



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Stowell Elementary School	24657716115729	5/19/26	5/26/2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

Other Needs

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

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0%	0%	0.40%	0	0	2
African American	4.55%	4.99%	7.00%	24	25	35
Asian	2.85%	2.40%	2.40%	15	12	12
Filipino	0%	0%	0.60%	0	0	3
Hispanic/Latino	86.72%	87.23%	81.40%	457	437	407
Pacific Islander	0%	0%	%	0	0	
White	4.36%	3.39%	4.20%	23	17	21
Multiple/No Response	0.76%	1.20%	2.80%	4	6	14
Total Enrollment				527	501	500

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	0	24	42
Kindergarten	58	51	73
Grade 1	63	57	52
Grade 2	59	69	58
Grade 3	66	63	73
Grade 4	88	74	61
Grade 5	81	90	62
Grade 6	88	73	79
Total Enrollment	527	501	500

Conclusions based on this data:

1. Enrollment overall at Don Stowell has decreased since 2023 with a drop of 26 students between the 2023-2024 and the 2024-2025 school years.
2. Both Stowell's Hispanic/Latino and Asian student population have declined slightly since 2023-2024 school year.

3. Stowell has been experiencing declining enrollment since 2022/2023 in Kindergarten, First, Third, Fourth, and Sixth grades.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	282	207	143	53%	53.5%	28.6%
Fluent English Proficient (FEP)	24	65	47	5.1%	4.6%	9.4%
Reclassified Fluent English Proficient (RFEP)	25	25		10.5%	9.1%	

Conclusions based on this data:

1. Stowell's English Learner student population had been steadily increasing since 2022-2023, yet had a drop in English Learner population in the 2024-2025 school year.
2. Fluent English Proficient student count has shown significant increase since 2022-2023 from 14 students to 65 at most recent data count 2024-2025 school year.
3. The FEP population changes year to year, as the Reclassified Fluent English Proficient student count has started to plateau and influenced by the number enrolled.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	68	67	89	66	65	89	66	65	98.9	97.1	97
Grade 4	81	91	75	79	91	73	78	91	73	97.5	100	97.3
Grade 5	95	82	93	94	80	93	94	80	93	98.9	97.6	100
Grade 6	66	90	77	65	89	75	65	89	75	98.5	98.9	97.4
All Grades	332	331	312	327	326	306	326	326	306	98.5	98.5	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2347.	2340.	2341.	3.37	1.52	6.15	12.36	12.12	13.85	25.84	22.73	16.92	58.43	63.64	63.08
Grade 4	2366.	2395.	2392.	6.41	5.49	5.48	10.26	17.58	10.96	14.10	14.29	24.66	69.23	62.64	58.90
Grade 5	2401.	2420.	2434.	6.38	7.50	4.30	8.51	12.50	19.35	14.89	17.50	25.81	70.21	62.50	50.54
Grade 6	2446.	2437.	2467.	1.54	5.62	5.33	13.85	13.48	22.67	29.23	23.60	29.33	55.38	57.30	42.67
All Grades	N/A	N/A	N/A	4.60	5.21	5.23	11.04	14.11	16.99	20.55	19.33	24.51	63.80	61.35	53.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.37	1.52	3.08	51.69	59.09	49.23	44.94	39.39	47.69
Grade 4	6.41	9.89	4.11	46.15	53.85	61.64	47.44	36.26	34.25
Grade 5	7.45	6.25	5.38	46.81	52.50	51.61	45.74	41.25	43.01
Grade 6	4.62	6.74	12.00	47.69	38.20	45.33	47.69	55.06	42.67
All Grades	5.52	6.44	6.21	48.16	50.31	51.96	46.32	43.25	41.83

