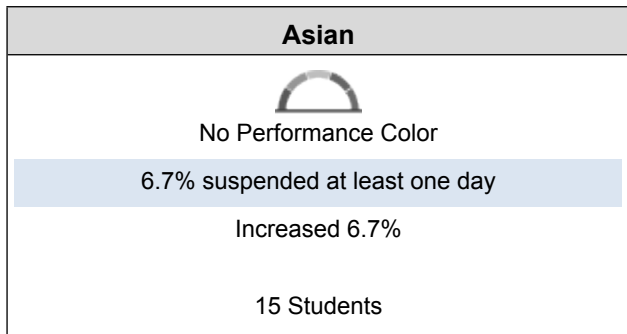
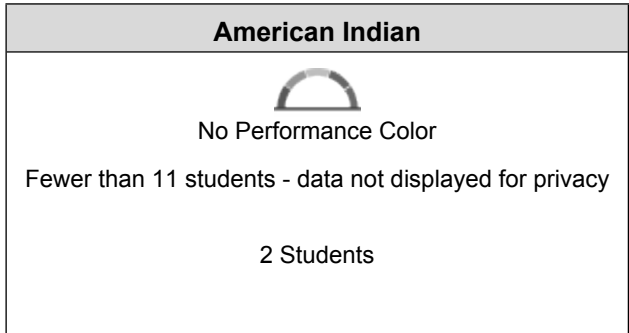
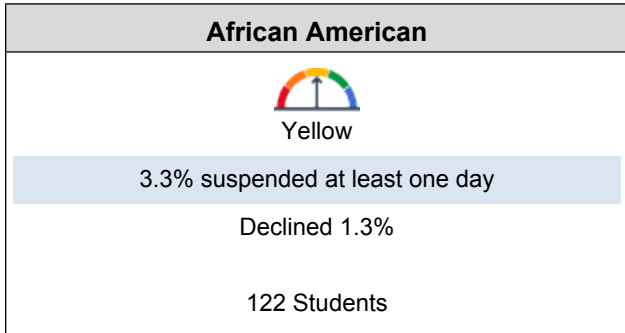
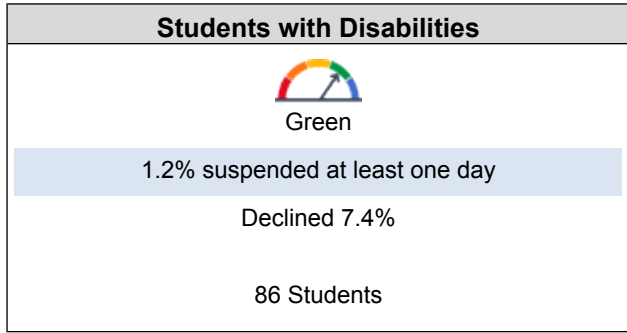
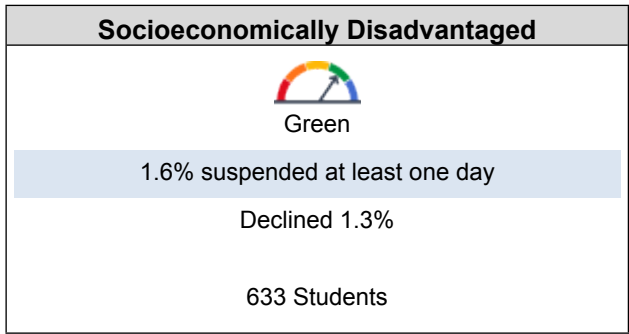
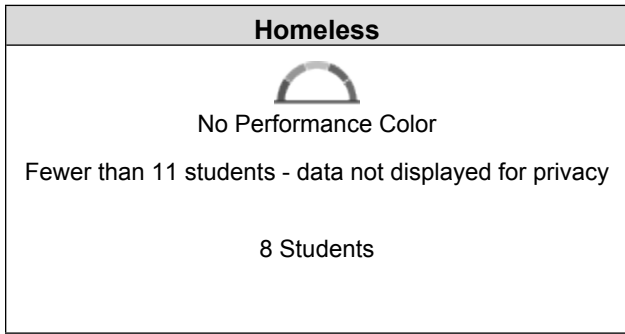
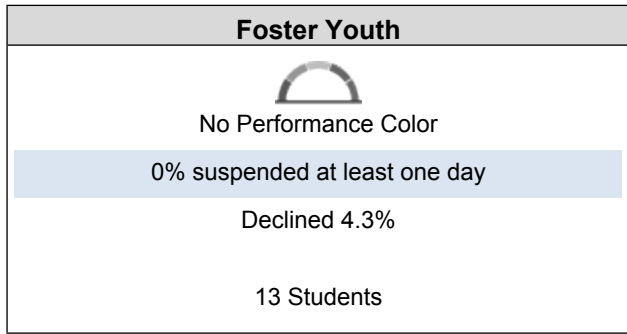


This section provides number of student groups in each level.



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		
All Students	English Learners	Long-Term English Learners
<p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.3%</p> <p>698 Students</p>	<p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.2%</p> <p>144 Students</p>	<p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>



**Conclusions based on this data:**

1. The student group with the largest decline of students that were suspended at least 1 day were Students with Disabilities.
2. The race/ethnicity with the largest percentage of students that were suspended at least 1 day were African American.
3. All areas showed a decrease in suspensions with the exception of Asian students and students with Two or More Races.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 1A English Language Arts/Literacy/ELD

### SCHOOLWIDE GOAL

By the end of 2025-2026, the Proficiency Rate (state benchmark) of all students taking the STAR Reading assessment will increase by 10 percentage points from Beginning of the Year 2025 to End of the Year 2026.

Through the implementation of strategic and intensive intervention, the Proficiency Rate (state benchmark) of African American students and Students with Disabilities taking the district Star Reading benchmark assessment will increase by 10 percentage points by the end of the 2025-26 school year.

By the end of 2025-26, the proficiency level of English Learners scoring at levels 1, 2, and 3 as measured by the ELPAC will increase by at least one proficiency level and will increase the reclassification rates of English Learners scoring at Level 4 that have met all reclassification criteria.

Results from the STAR Reading Assessment and district K-2 Reading/Literacy screener will be used to monitor progress and growth. The number of students eligible for reclassification as determined in ELlevation will be used to monitor the progress of EL students. Feedback from staff, student, and parent surveys will be used to evaluate the effectiveness of interventions put into place and determine any additional needs that may arise.

Goal 1 A will be monitored quarterly using STAR Reading data and the district adopted K-2 Reading/Literacy screener. Teachers, leadership, the School Site Council (SSC), and the English Language Advisory Committee (ELAC) will analyze data to identify the percentage of students designated as “proficient.”

If goals are not being met, alternative Tier 1 strategies will be implemented in the form of modified whole/small group strategies aimed to support “At-Risk” students, monitoring phonics and fluency screeners every 4 weeks for applicable student groups. Students not

making growth will be recommended for Tier 2 support in the form of intervention or be referred to the Student Success Team for additional support.

Regular monitoring and recommendations to meet the targets identified in this goal will be carried out by Stine's teachers, administration, Leadership Team, SSC, and ELAC. Every week, teachers meet to analyze Tier 1 data to identify academic gaps and make necessary instructional shifts to support student achievement. Stine's Leadership Team meets monthly to discuss schoolwide reading trends and share researched based best practices between grade levels. SSC meets a minimum of six times per year to monitor and approve the goals, strategies, actions, and funding of Stine's School Plan for Student Achievement based on identified needs. Finally, the ELAC meets quarterly to make recommendations for schoolwide action, strategies, and parent support as it relates to the success of Stine's English Learners.

## Comprehensive Needs Assessment

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.

The SPSA team, which included members of Stine's Instructional Leadership Team (ILT), English Learner Advisory Committee (ELAC), and School Site Council (SSC), reviewed and analyzed the data results from Star Reading, Star Early Literacy, parent survey, student survey, and teacher survey to determine the trends and needs for all students in Goal 1A.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of English Language Arts/Literacy/ELD that would have the greatest impact on student outcomes if addressed.

### CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the area of Math, the 2024 California Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to o-81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data, the team discovered that there was a need to refocus on Tier I instruction and identify any possible barriers that may be contributing to the decline in the academic achievement of African American Students. To address these needs Stine will to

provide consistent opportunities for professional learning and development that support Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. The second area is the need to provide regularly scheduled opportunities for teacher collaboration that would allow for teachers to participate in instructional coaching cycles and deep data analysis of student achievement for the purpose identifying students in need of tiered interventions. This would allow teachers to determine if African American students scoring below grade level were receiving intervention and if their instruction was differentiated to meet their needs in Reading and Math.

#### LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 5, the team determined that there was a need to explore additional training opportunities for the TK curriculum, K-2 reading difficulties screener, and the K-2 phonics program. There is also a need to explore more formal phonics training for the intervention teacher in programs such as LETRS to build the effectiveness of the invention being provided to students. Due to the number of newer teachers and new grade level teams, the need for providing teachers with 10 hours of curriculum development time before the school year began in addition to the 10 hours at the end of the school year. The team identified a continued need for professional development in areas such as designated and integrated ELD, ELA, Math, student progress monitoring (i.e., guided reading and running records), Thinking Maps, Write From the Beginning and Beyond, classroom management, PBIS and Social-Emotional Learning (SEL). Veteran teachers expressed a need for more practice with Math Talks and Math Tasks in addition to professional development in ELA, Math, Universal Design for Learning (UDL), and integrated ELD. Portions of the SWIFT FIA (Sections 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 6.1, 6.2) were also analyzed by the Leadership Team and Intervention team to identify the needs of the school. It was determined that there needed to be a focus on supporting teachers with how to provide enrichment for students instead of only focusing on students in need of intervention. More opportunities were needed to train teachers on how to support students with an IEP by utilizing the co-plan/co-teach model, and more work needed to be done in the area of culturally responsive teaching practices.

#### PARENT COUNCIL/FEEDBACK

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents.

#### SUSPENSION

The analysis of the 2024 CA Dashboard data indicated the over all Suspension Rate at Stine was 1.4% which was a decline of 1.3 points from the previous year. There was also a significant decline in the suspension rate of students with disabilities from 8.5% to 1.2%. African American students also saw a decline from 4.6% to 3.3%. It was determined that the establishment of the Tier II team and it's focus on examining existing informal and formal school disciplinary practices as well as current laws, policies, and regulations was instrumental to the decrease in suspensions overall. Although there was a decrease in the percentage of African American

students that were suspended, the team determined that it was important to continue to examine the impact of existing disciplinary policies and practices among African American students and to continue implementing evidence based strategies to address the suspension rates of all students, including African American students.

### ATTENDANCE

Analysis of the 2024 CA Dashboard attendance data indicated maintained an average Chronic Absenteeism Rate of 28% resulting in an attendance rate of 92%. This was below the 95% expected outcome set the previous year. The team determined that proactive approaches would included implementing Caring Classroom practices, ensuring students had trusted adults they could talk to on campus, establishing positive relationships building activities with students and staff members, and acknowledging class and student attendance achievement. Additional interventions would include holding SART meetings to address attendance concerns, accessing resources to meet the needs of the whole students, and researching other evidence based strategies to improve attendance.

## 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
CA Dashboard: English Language Arts Indicator Overall (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students overall was -57 points.	2025 California Dashboard will indicate students overall will have a 10 point increase from the prior year in their average distance from standard scores.
CA Dashboard: English Language Arts Indicator Subgroup: African American (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students that were African American was - 90.5 points.	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
Star Reading: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 29.1% of students overall scored at or above the minimum district proficiency level	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
Star Reading: Proficiency Rate: State Benchmark Subgroup: African American (1st-6th grade)	2024-25 Middle of the year data indicated 19.1% of African American students scored at or above the minimum district proficiency level	By the end of 2025-26 the percentage of African American students scoring at or above the minimum district proficiency level will increase by 10 percentage points.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

Students have the opportunity to have access to class book sets, core literature titles, and group reading material in their classroom to participate in literature circles, book studies, and core literature activities. Opportunities for leveled reading printed materials will also be provided for primary students to use in class and at home to reinforce core reading concepts. All students will have the opportunity to develop their reading skills by having access to Guided Reading leveled reading materials in their classroom that is at and above their individual reading level as determined by their running record data and Star Reading assessment scores. Assessment materials for Next Steps to Guided Reading will be provided to support data collection of student progress. All students will focus on language acquisition and spelling patterns through the use of reading/phonics manipulatives, sound spelling cards, academic conversations, and other related strategies.