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.14	1.52	6.15	45.45	48.48	40.00	53.41	50.00	53.85
Grade 4	0.00	1.10	4.11	35.53	48.35	38.36	64.47	50.55	57.53
Grade 5	3.23	6.25	8.60	37.63	42.50	47.31	59.14	51.25	44.09
Grade 6	1.54	3.37	5.33	40.00	37.08	53.33	58.46	59.55	41.33
All Grades	1.55	3.07	6.21	39.75	43.87	45.10	58.70	53.07	48.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.49	3.03	1.54	67.42	71.21	60.00	28.09	25.76	38.46
Grade 4	2.60	6.59	2.74	70.13	64.84	68.49	27.27	28.57	28.77
Grade 5	6.38	3.75	5.38	52.13	67.50	75.27	41.49	28.75	19.35
Grade 6	7.69	6.74	5.33	72.31	60.67	72.00	20.00	32.58	22.67
All Grades	5.23	5.21	3.92	64.62	65.64	69.61	30.15	29.14	26.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.62	6.06	6.15	53.93	50.00	43.08	40.45	43.94	50.77
Grade 4	3.90	7.69	4.11	54.55	64.84	73.97	41.56	27.47	21.92
Grade 5	3.19	8.75	7.53	39.36	52.50	61.29	57.45	38.75	31.18
Grade 6	4.62	4.49	6.67	72.31	56.18	64.00	23.08	39.33	29.33
All Grades	4.31	6.75	6.21	53.54	56.44	61.11	42.15	36.81	32.68

Conclusions based on this data:

- Overall performance in English Language Arts is still in need of improvement despite small gains through the years. The area of Writing is where Stowell students continue to struggle with 48.69% Below Standard and 45% At or Near Standard in 2024-2025.

2. A decline of 4% in area of Research and Inquiry with now 32% of students Below Standard, and a rise of 4% in the At or Near Standard.
3. Listening /Communication Skills reflects the majority of students At or Near Standards. The focus on continued integrated English Language Development strategies due to the large English Learner population is now moving towards improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	90	68	67	88	68	65	88	68	65	97.8	100	97
Grade 4	81	91	75	54	91	74	53	91	74	66.7	100	98.7
Grade 5	95	82	93	92	81	92	90	81	92	96.8	98.8	98.9
Grade 6	66	90	77	65	90	76	65	90	76	98.5	100	98.7
All Grades	332	331	312	299	330	307	296	330	307	90.1	99.7	98.4

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2377.	2369.	2381.	7.95	4.41	12.31	14.77	17.65	18.46	25.00	25.00	10.77	52.27	52.94	58.46
Grade 4	2413.	2413.	2398.	7.55	7.69	1.35	13.21	7.69	17.57	28.30	32.97	21.62	50.94	51.65	59.46
Grade 5	2402.	2420.	2426.	2.22	2.47	6.52	4.44	7.41	4.35	23.33	25.93	23.91	70.00	64.20	65.22
Grade 6	2439.	2406.	2438.	0.00	1.11	5.26	7.69	3.33	2.63	27.69	25.56	26.32	64.62	70.00	65.79
Grade 11															
All Grades	N/A	N/A	N/A	4.39	3.94	6.19	9.80	8.48	10.10	25.68	27.58	21.17	60.14	60.00	62.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.09	11.76	12.31	45.45	38.24	32.31	45.45	50.00	55.38
Grade 4	11.32	9.89	5.41	32.08	42.86	36.49	56.60	47.25	58.11
Grade 5	2.22	2.47	2.17	32.22	34.57	33.70	65.56	62.96	64.13
Grade 6	1.54	1.11	2.63	32.31	24.44	26.32	66.15	74.44	71.05
Grade 11									
All Grades	5.74	6.06	5.21	36.15	34.85	32.25	58.11	59.09	62.54

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.09	7.35	16.92	42.05	45.59	35.38	48.86	47.06	47.69
Grade 4	9.43	7.69	2.70	35.85	37.36	43.24	54.72	54.95	54.05
Grade 5	1.11	3.70	5.43	28.89	46.91	46.74	70.00	49.38	47.83
Grade 6	0.00	1.11	5.26	44.62	24.44	40.79	55.38	74.44	53.95
All Grades	4.73	4.85	7.17	37.50	37.88	42.02	57.77	57.27	50.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.23	5.88	15.38	53.41	50.00	44.62	36.36	44.12	40.00
Grade 4	9.43	3.30	5.41	50.94	60.44	41.89	39.62	36.26	52.70
Grade 5	1.11	4.94	5.43	46.67	55.56	41.30	52.22	39.51	53.26
Grade 6	1.54	1.11	3.95	60.00	48.89	46.05	38.46	50.00	50.00
All Grades	5.41	3.64	7.17	52.36	53.94	43.32	42.23	42.42	49.51

Conclusions based on this data:

1. Mathematics continues to be an area of need for Don Stowell. However, there were some nice gains overall in Grades 3, 5, and 6 in % Above Standard as well as Grades 3 and 4 in % At or Near Standard when comparing the 23-24 year to the 24-25 year.
2. The area of Concepts and Procedures appears to be the weakest domain for Stowell students with 62.54% Below Standard.
3. 3rd through 6th Grade Level teams will need to utilize interim assessments as CFAs for next year.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1384.3	1397.4	1389.9	1390.4	1406.1	1381.5	1369.9	1377.0	1409.6	43	41	15
1	1409.3	1435.9	1432.5	1415.3	1436.8	1434.7	1402.8	1434.5	1429.7	33	33	34
2	1450.2	1470.2	1424.4	1449.1	1472.7	1427.9	1450.8	1467.1	1420.6	30	27	36
3	1476.5	1476.3	1465.4	1481.0	1465.9	1456.3	1471.6	1486.3	1474.1	50	30	27
4	1496.7	1519.5	1499.1	1508.5	1517.4	1496.5	1484.5	1521.0	1501.2	42	47	31
5	1520.6	1503.4	1525.1	1522.5	1495.6	1529.2	1518.2	1510.6	1520.6	60	37	38
6	1501.4	1530.6	1518.4	1504.0	1532.1	1519.2	1498.2	1528.7	1516.9	22	43	32
All Grades										280	258	213

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.65	4.88	6.67	13.95	14.63	20.00	44.19	58.54	33.33	37.21	21.95	40.00	43	41	15
1	0.00	9.09	5.88	18.18	24.24	41.18	39.39	39.39	35.29	42.42	27.27	17.65	33	33	34
2	3.33	14.81	2.78	36.67	33.33	27.78	30.00	33.33	25.00	30.00	18.52	44.44	30	27	36
3	2.00	10.00	0.00	40.00	33.33	29.63	44.00	36.67	44.44	14.00	20.00	25.93	50	30	27
4	11.90	29.79	19.35	35.71	34.04	38.71	40.48	25.53	19.35	11.90	10.64	22.58	42	47	31
5	16.67	16.22	18.42	35.00	16.22	44.74	38.33	48.65	26.32	10.00	18.92	10.53	60	37	38
6	4.55	25.58	15.63	31.82	41.86	37.50	40.91	23.26	37.50	22.73	9.30	9.38	22	43	32
All Grades	7.14	16.67	10.33	30.71	28.29	35.68	40.00	37.60	30.99	22.14	17.44	23.00	280	258	213

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	4.65	7.32	6.67	13.95	19.51	13.33	46.51	39.02	33.33	34.88	34.15	46.67	43	41	15
1	6.06	18.18	14.71	36.36	15.15	38.24	18.18	39.39	32.35	39.39	27.27	14.71	33	33	34
2	10.00	25.93	11.11	36.67	40.74	38.89	26.67	22.22	25.00	26.67	11.11	25.00	30	27	36
3	26.00	33.33	7.41	40.00	16.67	37.04	20.00	23.33	25.93	14.00	26.67	29.63	50	30	27
4	45.24	44.68	41.94	33.33	34.04	22.58	16.67	12.77	16.13	4.76	8.51	19.35	42	47	31
5	33.33	27.03	55.26	51.67	43.24	28.95	8.33	16.22	5.26	6.67	13.51	10.53	60	37	38
6	18.18	46.51	37.50	59.09	34.88	40.63	18.18	13.95	15.63	4.55	4.65	6.25	22	43	32
All Grades	22.50	29.84	27.23	38.21	29.46	32.86	21.43	23.26	20.66	17.86	17.44	19.25	280	258	213