Instructional aides support classes by supporting small groups of students that have an identified need in foundations of balanced literacy, supporting guided reading, and supporting ELA intervention.

#### Proposed Expenditures for this Strategy/Activity

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

3000	Title I, Part A 4300-00: Supplies & Materials	Reading journals, highlighters, notebooks, dividers, sheet protectors, dry erase boards, dry erase markers, magnet letters, trays, reading/phonics manipulatives, and related materials	January 2026
5000	Title I, Part A	Printed leveled reading materials, sound spelling cards, and other related materials	March 2026

	5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.		
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

All EL students will receive 30 minutes of designated ELD daily in groups of 4 to 6 students. Teachers will also provide EL students with integrated ELD instructional strategies throughout all core subjects to support student success in Reading. Teachers will use evidence-based strategies such as sentence frames, graphic organizers, visual aids, peer collaboration, and group discussions to provide students with support and promote the language. Core instruction provided by the teacher will also include integrated ELD strategies, a focus on listening, speaking, academic language, content vocabulary, comprehension, writing, and reading strategies.

### Proposed Expenditures for this Strategy/Activity

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

3000	Title I, Part A 4300-00: Supplies & Materials	Vocabulary journals, visual vocabulary cards, interactive notebooks, journals, and other related materials	January 2026
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## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

African American

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

As part of the effort to support Tier II Reading and Literacy instruction, Stine will implement small group instruction in class for students needing extra support in reading comprehension, reading fluency, phonics, and phonemic awareness.

To support African-American students scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use data from common formative assessments and Star Reading to determine the identified gaps and support the students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Reading.

**Proposed Expenditures for this Strategy/Activity**

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

5000	Title I, Part A 2100-01: Instructional Aide - Subs	Coverage for absent II Aides.	May 2026
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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier III

Data from students' Individualized Education Plan (IEP), observation, teacher surveys, and academic data identifies a need for students with disabilities to have additional support in the area of Reading and Literacy. Students with disabilities will have extra academic support in the form of pull-out or push-in services. Pull-out services consists of students receiving one-on-one or small group instruction in Reading and Literacy with an Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional to achieve their identified IEP goals. Push-in services consist of the Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional providing instructional support to the student in their general education classroom.

**Proposed Expenditures for this Strategy/Activity**

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

1500	Title I, Part A 1100-01: Certificated Teachers - Subs	Cover IEP and Assessment Analysis Days	May 2026
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 1B Mathematics

By the end of 2025-26, the proficiency rate of all students taking the Star Math district benchmark assessment will increase by 10 percentage points overall.

Through the implementation of strategic and intensive intervention, the proficiency rate of African American students taking the Star Math district benchmark assessment will increase by 10 points from 29.6% to 39.6% by the end of the 2025-26 school year.

Goal 1B will be monitored quarterly by analyzing the proficiency rates from the Star Math assessment. Feedback from staff, student, and parent surveys will be used to evaluate the effectiveness and additional needs. Results from the quarterly Star Math assessment will be used to monitor ongoing student progress.

## Comprehensive Needs Assessment

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.

The SPSA team, which included members of Stine's ILT, ELAC, and SSC, reviewed and analyzed the data results from the Star Math Assessment, parent surveys, student surveys, and teacher surveys to determine the trends and needs for all parents and students in Goal 1B.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of Mathematics that would have the greatest impact on student outcomes if addressed.

#### CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the are of Math, the 2024 California Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to o-81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data the team discovered that there was a need to refocus on Tier I instruction and identify any possible barriers that may be contributing to the decline in the academic achievement of African American Students. To address these needs Stine will to provide consistent opportunities for professional learning and development that support Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. The second area is the need to provide regularly scheduled opportunities for teacher collaboration that would allow for teachers to participate in instructional coaching cycles and deep data analysis of student achievement for the purpose identifying students in need of tiered interventions. This would allow teachers to determine if African American students scoring below grade level were receiving intervention and if their instruction was differentiated to meet their needs in Reading and Math.

#### LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 5, the team determined that there was a need to explore additional training opportunities for the TK curriculum, K-2 reading difficulties screener, and the K-2 phonics program. There is also a need to explore more formal phonics training for the intervention teacher in programs such as LETRS to build the effectiveness of the invention being provided to students. Due to the number of newer teachers and new grade level teams, the need for providing teachers with 10 hours of curriculum development time before the school year began in addition to the 10 hours at the end of the school year. The team identified a continued need for professional development in areas such as designated and integrated ELD, ELA, Math, student progress monitoring (i.e., guided reading and running records), Thinking Maps, Write From the Beginning and Beyond, classroom management, PBIS and Social-Emotional Learning (SEL). Veteran teachers expressed a need for more practice with Math Talks and Math Tasks in addition to professional development in ELA, Math, Universal Design for Learning (UDL), and integrated ELD. Portion of the SWIFT FIA (Sections 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 6.1, 6.2) were also analyzed by the Leadership Team and Intervention team to identify the needs of the school. It was determined that there needed to be a focus on supporting teachers with how to provide enrichment for students instead of only

focusing on students in need of intervention. More opportunities were needed to train teachers on how to support students with an IEP by utilizing the co-plan/co-teach model, and more work needed to be done in the area of culturally responsive teaching practices.

**PARENT COUNCIL/FEEDBACK**

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents.

**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
CA Dashboard: Mathematics Indicator Overall (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students overall was -91.3 points.	2025 California Dashboard will indicate students overall will have a 10 point increase from the prior year in their average distance from standard scores.
CA Dashboard: Mathematics Indicator Subgroup: African American (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students that were African American was -140.1 points.	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
Star Math: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 23.1% of students overall scored at or above the minimum district proficiency level.	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
Star Math: Proficiency Rate: State Benchmark Subgroup: African American (1st-6th grade)	2024-25 Middle of the year data indicated 10.1% of African American students scored at or above the minimum district proficiency level.	By the end of 2025-26 the percentage of African American students scoring at or above the minimum district proficiency level will increase by 10 percentage points.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

All teachers will use the adopted Math curriculum, GO Math, during core instruction. As part of the effort to increase Math achievement amongst all students, Stine will utilize math related materials (e.g., manipulatives, whiteboards, wipeboards, expo markers, number lines, spiral notebooks, binders, etc.) to support the accessibility of Math instruction, improve student achievement in math and reinforce student learning at the strategic and intensive levels of the core. Supplemental material including (but not limited to) Eureka Math Workbooks, Kinder Math materials, and Ready Common Core Math workbooks may be available, upon approval, to support student achievement in math and reinforce student learning at the strategic level. The school will monitor the effectiveness of this strategy by conducting walkthroughs and analyzing Math assessment data.

To support African-American students scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use data from common formative assessments and Star Math to determine the identified gaps and support the students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Math.

### Proposed Expenditures for this Strategy/Activity

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

1103.86	Title I, Part A 4300-00: Supplies & Materials	Purchase of math manipulatives, whiteboards, expo markers, number lines, math journals, spiral notebooks and other related materials and supplies.	January 2026
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL

Applicable During:

In Person (IP)

Strategy/Activity: English Learners – Tier I: Designated English Language Development (D-ELD and Integrated Language Development Supports (I-ELD)

Teachers will use academic language and conversations, manipulatives, and sentence unpacking as well as other evidence-based strategies such as sentence frames, graphic organizers, visual aides, peer collaboration, and group discussions to provide EL students with support and promote language.

**Proposed Expenditures for this Strategy/Activity**

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

2000	Title I, Part A 4300-00: Supplies & Materials	Sentence frames, graphic organizers, visual aides, notebooks, and other related materials	January 2026
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 2 Comprehensive Educational Experience

In 2025-2026, 10% of 5th-grade students will meet or exceed the standard for science as measured by the CA Science Test.

All students will be provided with a well-rounded educational experience that includes access to technology, educational software, upgrading the library, STEAM integration, equitable access to all school courses and activities, and events. Destiny reports will be used to determine the average age of the books in the library. Sign-in sheets from extended learning opportunities will be used to monitor participation. Feedback from staff, student, and parent surveys will be used to evaluate the effectiveness and additional needs. Results from quarterly Star Reading, Star Early Literacy, and Star Math assessment will be used to monitor student progress.

## Comprehensive Needs Assessment

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.

The SPSA team, which included members of Stine's ILT, ELAC, and SSC, reviewed and analyzed the data results from Star Reading, Star Math, Star Early Literacy, Destiny records, parent surveys, student surveys, and teacher surveys to determine the trends and needs for all students in Goal 2.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of comprehensive educational experience that would have the greatest impact on student outcomes if addressed.

## CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the area of Math, the 2024 California Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to -81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data the team discovered that there was a need to refocus on Tier I instruction and identify any possible barriers that may be contributing to the decline in the academic achievement of African American Students. To address these needs Stine will to provide consistent opportunities for professional learning and development that support Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. The second area is the need to provide regularly scheduled opportunities for teacher collaboration that would allow for teachers to participate in instructional coaching cycles and deep data analysis of student achievement for the purpose identifying students in need of tiered interventions. This would allow teachers to determine if African American students scoring below grade level were receiving intervention and if their instruction was differentiated to meet their needs in Reading and Math.

## LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 5, the team determined that there was a need to explore additional training opportunities for the TK curriculum, K-2 reading difficulties screener, and the K-2 phonics program. There is also a need to explore more formal phonics training for the intervention teacher in programs such as LETRS to build the effectiveness of the intervention being provided to students. Due to the number of newer teachers and new grade level teams, the need for providing teachers with 10 hours of curriculum development time before the school year began in addition to the 10 hours at the end of the school year. The team identified a continued need for professional development in areas such as designated and integrated ELD, ELA, Math, student progress monitoring (i.e., guided reading and running records), Thinking Maps, Write From the Beginning and Beyond, classroom management, PBIS and Social-Emotional Learning (SEL). Veteran teachers expressed a need for more practice with Math Talks and Math Tasks in addition to professional development in ELA, Math, Universal Design for Learning (UDL), and integrated ELD. Portion of the SWIFT FIA (Sections 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 6.1, 6.2) were also analyzed by the Leadership Team and Intervention team to identify the needs of the school. It was determined that there needed to be a focus on supporting teachers with how to provide enrichment for students instead of only focusing on students in need of intervention. More opportunities were needed to train teachers on how to support students with an IEP by utilizing the co-plan/co-teach model, and more work needed to be done in the area of culturally responsive teaching practices.

## PARENT COUNCIL/FEEDBACK

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents.

**SUSPENSION**

The analysis of the 2024 CA Dashboard data indicated the over all Suspension Rate at Stine was 1.4% which was a decline of 1.3 points from the previous year. There was also a significant decline in the suspension rate of students with disabilities from 8.5% to 1.2%. African American students also saw a decline from 4.6% to 3.3%. It was determined that the establishment of the Tier II team and it's focus on examining existing informal and formal school disciplinary practices as well as current laws, policies, and regulations was instrumental to the decrease in suspensions overall. Although there was a decrease in the percentage of African American students that were suspended, the team determined that it was important to continue to examine the impact of existing disciplinary policies and practices among African American students and to continue implementing evidence based strategies to address the suspension rates of all students, including African American students.