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		0.00	13.33		17.07	26.67		68.29	53.33		14.63	6.67		41	15
1		9.09	2.94		24.24	35.29		39.39	26.47		27.27	35.29		33	34
2		14.81	0.00		18.52	13.89		14.81	25.00		51.85	61.11		27	36
3		6.67	0.00		20.00	22.22		53.33	44.44		20.00	33.33		30	27
4		17.02	3.23		29.79	29.03		31.91	35.48		21.28	32.26		47	31
5		8.11	2.63		13.51	18.42		43.24	55.26		35.14	23.68		37	38
6	0.00	6.98	12.50	9.09	30.23	12.50	31.82	41.86	28.13	59.09	20.93	46.88	22	43	32
All Grades	3.21	8.91	4.23	18.93	22.48	22.07	38.93	42.64	37.09	38.93	25.97	36.62	280	258	213

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.30	7.32	6.67	41.86	70.73	26.67	48.84	21.95	66.67	43	41	15
1	27.27	21.21	32.35	39.39	45.45	58.82	33.33	33.33	8.82	33	33	34
2	6.67	18.52	27.78	70.00	70.37	41.67	23.33	11.11	30.56	30	27	36
3	10.00	23.33	11.11	76.00	53.33	62.96	14.00	23.33	25.93	50	30	27
4	30.95	42.55	22.58	57.14	46.81	61.29	11.90	10.64	16.13	42	47	31
5	13.33	24.32	21.05	78.33	67.57	76.32	8.33	8.11	2.63	60	37	38
6	13.64	16.28	25.00	68.18	67.44	59.38	18.18	16.28	15.63	22	43	32
All Grades	15.71	22.48	22.54	62.86	60.08	57.75	21.43	17.44	19.72	280	258	213

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.98	21.95	0.00	51.16	36.59	40.00	41.86	41.46	60.00	43	41	15
1	3.03	9.09	0.00	63.64	69.70	76.47	33.33	21.21	23.53	33	33	34
2	23.33	33.33	11.11	53.33	55.56	58.33	23.33	11.11	30.56	30	27	36
3	38.00	36.67	18.52	46.00	26.67	51.85	16.00	36.67	29.63	50	30	27
4	42.86	48.94	41.94	47.62	42.55	35.48	9.52	8.51	22.58	42	47	31
5	68.33	29.73	73.68	25.00	48.65	13.16	6.67	21.62	13.16	60	37	38
6	27.27	67.44	50.00	63.64	25.58	43.75	9.09	6.98	6.25	22	43	32
All Grades	33.93	36.82	30.99	46.79	42.64	45.54	19.29	20.54	23.47	280	258	213

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.33	0.00	6.67	58.14	85.37	60.00	39.53	14.63	33.33	43	41	15
1	3.03	12.12	11.76	36.36	51.52	41.18	60.61	36.36	47.06	33	33	34
2	6.67	7.41	0.00	53.33	40.74	50.00	40.00	51.85	50.00	30	27	36
3	2.00	3.33	0.00	48.00	50.00	44.44	50.00	46.67	55.56	50	30	27
4	2.38	14.89	3.23	45.24	65.96	64.52	52.38	19.15	32.26	42	47	31
5	11.67	13.51	7.89	50.00	45.95	63.16	38.33	40.54	28.95	60	37	38
6	0.00	6.98	12.50	9.09	55.81	15.63	90.91	37.21	71.88	22	43	32
All Grades	4.64	8.53	6.10	45.71	58.14	47.89	49.64	33.33	46.01	280	258	213

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.58	26.83	46.67	32.56	53.66	53.33	41.86	19.51	0.00	43	41	15
1	3.03	3.03	8.82	57.58	75.76	70.59	39.39	21.21	20.59	33	33	34
2	0.00	18.52	11.11	73.33	66.67	25.00	26.67	14.81	63.89	30	27	36
3	10.00	16.67	0.00	78.00	66.67	81.48	12.00	16.67	18.52	50	30	27
4	4.76	14.89	3.23	69.05	72.34	67.74	26.19	12.77	29.03	42	47	31
5	18.33	8.11	2.63	61.67	70.27	78.95	20.00	21.62	18.42	60	37	38
6	9.09	13.95	12.50	77.27	79.07	75.00	13.64	6.98	12.50	22	43	32
All Grades	11.43	14.73	9.39	63.21	69.38	64.79	25.36	15.89	25.82	280	258	213