**ATTENDANCE**

Analysis of the 2024 CA Dashboard attendance data indicated maintained an average Chronic Absenteeism Rate of 28% resulting in an attendance rate of 92%. This was below the 95% expected outcome set the previous year. The team determined that proactive approaches would included implementing Caring Classroom practices, ensuring students had trusted adults they could talk to on campus, establishing positive relationships building activities with students and staff members, and acknowledging class and student attendance achievement. Additional interventions would include holding SART meetings to address attendance concerns, accessing resources to meet the needs of the whole students, and researching other evidence based strategies to improve attendance.

**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
Destiny Average Age of Library Books Report	2003	Increase in average library age by 5 years
Star Reading: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 29.1% of students overall scored at or above the minimum district proficiency level	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 23.1% of students overall scored at or above the minimum district proficiency level.	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
CAASPP Science Performance Indicator	The 2024 CA Dashboard data indicated 100% participation rate	Set a baseline for Science performance
CA Dashboard Absenteeism Indicator: Overall	The 2024 CA Dashboard data indicated 28.8% chronic absenteeism rate overall	Decrease percentage of students that are chronically absent by 5 percentage points (23.8%)

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students including EL Students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

To support the instructional learning and language acquisition of our all students, we will purchase 10 Redcats.

In addition, to support teachers with forming deeper connections with EL students and parents, we will purchase a language translator for each teacher and the office. This resource will be used to teachers and staff member with eliminating language barriers that may impede the academic performance of students and parent participation in their child's education.

#### Proposed Expenditures for this Strategy/Activity

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

3000	Title I, Part A 4400-74: Title 1 - Technology > \$500	Purchase of 10 language translators for teachers and office staff to use for the purpose of mitigating language barriers and 10 Redcats to support instructional delivery.	October 2025
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Educational software and licensing (across other curricular areas)

The schoolwide educational software and licensing uses in addition to what is provided by the district include Scholastic (Scholastic News and Science Spin), Explore Learning products (Reflex Math, Frax, Gizmos and Science4us), Mystery Science, and ESGI (in kindergarten grades). The supplemental strategies currently in place include Moby Max for students that have been identified during the SST process to need additional support and Lexia English for newcomers and EL students in need of support with English language acquisition. For the 2025-2026 school year, the programs listed above will continue and will also purchase and implement Learning A-Z (Raz Kids) schoolwide. This will provide all students with access to interactive leveled eBooks in English and Spanish and provide teachers with access to online running records that let teachers digitally assess their students and monitor their progress. As funds allow, other educational software and licensing may be explored.

The school will monitor the effectiveness of these programs by checking the usage rates and by monitoring the Star Reading and Star Math assessments results during the district's assessment windows.

### Proposed Expenditures for this Strategy/Activity

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

17000	Title I, Part A 5800-89: Software	Purchase of educational software and licenses to include but is not limited to Explore Learning products (Reflex Math, Frax, Gizmos and Science4us), ESGI, Lexia English, Moby Max, Mystery Science, and Learning A-Z (Raz Kids).	September 2025
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5000	Title I, Part A 4300-00: Supplies & Materials	Renewal of Scholastic News and Science Spin licenses.	August 2025
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### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Upgrading the school library to improve student achievement (increasing access, increasing collections and circulation, non-fiction research materials, integrated print, media, technology)

Stine will increase library book circulation to supplement core reading instruction by including the purchase of high-interest books, AR books, increase the number of non-fiction books, increase the number of high-level books in English and Spanish, as well as increase book series completions. Stine will also explore, implement, and increase student and family access to literature through digital lending libraries such as but not limited to myON premium, EPIC, or other digital lending libraries that can be used with a computer, tablet, or smartphone. Specifically focusing on ELs, non-readers, beginning readers, and students with disabilities with audio read-along options and materials in other languages.

#### Proposed Expenditures for this Strategy/Activity

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

5000	Title I, Part A 242400-420000: Library: books, supplies & equipment	Update Library book titles and purchase access to additional literature through digital lending libraries	March 2026
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### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

**Strategy/Activity: Improving Science Education (STEM/STEAM)**

As part of the effort to improve science education and access to STEAM activities, Stine will provide opportunities for teachers to extend student learning through the virtual exploration of scientific events and material related to the core curriculum to increase interest and strengthen reading, writing, and language skills. Teachers will provide all students with opportunities to connect NGSS, the scientific process, and writing to real life by providing hands-on scientific experiments.

Opportunities will be explored to partner with STEM Taught to provide 2 hands on science themed experience for families and students.

**Proposed Expenditures for this Strategy/Activity**

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

1500	Title I, Part A 4300-00: Supplies & Materials	Purchase of hands on science materials	January 2026
5000	Title I, Part A 5800-00: Consultants/Professional Services	Contract with STEM Taught to provide 2 STEM Night activities for Stine families	March 2026

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

EL

Applicable During:

In Person (IP)

**Strategy/Activity: English Learners: Monitoring EL progress, supporting LTELs, integrated ELD across the curriculum, RFEP monitoring**

All EL students will access the curriculum through the use of integrated ELD instructional strategies throughout all core subjects to support student success. Teachers will use evidence-based strategies that focus on listening, speaking, language acquisition,

vocabulary development, comprehension, writing, and reading strategies. Ongoing progress monitoring along with the implementation of rubrics and success criteria will provide students with additional support in reaching learning targets. ELs, LTEL, and RFEP students will be monitored using quarterly Star scores and reclassification criteria.

Explore opportunities for EL students (specifically newcomers and LTELs) to receive additional tutoring before or after school 2 times per week to help support students' ability to reclassify.

**Proposed Expenditures for this Strategy/Activity**

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

1500	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Certificated time-carding for provide tutoring for students during extended hours	May 2026
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**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

TK and incoming Kindergarten students

Applicable During:

In Person (IP)

Strategy/Activity: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs. (Elementary) Strategies for assisting students in the transition from 6th to 7th grade and 8th grade to high school education programs. (Jr. High)

Before the first day of school, Stine will provide opportunities for TK and incoming Kindergarten students to meet their teacher, participate in classroom activities, and tour the campus to help with the transition of students.

**Proposed Expenditures for this Strategy/Activity**

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

1500	Title I, Part A 4300-00: Supplies & Materials	Purchase of Welcome folders, parent CCSS materials, and other related materials and supplies	August 2025
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## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Supplemental Resources (LCFF & Title I as allowable)

As part of the effort to support academic achieve, Stine will implement small group instruction in class for students needing extra support in all core subjects and foundational skills.

As part of the instruction support for learning, we will provide additional academic support through tutoring. Student will be identified for tutoring by identifying students that score below grade level on the Star Math, Star Reading, and Star Early Literacy assessment or have consistently scored below 60% on the grade level's common formative assessments. Selected students will participate in a 4 week cycle of tutoring. At the end of the 4 week cycle, students will be given a post test and exited from tutoring. This additional support will take place outside of the regular school day and will supplement any interventions that take place during the regular school day. The school will monitor the effectiveness of this program by collecting student sign-in sheets and tracking student progress.

### Proposed Expenditures for this Strategy/Activity

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

10000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty for tutoring outside of the regular school day	April 2026
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## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

VL and IP

**Strategy/Activity**

As part of the need to improve reading and math scores and to reinforce science and historical content, we will be providing transportation for all grade levels to educational experiences off campus. These opportunities will support the reinforcement of academic core subjects by supporting the Science Discipline such as but not limited to Life Science, Earth Science, Physical Sciences, Engineering, and Technology as well as History such as but not limited to California History, Ancient Civilizations, US History, Geography and a Child's in Time and Space. Educational Experiences may include, but are not limited to the California Missions, The Science Center, Murry Farms, CALM, the Zoo, Museum of Art, Museum of Tolerance, and the La Brea Tar Pits. Prior to attending attending, teachers will support the learning by connecting the unit of focus with intended destination through a series of lessons. While at these destinations, students will journal what they have learned. To extend students' learning after the event, students will complete a culminating project. We will survey students to assess the value of the experience upon completion of the trip.

**Proposed Expenditures for this Strategy/Activity**

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

20000	Title I, Part A 5800-72: Charter Buses	Pay for transportation to educational experiences off campus	May 2026
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

## Goal 3 Integrated Educational Supports

Stine Elementary will provide all students with a physically and emotionally safe school that is positive and welcoming.

By the end of the 2025-26 school year, Stine will increase their overall attendance from an average of 92% to 95%.

By the end of the 2025-26 school year, Stine will decrease the 3.3% overall suspension rate of African American students by 2 percentage points.

## Comprehensive Needs Assessment

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.

Stine conducts a need assessment with the SPSA team. This team is comprised of members of the leadership team, administrators, coaches and parents. The team reviewed and analyzed the attendance trends from Kern Integrated Data System as well as reviewed feedback from the SWiFT-FIA, parent surveys, teacher surveys, and student surveys to determine the trends and needs for all students in Goal 3.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of integrated educational supports that would have the greatest impact on student outcomes if addressed.

### CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the are of Math, the 2024 California

Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to -81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data the team discovered that there was a need to refocus on Tier I instruction and identify any possible barriers that may be contributing to the decline in the academic achievement of African American Students. To address these needs Stine will provide consistent opportunities for professional learning and development that support Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. The second area is the need to provide regularly scheduled opportunities for teacher collaboration that would allow for teachers to participate in instructional coaching cycles and deep data analysis of student achievement for the purpose identifying students in need of tiered interventions. This would allow teachers to determine if African American students scoring below grade level were receiving intervention and if their instruction was differentiated to meet their needs in Reading and Math.

#### LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 3, the team determined that there was a need to update our core values to reflect Viking STRONG (Safe, Trustworthy, On Task, Nice to Others, Guide with Care). There was a need to have instruction signage throughout the campus that would serve a tool for all staff to use to teach Stine's core values.

The portion of the SWIFT FIA (Sections 4.1, 4.2, 4.3) pertaining to PBIS was analyzed and it was determined that more training in the area of major and minor behaviors along with using the SWIS data system was needed to accurately address behavior problems. MTSS meetings were present but there was a need for resources to be allocated to provide the team with more time to synthesize and analyze behavior data to support student needs.

#### PARENT COUNCIL/FEEDBACK

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents.

#### SUSPENSION

The analysis of the 2024 CA Dashboard data indicated the over all Suspension Rate at Stine was 1.4% which was a decline of 1.3 points from the previous year. There was also a significant decline in the suspension rate of students with disabilities from 8.5% to 1.2%. African American students also saw a decline from 4.6% to 3.3%. It was determined that the establishment of the Tier II team

and it's focus on examining existing informal and formal school disciplinary practices as well as current laws, policies, and regulations was instrumental to the decrease in suspensions overall. Although there was a decrease in the percentage of African American students that were suspended, the team determined that it was important to continue to examine the impact of existing disciplinary policies and practices among African American students and to continue implementing evidence based strategies to address the suspension rates of all students, including African American students.

**ATTENDANCE**

Analysis of the 2024 CA Dashboard attendance data indicated maintained an average Chronic Absenteeism Rate of 28% resulting in an attendance rate of 92%. This was below the 95% expected outcome set the previous year. The team determined that proactive approaches would included implementing Caring Classroom practices, ensuring students had trusted adults they could talk to on campus, establishing positive relationships building activities with students and staff members, and acknowledging class and student attendance achievement. Additional interventions would include holding School Attendance Review Team (SART) meetings to address attendance concerns, accessing resources to meet the needs of the whole students, and researching other evidence based strategies to improve attendance.