Conclusions based on this data:

1. English Learners Progress is in the Orange category with 45.5% of ELs increasing 1 ELPI Level. This was a decrease from the 56.6% of ELs increasing 1 ELPI level the year prior according to the CA School Dashboard.
2. Stowell EL students comparatively perform better in the Writing Domain as opposed to the Reading Domain in 2024-2025.
3. Stowell continues to have high number of EL students currently at language proficiency levels of Level 3 and Level 2.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
501	96.8%	41.3%	0.4%
Total Number of Students enrolled in Don Stowell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	207	41.3%
Foster Youth	2	0.4%
Homeless	3	0.6%
Socioeconomically Disadvantaged	485	96.8%
Students with Disabilities	52	10.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	5%
American Indian	0	0.0%
Asian	12	2.4%
Filipino	0	0.0%
Hispanic	437	87.2%
Two or More Races	6	1.2%
Pacific Islander	0	0.0%
White	17	3.4%

Conclusions based on this data:

1. Subgroups overwhelmingly continue to be represented in Socioeconomically Disadvantaged Students and English Learners.

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

School and Student Performance Data

Overall Performance






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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Stowell maintained Chronic Absenteeism status in the Red category with 25.8% chronically absent in student groups English Learners, Hispanic, and Socioeconomically Disadvantaged. Stowell's English Learner Progress was within the Orange range.

2. Both areas of English Language Arts and Mathematics saw an increase and are now in the Yellow category, with student groups of Students with Disabilities and English Learners in the Orange category in English Language Arts, and Students with Disabilities in Orange in Mathematics.
3. Though Don Stowell has remained out of CSI status, Stowell continues to implement and refine instructional practices to improve student outcomes to continue this trend.

School and Student Performance Data

Academic Performance English Language Arts

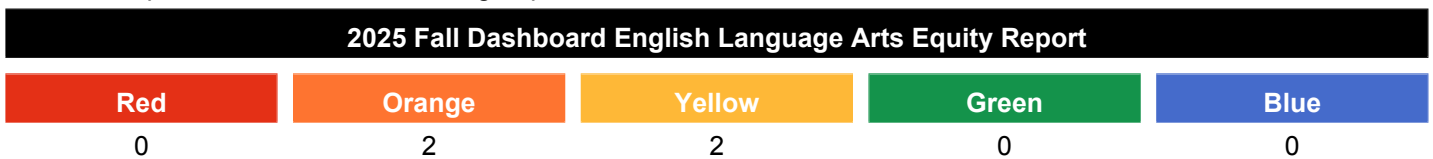
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>69.2 points below standard</p> <p>Increased 16.5 points</p> <p>282 Students</p>	<p>English Learners</p> <p> Orange</p> <p>71.5 points below standard</p> <p>Increased 18.3 points</p> <p>146 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>69.4 points below standard</p> <p>Increased 17.9 points</p> <p>277 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>118.8 points below standard</p> <p>Increased 47.4 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>60.3 points below standard</p> <p>Increased 64.5 points</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>68.9 points below standard</p> <p>Increased 18.1 points</p> <p>245 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. Overall English Language Arts performance increased especially in student groups of Hispanic and SED now in Yellow category, and English Learners and Students with Disabilities now in the Orange category.
2. Stowell currently has no student groups in the Red category.
3. Implementing Structured Literacy with continued refinement and implementation of formal interventions in Tier I and Tier II in Reading within the school day for all grade levels.