**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
CA Dashboard Suspension Rate Indicator: Overall	The 2024 CA Dashboard data indicated 1.4% of students overall were suspended	Decrease percentage of students suspended overall to 1%
CA Dashboard Suspension Rate Indicator: Subgroup: African American	The 2024 CA Dashboard data indicated 3.3% of African American students were suspended	Decrease percentage of African American students suspended by 2 percentage points to 1.3%
CA Dashboard Absenteeism Indicator: Overall	The 2024 CA Dashboard data indicated 28.6% chronic absenteeism rate overall	Decrease percentage of students that are chronically absent by 5 percentage points (23.8%)
KIDS Attendance Rate: Overall	The Spring 2025 data indicated an average attendance rate of 92% overall	Increase the average attendance rate percentage by 3 percentage points (95%)

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

**Strategy/Activity 1**

## **Students to be Served by this Strategy/Activity**

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

Stine will increase student attendance and promote positive behavior by creating a school culture that focuses on building relationships with students, parents, staff, and community members. Stine will also shift its focus from negative reinforcement to restorative practices and teaching students relevant coping strategies, and appropriate responses to conflict. Stine's core values (Safe, Trustworthy, Respectful, On Task, and Nice to Others) will be the center of behavior expectations exhibited by all staff and students.

As a part of the effort to improve school culture and address behaviors that may impact attendance and suspension rates, Stine will establish a diverse Positive Behavioral Interventions and Supports (PBIS) team (under the leadership of the assistant principal) to co-create Stine's PBIS system and practices for Tier I support. The team will meet monthly and be responsible for uncovering the school's strengths and needs by monitoring school and community data, ensuring students receive equitable access to supports, and evaluating the overall effectiveness of the PBIS foundational system. At the end of every quarter the team will meet for a day to monitor progress toward the school's identified goals. The school will monitor the effectiveness of the team by collecting meeting agendas, minutes, and PBIS action plan.

As a part of the effort to increase attendance and lower suspension rates, Stine will purchase Navigate 360 (PBIS Rewards) software to be used as a schoolwide PBIS management system. This tool will be used to collect data such as referrals, major/minor behaviors, the frequency of positive reinforcements, and students that may need Tier II supports such as check in/check out. The incorporation of this system will also allow for communication to happen between teachers, administrators, students, staff members, and parents. that analyze and support the implementation of the PBIS systems on the campus and help promote a positive and safe school climate. The school will monitor the effectiveness of this program by monitoring the usage rate of the program and reviewing attendance and suspension rates monthly.

As a part of the effort to increase attendance and promote a positive school culture, Stine will purchase and implement The Positivity Project schoolwide. This program will be used by teachers and staff members everyday to teach students and parents how to build positive relations by focusing on character strengths that help develop self-awareness and empathy. The school will monitor the effectiveness of the implementation of this program by tracking its usage through walkthrough data.

Additional materials that may be needed to support implementation include, but are not limited to, instruction signage throughout the campus that would serve a tool for all staff to use to teach Stine's core values, poster boards, chart paper, markers, binders, dividers, highlighters, etc.

**Proposed Expenditures for this Strategy/Activity**

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

3000	Title I, Part A 5800-89: Software	Purchase PBIS Rewards from Navigate 360 for 625 students with check in/check out capabilities	August 2025
2000	Title I, Part A 1100-01: Certificated Teachers - Subs	Substitutes for PBIS Team members (2-3 teachers) to meet quarterly for progress monitoring	May 2026
800	Title I, Part A 2200-01: Classified Support - Substitutes	Substitutes for PBIS Team members (1-2 classified staff) to meet quarterly for progress monitoring	May 2026
1750	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty time card PBIS Team members (2-3 teachers) for 1 hour to meet after contracted hours	May 2026
800	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Extra duty time card PBIS Team members (1-2 classified staff) for 1 hour to meet after contracted hours	May 2026
2000	Title I, Part A 4300-00: Supplies & Materials	Purchase of materials (instructional signage, poster boards, chart paper, markers, binders, dividers, highlighters, etc.)	March 2026

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Students With Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

As a part of the effort to decrease suspensions and increase attendance rates at a Tier II level, Stine will provide students with de-escalation spaces located in neutral areas on the campus (e.g., Library, BIA room, etc.) with access to technology such as iPads with calming apps, materials that align to the Multi-Tiered System of Supports (MTSS) model for building self-regulation strategies, targeted social skills lessons, activities to provide students with support in the area of anger management, restorative practices, mindfulness, and other proactive interventions.

As a part of the effort to decrease suspensions amongst Students With Disabilities, Stine will establish a diverse Tier II team to examine existing informal and formal school disciplinary practices as well as current laws, policies, and regulations. The team will meet monthly to examine the impact of existing disciplinary policies and practices on students, especially the most vulnerable. The school will monitor the effectiveness of this effort by monitoring the attendance and suspension rates amongst all students but specifically Students With Disabilities. The team will research and recommend evidence based strategies to address the suspension rates of Students With Disabilities.

As a part of the effort to increase attendance and decrease chronic absenteeism schoolwide, Stine's administration and MTSS team will meet monthly to identify students that show signs of entering the medium absenteeism range as determined by the School Status Attend system used districtwide. The team will conduct outreach efforts to parents to determine barriers to that may be impeding regular attendance and provide access to supports and/or resources that may be available to help mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the changes in attendance rates.

**Proposed Expenditures for this Strategy/Activity**

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

1750	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty time card Tier II Team members (2-3 teachers) for 1 hour to meet after school hours	May 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Materials needed for MTSS strategies such as books, workbooks, journals, and lesson handouts	May 2026

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance

As a part of the effort to decrease suspension and increase attendance at a Tier III level, Stine's administration and MTSS team will meet monthly to identify students that show signs of entering into the chronic absenteeism range as determined by the School Status Attend system used districtwide and identify students that have a high number of suspensions. The team will identify trends, possible barriers and recommend evidence based strategies as well as district resources that may be available to mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the changes in attendance and suspension rates.

**Proposed Expenditures for this Strategy/Activity**

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

2000	Title I, Part A 1100-01: Certificated Teachers - Subs	Sub to analyze attendance data	May 2026
2000	Title I, Part A 4300-00: Supplies & Materials	Materials cost	May 2026

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

## Goal 4 Family & Community Engagement

By the end of 2025-26 school year, Stine will increase the opportunities for families to feel welcomed, be informed, and provide their input utilizing two-way communication by offering monthly (5) opportunities for parent and family engagement activities throughout the year.

## Comprehensive Needs Assessment

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.

The SPSA team, which included members of Stine's ILT, ELAC, and SSC, reviewed and analyzed the data results from attendance rates gathered from sign-in sheets, parent surveys, student surveys, and teacher surveys to determine the trends and needs for all parents and students in Goal 4.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWIFT-FIA, TFI, STAR Math/Reading, CAASPP, KIDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of family and community engagement that would have the greatest impact on student outcomes if addressed.

### CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the are of Math, the 2024 California Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to o-81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data the team discovered that there was a need to inform parents of the grade level academic expectations in Reading and Math, the strategies that are being used to in Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning to address student achievement gaps, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. There was also a need to provide opportunities for parents to have open dialogue regarding student achievement and training to support parents with how to help at home.

#### LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 4, the team determined that there was a need to provide parents with more school and family engagement activities during the day where the parent and student could be involved. There was also a need to offer more than one academic themed activity per year (STEM Night, Math Night, Literacy Night). Finally, the team discussed barriers that may be prohibiting some of our families of English Learners and suggested that more resources be put into providing English classes for Spanish speaking parents.

#### PARENT COUNCIL/FEEDBACK

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents. Feedback from the Family and Community Engagement portion of the SWIFT FIA (Sections 7.1, 7.2, 8.1, 8.2) identified the need for more information be provided to parents regarding the community partnerships and resources that are available to support families in need. There was also a need for more training to be offered to parents with a desire to volunteer to help in classrooms.

#### SUSPENSION

The analysis of the 2024 CA Dashboard data indicated the over all Suspension Rate at Stine was 1.4% which was a decline of 1.3 points from the previous year. There was also a significant decline in the suspension rate of students with disabilities from 8.5% to 1.2%. African American students also saw a decline from 4.6% to 3.3%. It was determined that the establishment of the Tier II team and it's focus on examining existing informal and formal school disciplinary practices as well as current laws, policies, and regulations was instrumental to the decrease in suspensions overall. Although there was a decrease in the percentage of African American students that were suspended, the team determined that it was important to continue to examine and educate parents and staff members on the impact of existing discipline practices at school and the evidence based strategies used to address the suspension rates of all students.

#### ATTENDANCE

Analysis of the 2024 CA Dashboard attendance data indicated maintained an average Chronic Absenteeism Rate of 28% resulting in an attendance rate of 92%. This was below the 95% expected outcome set the previous year. The team determined that there was a need to educate parents on the importance of daily attendance and its affect on student achievement, the schoolwide implementation of the Caring Classroom practice, the step the school is taking to ensure students have trusted adults they can talk to on campus, how we are establishing positive relationships building activities with students and staff members, and the ways Stine acknowledges class and student attendance achievement. Additional interventions would include holding SART meetings with parents to address attendance concerns, accessing resources to meet the needs of the whole students, and researching other evidence based strategies to improve attendance.

### 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
Title I Parent Survey: I am confident in my ability to make sure Stine meets my child(s) learning needs?	67% of parents agree or strongly agree	Increase the percentage of parents that agree or strongly agree by 15 percentage points.
Title I Parent Survey: Are you aware of what your child is expected to learn in all subject areas?	76% of parents responded, yes	Increase the percentage of parents that are aware of what their child is expected to learn by 15 percentage points.
EL Parent Needs Assessment Survey: I am notified of opportunities to attend parent workshops and school meetings.	86.4% of parents responded, almost always	Increase the percentage of parents that agree or strongly agree by 5 percentage points.
EL Parent Needs Assessment Survey: To what extent do you understand the academic support your child receives as an English Learner?	80% of parent responded, I fully understand	Increase the percentage of parents that fully understand by 5 percentage points.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students, African American

Applicable During:

VL and IP

**Strategy/Activity: Parent Engagement Activities**

As part of the effort to increase parent education and increase the opportunities for parents to provide two-way communication, Stine will offer at least one parent engagement activity per month. These planned events include (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys.

During the school year, Stine will explore opportunities to develop an African-American Advisory Committee led by the principal with the support of the academic coach and teachers. The purpose of this strategy is to increase parent involvement and inform parents about subgroup-specific educational data and trends, how to become active participants in their child's education and provide strategies to promote student academic success. Meetings will be offered once a quarter during the school year. To monitor this goal we will collect sign-in sheets, meeting agendas, meeting calendar, and track the percentage of parent participation. Parent surveys will be used to collect feedback.

**Proposed Expenditures for this Strategy/Activity**

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

1511	Title I, Part A Parent Engagement 5800-00: Consultants/Professional Services	Move with Me	May 2026
700	Title I, Part A Parent Engagement 4300-00: Supplies & Materials	Purchase of parent education and workshop light refreshments and materials that support (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers.	March 2026

500	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing and duplication of materials for (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers.	March 2026
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## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL students

Applicable During:

VL and IP

Strategy/Activity: Parent Engagement Activities Specific to English Learners

As part of the effort to increase opportunities for EL parent participation in parent engagement activities, Stine will provide EL parents with parent workshops in (English and Spanish) that would focus on a variety of topics including (but not limited to) how to navigate school apps, using classroom programs, parent-teacher communication, guest speakers, college prep, EL Re-designation, ELPAC assessments, and transitions to junior high school. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys.

### Proposed Expenditures for this Strategy/Activity

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

500	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Provide interpreters for parent engagement activities to include (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers.	May 2026
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500	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Translation of material and other related materials related to (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers.	May 2026
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources

GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.

GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.

GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

## Goal 5 Professional Development Plan

By the end of 2025-26, 100% of teachers will participate in or have access to site based professional learning/professional development opportunities aimed to build teacher capacity and efficacy, support collaboration, encourage equitable practices, and equip teachers to meet the diverse needs of all students at Stine Elementary.

Increase the academic achievement of Students With Disabilities and African American students in Reading and Math by providing professional development and training in delivering effective first instruction and intervention in both areas.

By the end of 2025-26, 80% - 100% of teachers will receive professional development and professional learning opportunities focused on Tier I behavior practices, equitable discipline, and restorative justice to support a decrease in the suspension rate of African American students.

The administration and coaching team will maintain and monitor this goal by collecting data through walkthroughs to monitor implementation, professional learning sign-in sheets to monitor staff participation, meeting agendas to guide and monitor collaboration expectations, site calendar and schedules of professional learning, trainings, and collaborations to monitor school-wide implementation. Staff survey feedback from professional learning will be used to evaluate teachers' feeling of efficacy and evaluation of Star data to determine overall success.

## Comprehensive Needs Assessment

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.

Our comprehensive needs assessment was conducted by the SPSA team. This team included members of Stine's ILT, ELAC, and SSC. During this meeting the team reviewed and analyzed the results from data collected to monitor this goal. The data reviewed included the SWiFT-FIA, professional learning surveys, parent surveys, student surveys, teacher surveys, Running Records, Star Reading, Star Math, and Star Early Literacy scores. The team identified trends and determined the effectiveness of existing strategies. The team determined if the existing strategies needed to be revised, removed, or if a new strategy was needed to meet the needs of all students.

## Identified Need

A description of any areas that needs significant improvement based on a review of the CA Dashboard and local data (i.e. SWiFT-FIA, TFI, STAR Math/Reading, CAASPP, KiDS, etc.), including any areas of low performance and significant performance gaps among student groups on Dashboard indicators and any steps taken to address those areas.

Analysis of the following data used in the comprehensive needs assessment revealed the critical needs in the area of professional learning and professional development that would have the greatest impact on student outcomes if addressed.

### CAASPP: READING AND MATH

The 2024 California Dashboard Reading data indicated that the average distance from standard for Stine 3rd-6th grade students overall was -57 points. This was a decline from the previous -42.3 points the previous year. Although there was an increase in the achievement scores of English Learners (-66 points to -51.7 points), Students With Disabilities (-120.4 point to -140.3 point) and African American students (-72.2 points to -90.5 points) saw a significant decline in Reading. In the are of Math, the 2024 California Dashboard data indicated the average distance from standard for Stine 3rd-6th grade students overall was -91.3 points. This was a decline from the previous -77.1 points the previous year. Although Students With Disabilities (-143.9 to -145.8) and English Learners (-81.3 to o-81.4) maintained their points they still performed low. There was a decline in the average distance from standard among Socioeconomically Disadvantaged students (-79.5 to -92.4) and a significant decline among African American students (-112.4 to -140.1).

In analyzing this data the team discovered that there was a need to refocus on Tier I instruction and identify any possible barriers that may be contributing to the decline in the academic achievement of African American Students. To address these needs Stine will to provide consistent opportunities for professional learning and development that support Tier I "first teach" instruction in English Language Arts, Reading, Mathematics, Social Emotional Learning, in addition to effective academic strategies (CRA models, Math Tasks, Math Talks, Guided Reading, etc.) in all grade levels to ensure access to core subject matter among all learners. The second area is the need to provide regularly scheduled opportunities for teacher collaboration that would allow for teachers to participate in instructional coaching cycles and deep data analysis of student achievement for the purpose identifying students in need of tiered interventions. This would allow teachers to determine if African American students scoring below grade level were receiving intervention and if their instruction was differentiated to meet their needs in Reading and Math.

### LEADERSHIP TEAMS

The February and March 2025 Instructional Leadership Team analyzed the implementation of the 2024 SPSA goals. In the review of Goal 5, the team determined that there was a need to explore additional training opportunities for the TK curriculum, K-2 reading difficulties screener, and the K-2 phonics program. There is also a need to explore more formal phonics training for the intervention teacher in programs such as LETRS to build the effectiveness of the intervention being provided to students. Due to the number of newer teachers and new grade level teams, the need for providing teachers with 10 hours of curriculum development time before the school year began in addition to the 10 hours at the end of the school year. The team identified a continued need for professional development and training in areas such as designated and integrated ELD, ELA, Math, student progress monitoring (i.e., guided reading and running records), Thinking Maps, Write From the Beginning and Beyond, classroom management, PBIS (for new and veteran staff members) and Social-Emotional Learning (SEL). Veteran teachers expressed a need for more practice with Math Talks and Math Tasks in addition to professional development in ELA, Math, Universal Design for Learning (UDL), and integrated ELD. Portion of the SWIFT FIA (Sections 1.1, 1.2, 3.1, 3.2, 3.3, 5.1, 6.1, 6.2) were also analyzed by the Leadership Team and Intervention team to identify the needs of the school. It was determined that there needed to be a focus on supporting teachers with how to provide enrichment for students instead of only focusing on students in need of intervention. More opportunities were needed to train teachers on how to support students with an IEP by utilizing the co-plan/co-teach model, and more work needed to be done in the area of culturally responsive teaching practices.

#### PARENT COUNCIL/FEEDBACK

Parent feedback during the School Site Council meetings, ELAC meetings, and Title I Parent Survey revealed there was still a need to explore more opportunities for parents and staff members to participate in professional learning that educates and promotes equity and student achievement for students with diverse cultural, racial, and linguistic backgrounds. The council determined that there was a need for parents to have more opportunities for parents to learn on campus with their student. The Title I Parent Survey recommended more support be offered to parents in the areas of how to help with homework, alternative ways to resolve conflict, more family oriented activities during the year, and more training for staff on how to work with parents.

#### SUSPENSION

The analysis of the 2024 CA Dashboard data indicated the over all Suspension Rate at Stine was 1.4% which was a decline of 1.3 points from the previous year. There was also a significant decline in the suspension rate of students with disabilities from 8.5% to 1.2%. African American students also saw a decline from 4.6% to 3.3%. It was determined that the establishment of the Tier II team and it's focus on examining existing informal and formal school disciplinary practices as well as current laws, policies, and regulations was instrumental to the decrease in suspensions overall. Although there was a decrease in the percentage of African American students that were suspended, the team determined that it was important to continue to examine the impact of existing disciplinary policies and practices among African American students and to continue implementing evidence based strategies to address the suspension rates of all students, including African American students.

#### ATTENDANCE

Analysis of the 2024 CA Dashboard attendance data indicated maintained an average Chronic Absenteeism Rate of 28% resulting in an attendance rate of 92%. This was below the 95% expected outcome set the previous year. The team determined that proactive approaches would included implementing Caring Classroom practices, ensuring students had trusted adults they could talk to on

campus, establishing positive relationships building activities with students and staff members, and acknowledging class and student attendance achievement. Additional interventions would include holding SART meetings to address attendance concerns, accessing resources to meet the needs of the whole students, and researching other evidence based strategies to improve attendance.

## 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
CA Dashboard: English Language Arts Indicator Overall (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students overall was -57 points.	2025 California Dashboard will indicate students overall will have a 10 point increase from the prior year in their average distance from standard scores.
CA Dashboard: English Language Arts Indicator Subgroup: African American (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students that were African American was - 90.5 points	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
CA Dashboard: English Language Arts Indicator Subgroup: Students With Disabilities (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students that were African American was - 140.3 points	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
Star Reading: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 29.1% of students overall scored at or above the minimum district proficiency level	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
Star Reading: Proficiency Rate: State Benchmark Subgroup: African American (1st-6th grade)	2024-25 Middle of the year data indicated 19.1% of African American students scored at or above the minimum district proficiency level	By the end of 2025-26 the percentage of African American students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
CA Dashboard: Mathematics Indicator Overall (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students overall was -91.3 points.	2025 California Dashboard will indicate students overall will have a 10 point increase from the prior year in their average distance from standard scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Mathematics Indicator Subgroup: African American (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students that were African American was -140.1 points.	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
CA Dashboard: Mathematics Indicator Subgroup: Students With Disabilities (3rd-6th grade)	2024 California Dashboard data indicated the average distance from standard for students overall was -145.8 points.	2025 California Dashboard will indicate African American students will have a 10 point increase from the prior year in their average distance from standard scores.
Star Math: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2024-25 Middle of the year data indicated 23.1% of students overall scored at or above the minimum district proficiency level.	By the end of 2025-26 the percentage of students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
Star Math: Proficiency Rate: State Benchmark Subgroup: African American (1st-6th grade)	2024-25 Middle of the year data indicated 10.1% of African American students scored at or above the minimum district proficiency level.	By the end of 202-26 the percentage of African American students scoring at or above the minimum district proficiency level will increase by 10 percentage points.
CA Dashboard Suspension Rate Indicator: Overall	The 2024 CA Dashboard data indicated 1.4% of students overall were suspended	Decrease percentage of students suspended overall to 1%.
CA Dashboard Suspension Rate Indicator: Subgroup: African American Students	The 2024 CA Dashboard data indicated 3.3% of students with disabilities were suspended	Decrease percentage of African American students suspended by 2 percentage points to 1.3%.
CA Dashboard Absenteeism Indicator: Overall	The 2024 CA Dashboard data indicated 28.6% chronic absenteeism rate overall	Decrease percentage of students that are chronically absent by 5 percentage points (23.8%).
KIDS Overall	The Spring 2025 data indicated an average attendance rate of 92.5% overall	Increase the average attendance rate percentage by 3 percentage points (95%).

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Learning: Grade/Department Level Collaboration, Professional Reading - all curricular areas (Teachers and Support Staff)

To support teachers' ability to meet the diverse needs of all students, Stine will provide each grade level scheduled collaboration days every quarter for the purpose of analyzing district and common formative assessment data to develop a strategic plan on how to best support students at, near, and below grade level. As funds allow, additional opportunities for grade level training and collaboration that align with the identified professional development need in this plan will be explored. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through informal walkthroughs.

At the beginning (August) and end (June) of the school year as funds allow, teachers will be offered the opportunity to participate in 10 hours or more of grade-level collaboration time to evaluate the overall success of the academic year, participate in curriculum/assessment development, align supplemental materials to core curriculum, and to and make adjustments to their instructional practices for the new year.

In the effort to build teacher capacity and inform teachers of best practices, Stine will provide teachers with at least 2 opportunities to participate in professional learning through book studies or professional readings outside of their contracted hours during the school year. These opportunities will be used to support teachers with learning and implementing evidence based strategies and practices to reach the various needs of all students. Book titles may include (but are not limited to) Impact Teams, Building Thinking Classrooms, Collaborative Teams that Transforms Schools, Number Talks, Principles in Action, Culturally Responsive Teaching and the Brain, Street Data, The Human Side of Change, and the PBIS Tier One Handbook. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, tracking the participation rates of teachers and staff, and through informal walkthroughs.

### Proposed Expenditures for this Strategy/Activity

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

8000	Title I, Part A 4200-00: Books - Other Than Textbooks	Purchase of books titles, manuals, and books related to trainings for trainings and professional learning	March 2026
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5000	Title I, Part A 1100-01: Certificated Teachers - Subs	Certificated substitutes for ongoing grade level collaboration, data dives, observations, curriculum development, and training opportunities during the year.	May 2026
15000	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty pay for training for professional learning and collaboration at the beginning and end of the year outside of contract hours	May 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Purchase of training related materials (folders, binders, poster boards, chart paper, consumable materials, etc.)	January 2026

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Professional Development: Consultants, Conferences – all curricular areas (Teachers and Instructional Support Staff)

To support the site's need to strengthen Reading and Math instruction, Stine's teachers will participate in training provided by district partners that focuses on strengthening Tier I instructional practices. Training will focus on a structured approach to lesson planning that incorporates clear learning objectives, differentiated instruction, and the use of manipulatives to deliver high-quality instruction to maximize student learning and minimize the need for reteaching. The training will also focus on ways to enhance instructional delivery through engaging and interactive teaching methods that promote student understanding and participation as well as facilitate meaningful discussions that promote critical thinking, communication, and collaboration among students. Teachers will also develop proficiency in designing and administering assessments that accurately measure student learning and inform instructional decisions and strengthen skills in collecting, analyzing, and interpreting data to evaluate student progress and inform instructional practices. The school will monitor the effectiveness of this strategy by monitoring student assessment data, collecting sign-in sheets, agendas, and collecting informal walkthrough data.

As a part of the need to build teachers' capacity in how to help students build the cognitive skills needed to become better thinkers, Stine will also explore opportunities to have a certified Write From the Beginning and Beyond trainer provide professional development in the implementation of Thinking Maps. This strategy will support the need to help students build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success. The school will monitor the effectiveness of this strategy by collecting sign-in sheets, agendas, and collecting informal walkthrough data.

As funds allow, Stine will explore the opportunity to send representatives to various conferences and trainings for the purpose of training the staff. The subjects of these conferences and trainings may include (but are not limited to) Math, Science, Technology, VAPA, PBIS, UDL, PLC, Equity, Inclusion, Diversity, SEL, ELA, ELD, Literacy, Leadership Development, and supporting students with disabilities and/or English learners (PIQE).

**Proposed Expenditures for this Strategy/Activity**

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

18000	Title I, Part A 5800-00: Consultants/Professional Services/Licensing	Consultant Agreements	March 2026
10776.75	Title I, Part A 5200-00: Travel & Conference	Related conference registrations and travel expenditures	March 2026
1000	Title I, Part A 4300-00: Supplies & Materials	Related materials and supplies (chart paper, markers, journals, clip boards, etc.)	March 2026
3000	Title I, Part A 1100-01: Certificated Teachers - Subs	Certificated subs for teachers attending trainings/PD	May 2026
1000	Title I, Part A 2200-01: Classified Support - Substitutes	Classified subs for staff members attending trainings/PD	May 2026

# Goal 6 Staffing and Duties

Instructions: Complete for every supplemental support staff position in direct service to students, position title only (no names). If a position is multifunded, more than one line should be used. For single positions that have multiple people funded exactly the same, use only one line, indicate the total number of positions, and estimate the total cost for all positions. For example, 3 Instructional/Intervention aide positions, all funded the same, should be placed on one line and the estimated total cost of all 3 indicated.

Administrators will consult with the Consolidated Programs Staff Accountant for assistance to complete this section accurately.

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.5	Instructional Intervention Teacher	48511	Title I, Part A	1100-00: Certificated Teachers - Salary	Results from the CNA indicated that students needed more support in the area of strategic and intensive intervention in Math and Reading due to the large number of students scoring near grade level in both subjects. Staff also need additional training and professional development in reading and math intervention strategies to support student learning.	Goal 1A, Goal 1B, Goal 5	Assist in implementing targeted instruction and interventions for students based on assessments. Provide individual or group instruction, monitor progress, analyze data, maintain records, support student motivation, behavior, and academic success. Prepare materials, share resources, participate in Professional Learning Communities, and collaborate with students, teachers, and specialized staff.
1	1	Academic Coach	116043	LCFF- District	1100-00: Certificated Teachers - Salary	Results from the CNA indicated that students need support in number sense and the foundation of math. Teachers need additional support and training in how to strengthen their math instruction. As a result, it was found that there was a need for an additional	Goal 1B, Goal 4, Goal 5	Provide training and professional development to teachers, aides, and parents in the area of math. Provide support to students, aides, and teachers in the area of math intervention. Collaborate with 2nd academic coach in other content areas, intervention,

						Academic Coach that focuses on math and support the 2nd Academic Coach in literacy.		OFC, and providing parent support.
2	.3750	Instructional Intervention Aide	22114	Title I, Part A	2100-00: Instructional Aide - Salaries	Results from the CNA indicated that students and teachers need additional support in area of reading and math intervention due to the large number of students that need support.	Goal 1A	Assist teacher with small group instruction, intervention, and providing the teacher with instructional support in ELA and Math.
1	1.0000	Elementary Assistant Principal	138261	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	Support with PBIS and help monitor student behavior.	Goal 2, Goal 3	Support with PBIS, help monitor student behavior, provide support in the area of student attendance, and suspensions.
1	.5	Instructional Intervention Teacher	48511	LCFF- District	1100-00: Certificated Teachers - Salary	Results from the CNA indicated that students needed more support in the area of strategic and intensive intervention in Math and Reading due the the large number of students scoring near grade level in both subjects. Staff also need additional training and professional development in reading and math intervention strategies to support student learning.	Goal 1A, Goal 1B, Goal 5	Assist in implementing targeted instruction and interventions for students based on assessments. Provide individual or group instruction, monitor progress, analyze data, maintain records, support student motivation, behavior, and academic success. Prepare materials, share resources, participate in Professional Learning Communities, and collaborate with students, teachers, and specialized staff.
		Benefits - Title	23626.47	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	117055.36	LCFF- District	3000-00: Employee Benefits			
		Benefits - Variable	12648	Title I, Part A	3100-00: Substitute/E xtra Duty			

					Benefits (variable)			
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## SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	<u>12/17/24, 1/28/25</u>
X	Title I Review Committee	Date(s)	<u>3/12/25</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name &amp; Date(s)</i>		<u>2/12/25, 3/12/25</u>
	Leadership Team		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

**Attested by the following SSC members present:**

	Member Name	Term		Role	Signature
		Begin	End		
1.	Monica Hicks-Stout	N/A	N/A	Principal	
2.	Mark Majewski	Fall 2024	Fall 2026	Classroom Teacher	
3.	Linda Kellogg	Fall 2023	Fall 2025	Classroom Teacher	
4.	Elizabeth Ortega Vargas	Fall 2024	Fall 2026	Classroom Teacher	
5.	Marcos Heredia	Fall 2023	Fall 2025	Other Staff	
6.	Bianca Rold	Fall 2024	Fall 2026	Parent	
7.	Yazmin Bastida	Fall 2024	Fall 2026	Parent	
8.	Yesica Vega	Fall 2024	Fall 2026	Parent	
9.	Natalie Tidwell	Fall 2023	Fall 2025	Parent	
10.	Kemmonae Jenkins	Fall 2023	Fall 2025	Parent	

**The SPSA was adopted by the SSC at a public meeting on:**

# SPSA Annual Review: for School Year 2024-25

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

## Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Students have the opportunity to have access to class book sets, core literature titles, and group reading material in their classroom to participate in literature circles, book studies, and core literature activities. Opportunities for leveled reading printed materials will also be provided for primary students to use in class and at home to reinforce core reading concepts. All students will have the opportunity to develop their reading skills by having access to Guided Reading leveled reading materials in their classroom that is at and above their individual reading level as determined by their running record data and Star Reading assessment scores. Assessment materials for Next Steps to Guided Reading will be provided to support data collection of student progress. All students will focus on language acquisition and spelling patterns through the use of sound spelling cards, academic conversations,</p>	<p>Teachers received training in Guided Reading strategies. As a result, teachers were more confident and consistent with conducting running records and analyzing students errors during reading. A more systematic approach was used during intervention in the form of a "walk to learn model." The materials used to service students included UFLI with K-2nd grade and 95% Group with 3rd-6th grades. More students were able to exit intervention and received extra support from their teacher. We will continue this strategy and focus on strengthening the efficacy of all staff members providing intervention.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 1500</p> <p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 500</p>	

<p>and other related strategies.</p> <p>Instructional aides support classes by supporting small groups of students that have an identified need in foundations of balanced literacy, supporting guided reading, and supporting ELA intervention.</p>		
<p>All EL students will receive 30 minutes of designated ELD daily in groups of 4 to 6 students. Teachers will also provide EL students with integrated ELD instructional strategies throughout all core subjects to support student success in Reading. Teachers will use evidence-based strategies such as sentence frames, graphic organizers, visual aids, peer collaboration, and group discussions to provide students with support and promote the language. Core instruction provided by the teacher will also include integrated ELD strategies, a focus on listening, speaking, academic language, content vocabulary, comprehension, writing, and reading strategies.</p>	<p>All classes provided 30 minutes of required designated ELD instruction. Schedules were synchronized within the grade levels to ensure ELD students were placed in groups that had similar levels. Teachers used evidence based strategies to provide students with support and promote language acquisition. As a result, 10 students were able to reclassify. Newcomers and ELD students scoring at a level 1 received access to Lexia English. We will continue with this strategy and provide additional resources and materials to support this goal.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 500</p>
<p>As part of the effort to support Tier II Reading and Literacy instruction, Stine will implement small group instruction in class for students needing extra support in reading comprehension, reading fluency, phonics, and phonemic awareness.</p> <p>To support African-American students</p>	<p>There is still a need to continue to focus on Tier II supports in Reading/Language Arts. Student gaps have been identified and addressed during DIGs time. Data shows that students have experienced some growth but more supports are needed for students to experience significant growth. This is the same</p>	

<p>scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use data from common formative assessments and Star Reading to determine the identified gaps and support the students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Reading.</p>	<p>for African-American students. This strategy and service is ongoing and more research based strategies will be observed to support student success.</p>	
<p>Data from students' Individualized Education Plan (IEP), observation, teacher surveys, and academic data identifies a need for students with disabilities to have additional support in the area of Reading and Literacy. Students with disabilities will have extra academic support in the form of pull-out or push-in services. Pull-out services consists of students receiving one-on-one or small group instruction in Reading and Literacy with an Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional to achieve their identified IEP goals. Push-in services consist of the Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional providing instructional support to the student in their general education classroom.</p>	<p>This strategy and service is ongoing and necessary for the success of students.</p>	
<b>Total Amounts:</b>		

## Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>All teachers will use the adopted Math curriculum, GO Math, during core instruction. As part of the effort to increase Math achievement amongst all students, Stine will purchase math related materials (e.g., manipulatives, whiteboards, wipeboards, expo markers, number lines, calculators, spiral notebooks, colored ink pens, highlighters, binders, dividers, planners, etc.) to support the accessibility of Math instruction, improve student achievement in math and reinforce student learning at the strategic and intensive levels of the core. Supplemental material including (but not limited to) Eureka Math Workbooks, Kinder Math materials, and Ready Common Core Math workbooks may be available, upon approval, to support student achievement in math and reinforce student learning at the strategic level. The school will monitor the effectiveness of this strategy by conducting walkthroughs and analyzing Math assessment data.</p> <p>To support African-American students scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use</p>	<p>The team recommended to continue with the use of materials to support math instruction such as manipulatives, whiteboards, and math journals. Supplemental materials such as Eureka Math, Ready Common Core, and Kinder Math were determined to be effective resources.</p> <p>Due to scheduling difficulties and the large number of students struggling with Number Sense and math fluency, we were not able to strategically provide intensive intervention for our African-American students struggling in Mathematics. It was determined that there was a need to explore a more systematic approach to providing Math intervention. We will explore opportunities to have all teachers dedicate 25-30 minutes in their daily schedule to provide math intervention groups. Focus areas would include but not be limited to math fact fluency, place value, rounding, and regrouping.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 1000</p>	

<p>data from common formative assessments and Star Math to determine the identified gaps and support the students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Math.</p>			
<p>Teachers will use academic language and conversations, the CRA method, and sentence unpacking as well as other evidence-based strategies such as sentence frames, graphic organizers, visual aides, peer collaboration, and group discussions to provide EL students with support and promote language.</p>	<p>This strategy and service is ongoing and necessary for the success of students.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 500</p>	
<p style="text-align: right;"><b>Total Amounts:</b></p>			

## Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>To support the instructional learning and language acquisition of our EL students, we will purchase microphoned headphones and mice to be used with the students' Chromebook. These resources will be used to support software programs such as Lexia English and the ELPAC that require students to orally respond to the program and practice speaking skills. The school will monitor the effectiveness of this strategy by reviewing the progress of all EL students on the Star Reading and Star Math assessments results during the district's assessment windows and on the achievement levels on the ELPAC.</p> <p>In addition, to support teachers with forming deeper connections with EL students and parents, we will purchase a language translator for each teacher and the office. This resource will be used to teachers and staff member with eliminating language barriers that may impede the academic performance of students and parent participation in their child's education.</p>	<p>We do not need to continue to purchase headphones with mics but instead need to focus on purchasing translators to bridge the language barriers between teachers and parents.</p>	<p>4300-74: Title 1 - Technology &lt; \$500 Title I, Part A 2000</p> <p>4400-74: Title 1 - Technology &gt; \$500 Title I, Part A 3000</p>	
<p>The schoolwide educational software and licensing uses in addition to what is provided by the district include Scholastic</p>	<p>The team decided that this strategy was to be kept. In addition to the listed programs there was a need to also include the</p>	<p>5800-89: Software Title I, Part A 18000</p>	

<p>(Scholastic News and Science Spin), Explore Learning products (Reflex Math, Frax, Gizmos and Science4us), and ESGI (in kindergarten grades).</p> <p>The supplemental strategies currently in place include Moby Max for students that have been identified during the SST process to need additional support and Lexia English for newcomers and EL students in need of support with English language acquisition.</p> <p>For the 2024-2025 school year, the programs listed above will continue and will also purchase and implement Learning A-Z (Raz Kids) schoolwide. This will provide all students with access to interactive leveled eBooks in English and Spanish and provide teachers with access to online running records that let teachers digitally assess their students and monitor their progress.</p> <p>The school will monitor the effectiveness of these programs by checking the usage rates and by monitoring the Star Reading and Star Math assessments results during the district's assessment windows.</p>	<p>extension programs in PBIS Rewards to support the monitoring of student behaviors and referrals. Although we did not renew Learning A-Z (Raz Kids), it was determined that there was a need for these additional programs that students could use at home.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 6000</p>	
<p>Stine will increase library book circulation to supplement core reading instruction by including the purchase of high-interest books, AR books, increase the number of non-fiction books,</p>	<p>The increase in the types of books and the number of high interest books available in the library resulted in more students participating in Battle of the Books, an increase of students participating in</p>	<p>242400-420000: Library: books, supplies &amp; equipment Title I, Part A 5000</p>	

<p>increase the number of high-level books in English and Spanish, as well as increase book series completions. Stine will also explore, implement, and increase student and family access to literature through digital lending libraries such as but not limited to myON premium, EPIC, or other digital lending libraries that can be used with a computer, tablet, or smartphone. Specifically focusing on ELs, non-readers, beginning readers, and students with disabilities with audio read-along options and materials in other languages.</p>	<p>Accelerated Reader activities, and more students checking out books in their free time. We will continue to invest in our school library to support student literacy.</p>		
<p>As part of the effort to improve science education and access to STEAM activities, Stine will provide opportunities for teachers to extend student learning through the virtual exploration of scientific events and material related to the core curriculum to increase interest and strengthen reading, writing, and language skills. Teachers will provide all students with opportunities to connect NGSS, the scientific process, and writing to real life by providing hands-on scientific experiments.</p>	<p>It was determined that there was a need to put more focus on providing students with STEM activities and access. This strategy will continue to be supported to benefit student success.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 2000</p>	
<p>All EL students will access the curriculum through the use of integrated ELD instructional strategies throughout all core subjects to support student success. Teachers will use evidence-based strategies that focus on listening,</p>	<p>Materials used to support ELD and providing EL students with the opportunity to participate in additional tutoring yielded positive results. This strategy will continue to be supported to benefit student success.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 500</p>	
		<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 1000</p>	

<p>speaking, language acquisition, vocabulary development, comprehension, writing, and reading strategies. Ongoing progress monitoring along with the implementation of rubrics and success criteria will provide students with additional support in reaching learning targets. ELs, LTEL, and RFEP students will be monitored using quarterly Star scores and reclassification criteria.</p> <p>Explore opportunities for EL students (specifically newcomers and LTELs) to receive additional tutoring before or after school 2 times per week to help support students' ability to reclassify.</p>		
<p>Before the first day of school, Stine will provide opportunities for TK and incoming Kindergarten students to meet their teacher, participate in classroom activities, and tour the campus to help with the transition of students.</p>	<p>TK students that participated in before the school year activities were more confident and ready to attend school. This strategy will continue in the future.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A 1500</p>
<p>As part of the effort to support academic achieve, Stine will implement small group instruction in class for students needing extra support in all core subjects and foundational skills.</p> <p>As part of the instruction support for learning, we will provide additional academic support through tutoring. Student will be identified for tutoring by identifying students that score below grade level</p>	<p>This year, 7 teachers participated in providing students with academic tutoring outside of the regular instructional day. Students participating in tutoring saw an increase in skills as determined by their post assessments. We will continue to support this strategy to support student learning.</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 10000</p>

<p>on the Star Math, Star Reading, and Star Early Literacy assessment or have consistently scored below 60% on the grade level's common formative assessments. Selected students will participate in a 4 week cycle of tutoring. At the end of the 4 week cycle, students will be given a post test and exited from tutoring. This additional support will take place outside of the regular school day and will supplement any interventions that take place during the regular school day. The school will monitor the effectiveness of this program by collecting student sign-in sheets and tracking student progress.</p>		
<p>As part of the need to improve reading and math scores and to reinforce science and historical content, we will be providing transportation for all grade levels to educational experiences off campus. These opportunities will support the reinforcement of academic core subjects by supporting the Science Discipline such as but not limited to Life Science, Earth Science, Physical Sciences, Engineering, and Technology as well as History such as but not limited to California History, Ancient Civilizations, US History, Geography and a Child's in Time and Space. Educational Experiences may include, but are not limited to the California Missions, The Science Center, Murry Farms,</p>	<p>As a result of this strategy, all grade levels were able to experience an off campus extension of their school day that reinforced concepts learned in History or Science core subjects. We will continue with this strategy to support student learning.</p>	<p>5800-72: Charter Buses Title I, Part A 13234.92</p>

<p>CALM, the Zoo, Museum of Art, Museum of Tolerance, and the La Brea Tar Pits. Prior to attending attending, teachers will support the learning by connecting the unit of focus with intended destination through a series of lessons. While at these destinations, students will journal what they have learned. To extend students' learning after the event, students will complete a culminating project. We will survey students to assess the value of the experience upon completion of the trip.</p>		
<b>Total Amounts:</b>		

### Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>Stine will increase student attendance and promote positive behavior by creating a school culture that focuses on building relationships with students, parents, staff, and community members. Stine will also shift its focus from negative reinforcement to restorative practices and teaching students relevant coping strategies, and appropriate responses to conflict. Stine's core values (Safe, Respectful, Responsible, and Kind) will be the center of behavior expectations exhibited by all staff and students.</p> <p>As a part of the effort to improve school culture and address behaviors that may impact attendance and suspension rates, Stine will establish a diverse Positive Behavioral Interventions and Supports (PBIS) team (under the leadership of the assistant principal) to co-create Stine's PBIS system and practices for Tier I support. The team will meet monthly and be responsible for uncovering the school's strengths and needs by monitoring school and community data, ensuring students receive equitable access to supports, and evaluating the overall effectiveness of the PBIS foundational system. At the end of every quarter the team will meet for a</p>	<p>This strategy resulted in a significant decrease in the number of suspensions. Unfortunately, there was an increase the absenteeism rate. It was recommended to keep this strategy and explore opportunities for an alternative to suspension program. It was determined that there was a need to allocate funds for the PBIS team and Attendance team to meet quarterly. This will allow them the opportunity to monitor this goal, analyze the effectiveness of strategies put into place, and plan for the remainder of the year. There was also a need to update our core values to reflect Viking STRONG (Safe, Trustworthy, Respectful, On Task, Nice to Others, and Guide with Care).</p> <p>ELOP purchased Navigate 360's PBIS Rewards for our school site and will continue to purchase the basic package next year. Instead, we redirected those funds to purchase the extensive add-ons such as the digital Check in-Check out system and the Compass Tiered Intervention Curriculum. We will continue to invest in these add-ons to support student success.</p> <p>Next year, we will focus on the district adopted SEL program and instead use those funds to support research based</p>	<p>5800-89: Software Title I, Part A 3000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 2000</p> <p>2200-01: Classified Support - Substitutes Title I, Part A 800</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 1750</p> <p>2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 800</p> <p>5800-89: Software Title I, Part A 4000</p> <p>4300-00: Supplies &amp; Materials Title I, Part A 2000</p>	

day to monitor progress toward the school's identified goals. The school will monitor the effectiveness of the team by collecting meeting agendas, minutes, and PBIS action plan.

As a part of the effort to increase attendance and lower suspension rates, Stine will purchase Navigate 360 (PBIS Rewards) software to be used as a schoolwide PBIS management system. This tool will be used to collect data such as referrals, major/minor behaviors, the frequency of positive reinforcements, and students that may need Tier II supports such as check in/check out. The incorporation of this system will also allow for communication to happen between teachers, administrators, students, staff members, and parents. that analyze and support the implementation of the PBIS systems on the campus and help promote a positive and safe school climate. The school will monitor the effectiveness of this program by monitoring the usage rate of the program and reviewing attendance and suspension rates monthly.

As a part of the effort to increase attendance and promote a positive school culture, Stine will purchase and implement The Positivity Project schoolwide. This program will be used by teachers and staff members everyday to teach

strategies to improve attendance.

<p>students and parents how to build positive relations by focusing on character strengths that help develop self-awareness and empathy. The school will monitor the effectiveness of the implementation of this program by tracking its usage through walkthrough data.</p> <p>Additional materials that may be needed to support implementation include, but are not limited to, posterboards, chart paper, markers, binders, dividers, highlighters, etc.</p>			
<p>As a part of the effort to decrease suspensions and increase attendance rates at a Tier II level, Stine will provide students with de-escalation spaces located in neutral areas on the campus (e.g., Library, BIA room, etc.) with access to technology such as iPads with calming apps, materials that align to the Multi-Tiered System of Supports (MTSS) model for building self-regulation strategies, targeted social skills lessons, activities to provide students with support in the area of anger management, restorative practices, mindfulness, and other proactive interventions.</p> <p>As a part of the effort to decrease suspensions amongst Students With Disabilities, Stine will establish a diverse Tier II team to examine existing informal and formal school disciplinary practices as well as</p>	<p>This strategy resulted in a significant decrease in the number of suspensions. Unfortunately, there was an increase the absenteeism rate. We will continue with this strategy and look for evidence based strategies to strengthen our attendance rates.</p>	<p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 1750</p>	
		<p>4300-00: Supplies &amp; Materials Title I, Part A 1000</p>	

<p>current laws, policies, and regulations. The team will monthly to examine the impact of existing disciplinary policies and practices on students, especially the most vulnerable. The school will monitor the effectiveness of this effort by monitoring the attendance and suspension rates amongst all students but specifically Students With Disabilities. The team will research and recommend evidence based strategies to address the suspension rates of Students With Disabilities.</p> <p>As a part of the effort to increase attendance and decrease chronic absenteeism schoolwide, Stine's administration and MTSS team will meet monthly to identify students that show signs of entering the medium absenteeism range as determined by the School Status Attend system used districtwide. The team will conduct outreach efforts to parents to determine barriers to that may be impeding regular attendance and provide access to supports and/or resources that may be available to help mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the changes in attendance rates.</p>		
<p>As a part of the effort to decrease suspension and increase attendance at a Tier III level, Stine's administration and MTSS</p>	<p>This strategy resulted in a significant decrease in the number of suspensions. It was recommended to keep this strategy and</p>	

<p>team will meet monthly to identify students that show signs of entering into the chronic absenteeism range as determined by the School Status Attend system used districtwide and identify students that have a high number of suspensions. The team will identify trends, possible barriers and recommend evidence based strategies as well as district resources that may be available to mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the changes in attendance and suspension rates.</p>	<p>explore opportunities for an alternative to suspension program.</p>	
<b>Total Amounts:</b>		

## Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>As part of the effort to increase parent education and increase the opportunities for parents to provide two-way communication, Stine will offer at least one parent engagement activity per month. These planned events include (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys.</p> <p>During the school year, Stine will explore opportunities to develop an African-American Advisory Committee led by the principal with the support of the academic coach and teachers. The purpose of this strategy is to increase parent involvement and inform parents about subgroup-specific educational data and trends, how to become active participants in their child's education and provide strategies to promote student academic success. Meetings will be</p>	<p>The team found that parents enjoyed the Parent and Family Engagement activities. More participation was found when parents had the opportunity to include their children in the activity. It was recommended to have more activities that incorporated hands on activities with students, continue Coffee with a Principal but add themes, STEM Nights and offer trainings for parents that want to help teachers in classroom. It was also recommended that parents have a resource center that would offer parenting classes, English classes, support with finding a job, etc.</p> <p>The team found that there was a need to continue with efforts to have an African-American Parent Advisory Committee. We will partner with parent club and community members to increase the level of participation.</p>	<p>4300-00: Supplies &amp; Materials Title I, Part A Parent Engagement 1776</p> <p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 800</p>	

<p>offered once a quarter during the school year. To monitor this goal we will collect sign-in sheets, meeting agendas, meeting calendar, and track the percentage of parent participation. Parent surveys will be used to collect feedback.</p>			
<p>As part of the effort to increase opportunities for EL parent participation in parent engagement activities, Stine will provide EL parents with parent workshops in (English and Spanish) that would focus on a variety of topics including (but not limited to) how to navigate school apps, using classroom programs, parent-teacher communication, guest speakers, college prep, EL Re-designation, ELPAC assessments, and transitions to junior high school. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys.</p>	<p>This strategy was successful as there was an increase in participation rates. We will continue with this strategy and use the strategies learned from the PIQE training to encourage more parent participation.</p>	<p>2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 300</p>	
		<p>5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 341.83</p>	
<p><b>Total Amounts:</b></p>			

## Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
<p>To support teachers' ability to meet the diverse needs of all students, Stine will provide each grade level with scheduled collaboration time at the end of every quarter for the purpose of analyzing district and common formative assessment data to develop a strategic plan on how to best support students at, near, and below grade level. As funds allow, additional opportunities for grade level training and collaboration that align with the identified professional development need in this plan will be explored. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through informal walkthroughs.</p> <p>At the end of the school year (summer) as funds allow, teachers will be offered the opportunity to participate in a minimum of 10 hours of grade-level collaboration time to evaluate the overall success of the academic year, participate in curriculum/assessment development, and make program adjustments to their instructional practices for the new year.</p> <p>In the effort to build teacher capacity and inform teachers of best practices, Stine will provide teachers with at</p>	<p>Grade level collaboration/data days had a positive impact on student achievement and teacher efficacy. Providing staff with the opportunity to analyze data and develop curriculum. We provided over 20 teacher requested professional learning opportunities in addition to offering peer observations. Approximately 13 teachers participated in the "Healthy Teachers, Happy Classrooms" book study and provided titles to consider the next time.</p> <p>We will explore the opportunity to provide collaboration time at the beginning of the year in addition to the end of the year to develop curriculum and prepare for invention implementation.</p> <p>It is recommended that we continue with these strategies to build teacher capacity and support student learning.</p>	<p>4200-00: Books - Other Than Textbooks Title I, Part A 3000</p> <p>1100-01: Certificated Teachers - Subs Title I, Part A 8000</p> <p>1100-02: Certificated Teachers - Extra Duty Title I, Part A 5000</p> <p>4300-00: Supplies &amp; Materials Title I, Part A 1000</p>	

<p>least 2 opportunities to participate in professional learning through book studies or professional readings outside of their contracted hours during the 2024-2025 school year. This opportunity will be used to support teachers with learning and implementing evidence based strategies and practices to reach the various needs of all students. Book titles may include (but are not limited to) Impact Teams, Nix the Tricks, Number Talks, Principles in Action, Culturally Responsive Teaching and the Brain, Street Data, The Human Side of Change, and the PBIS Tier One Handbook. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, tracking the participation rates of teachers and staff, and through informal walkthroughs.</p>			
<p>To support the site's need to strengthen Math instruction, Stine's teachers will participate in Math training provided by KCSOS partners that focuses on strengthening Tier I instructional practices. This 4-day training will focus on a structured approach to lesson planning that incorporates clear learning objectives, differentiated instruction, and appropriate resources to deliver high-quality instruction from the outset to maximize student learning and minimize the need for reteaching. The training will also focus on</p>	<p>This year, 3rd-6th grade teachers were able to participate in Math training offered by our district Math specialist. Teachers spent 3 half days (1 per quarter) in targeted training on Math Talks and how to strategically deliver a Math lesson. We were also able to train 3 teachers to be trainer of trainers in Thinking Maps. All teachers had the opportunity to participate in a Thinking Maps training on campus. In addition, we were also able to send teachers to the CUE (technology) conference and PIQE training. We will continue</p>	<p>5800-00: Consultants/Professional Services/Licensing Title I, Part A 28000</p>	
		<p>5200-00: Travel &amp; Conference Title I, Part A 5000</p>	
		<p>4300-00: Supplies &amp; Materials Title I, Part A 1000</p>	

<p>ways to enhance instructional delivery through engaging and interactive teaching methods that promote student understanding and participation. Facilitate meaningful math discussions that promote critical thinking, communication, and collaboration among students. Teachers will also develop proficiency in designing and administering assessments that accurately measure student learning and inform instructional decisions and strengthen skills in collecting, analyzing, and interpreting data to evaluate student progress and inform instructional practices. The school will monitor the effectiveness of this strategy by collecting sign-in sheets, agendas, and collecting informal walkthrough data.</p> <p>As a part of the need to build teachers' capacity in how to help students build the cognitive skills needed to become better thinkers, Stine will also explore opportunities to have a certified Thinking Maps trainer provide professional develop in the implementation of Thinking Maps. This strategy will support the need to help students build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success. The school will</p>	<p>with these strategies and explore opportunities to participate in LETRs training, Write From the Beginning and Beyond training, and more to support student success.</p>	
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<p>monitor the effectiveness of this strategy by collecting sign-in sheets, agendas, and collecting informal walkthrough data.</p> <p>As funds allow, Stine will explore the opportunity to send representatives to various conferences and trainings for the purpose of training the staff. The subjects of these conferences and trainings may include (but are not limited to) Math, Science, Technology, VAPA, PBIS, UDL, PLC, Equity, Inclusion, Diversity, SEL, ELA, ELD, Literacy, Leadership Development, and supporting students with disabilities and/or English learners (CABE).</p>		
<b>Total Amounts:</b>		

Panama-Buena Vista Union School District Preliminary Title 1 Budget 2023-24

School: Stine

Site Council Review Date:  
5/7/2025

Principal's Signature: [Signature] Date: 5/7/2025

Number of Eligible Students:	575
Title 1 Allocation per Student	481.53
2025-26 Basic Allocation	276,880.08
2024-25 Carryover	-
Parent Involvement	3,711.00
<b>Preliminary 2025-26 Allocation</b>	<b>280,591.08</b>

Staffing Salary & Benefit Costs		2024-25 YTD as of 03/31/25	Final 24-25 Budget	Preliminary 25-26 Budget
1100-00	Certificated Teachers - Salaries	45,365.01	45,365.01	48,511.00
1100-01	Certificated Teachers - Substitutes	8,020.00	10,000.00	13,500.00
1100-02	Certificated Teachers - Extra Duty	18,116.87	39,500.00	30,000.00
1200-01	Certificated Support - Substitutes	-		
1200-02	Certificated Support - Extra Duty/Overtime	-		
1900-01	Other Certificated Staff - Substitutes	-		
1900-02	Other Certificated Staff - Extra Duty/Overtime	-		
2100-00	Instructional Aides - Salaries	16,831.81	16,831.84	22,114.00
2100-01	Instructional Aides - Substitutes	840.48	5,000.00	5,000.00
2100-02	Instructional Aides - Extra Duty/Overtime	39.40	39.40	
2200-00	Classified Support Staff - Salaries	-		
2200-01	Classified Support Staff - Substitutes	-	800.00	1,800.00
2200-02	Classified Support Staff - Extra Duty/Overtime	-	800.00	800.00
2900-00	Other Classified Staff - Salaries	-		
2900-01	Other Classified Staff - Substitutes	-		
2900-02	Other Classified Staff - Extra Duty/Overtime	-	300.00	500.00
3000-00	Employee Benefits (Contracted)	17,251.83	21,345.76	23,627.00
	Employee Benefits (22.3% of CE, 36.4% of CL)	13,562.38	13,562.38	12,647.89

Other Operational Costs		2024-25 YTD as of 03/31/25	Final 24-25 Budget	Preliminary 25-26 Budget
2424-4200	Library - Books & Supplies	1,724.91	5,000.00	5,000.00
4200-00	Books Other Than Textbooks	1,377.64	5,000.00	8,000.00
4300-00	Materials & Supplies < \$500	9,847.31	30,799.50	24,803.43
4300-74	Title 1 Technology < \$500	-	2,000.00	3,000.00
4400-00	Materials & Supplies > \$500	-	3,000.00	
4400-74	Title 1 Technology > \$500	-		
5200-00	Travel & Conference	2,335.97	20,070.54	10,776.75
5600-29	Repairs	-		
5710-00	Printing & District Bus Field Trips	772.00	6,141.83	6,000.00
5800-00	Consultants & Professional Services	4,150.00	28,000.00	24,511.00
5800-72	Charter Buses	-	18,234.92	20,000.00
5800-89	Publications & Software Licenses	24,693.67	30,000.00	20,000.00
<b>Total</b>		<b>164,929.28</b>	<b>301,791.18</b>	<b>280,591.07</b>

Budget balance remaining to be allocated 0.00

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 224,473

The current budgeted Salaries & Benefits are a total of: 94,262.00

Which represents an allocation of: 33.59%

MAY20 '25 RCVD

## SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

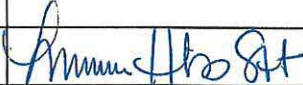
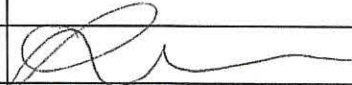

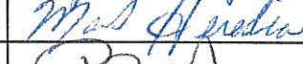

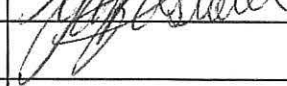
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee	Date(s)	<u>12/17/24, 1/28/25</u>
X	Title I Review Committee	Date(s)	<u>3/12/25</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name &amp; Date(s)</i>		<u>2/12/25, 3/12/25</u>
	Leadership Team		

4. 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 and the local control accountability plan.
5. 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.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

**Attested by the following SSC members present:**

	Member Name	Term		Role	Signature
		Begin	End		
1.	Monica Hicks-Stout	N/A	N/A	Principal	
2.	Mark Majewski	Fall 2024	Fall 2026	Classroom Teacher	
3.	Linda Kellogg	Fall 2023	Fall 2025	Classroom Teacher	
4.	Elizabeth Ortega Vargas	Fall 2024	Fall 2026	Classroom Teacher	
5.	Marcos Heredia	Fall 2023	Fall 2025	Other Staff	
6.	Bianca Rold	Fall 2024	Fall 2026	Parent	
7.	Yazmin Bastida	Fall 2024	Fall 2026	Parent	
8.	Yesica Vega	Fall 2024	Fall 2026	Parent	
9.	Natalie Tidwell	Fall 2023	Fall 2025	Parent	
10.	Kemmonae Jenkins	Fall 2023	Fall 2025	Parent	

The SPSA was adopted by the SSC at a public meeting on: 5-7-25