School and Student Performance Data

Academic Performance Mathematics

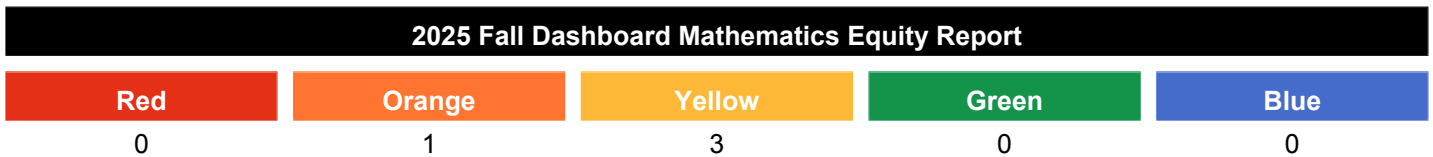
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>86.9 points below standard</p> <p>Increased 12.5 points</p> <p>284 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>88.4 points below standard</p> <p>Increased 15 points</p> <p>148 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>87.2 points below standard</p> <p>Increased 13 points</p> <p>279 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>134.5 points below standard</p> <p>Increased 40.9 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>85.8 points below standard</p> <p>Increased 53.8 points</p> <p>18 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>88.4 points below standard</p> <p>Increased 11.3 points</p> <p>247 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

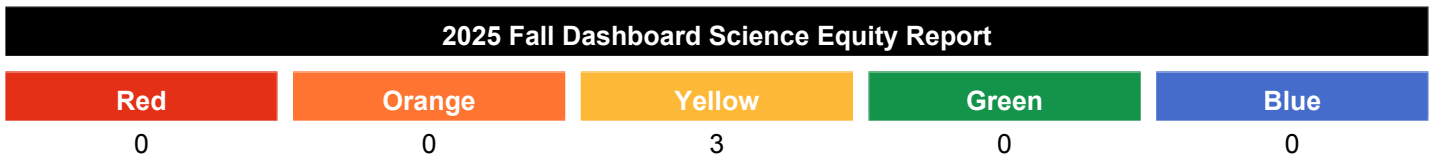
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>43.2 science points Increased 6.4 points</p> <p>85 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>44.4 science points Increased 10 points</p> <p>48 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>43.3 science points Increased 6.6 points</p> <p>82 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>38 science points</p> <p>Increased 12.2 points</p> <p>11 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> Yellow</p> <p>43.2 science points</p> <p>Increased 6.7 points</p> <p>73 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>

Conclusions based on this data:

1. This data only reflects student groups within the 5th Grade classrooms as they are the only Grade Level that takes the Science Assessment at Stowell Elementary.
2. All student groups of Hispanic, SED, and English Learners all are in the Yellow category.
3. The student group of Students with Disabilities did not receive a color category as there were only 11 students in this group not making it a significant group.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 45.5 making progress. Number Students: 187 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 8 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.5%	39%	0%	45.5%

Conclusions based on this data:

- 45.5% of English Learners at Don Stowell progressed at least one ELPI level, which is the goal. Though the English Learner Progress is now in the Orange category.
- Well planned designated English Language Development instruction as well as integrated strategies with best instructional practices throughout the day, will continue to decrease the number of students (395) who are maintaining the same ELPI Level.
- Concern that 15.5% decreased one ELPI Level. There is a need to investigate who are these students and are there other variables such as change of assessment due to their grade, or is the student on an IEP.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>25.8% Chronically Absent</p> <p>Maintained 0</p> <p>561 Students</p>	<p>English Learners</p>  <p>Red</p> <p>20.5% Chronically Absent</p> <p>Increased 3.7</p> <p>258 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>61.5% Chronically Absent</p> <p>Increased 7.7</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>26.5% Chronically Absent</p> <p>Increased 0.5</p> <p>547 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>30.2% Chronically Absent</p> <p>Declined 1.3</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>54.8% Chronically Absent</p> <p>Declined 3.8</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Increased 6.7</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>24.4% Chronically Absent</p> <p>Increased 1.3</p> <p>483 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>19% Chronically Absent</p> <p>Declined 23.3</p> <p>21 Students</p>

Conclusions based on this data:

1. Stowell staff continues to address the chronic absenteeism rate through school wide culture efforts and awareness and the removal of potential barriers within the home. Stowell had hired a Community Liaison to provide a bridge between school and home to address these barriers only for the spring of 2025.
2. Overall Chronic Absenteeism has maintained status with 25.8%, red, at Don Stowell Elementary. The student groups of All, Hispanic, SED, and EL had all declined in Chronic absenteeism rates and were in the Yellow category last year. Now all three student groups are in Red.
3. The student group of Students with Disabilities maintained in Chronic Absenteeism and are still in the Orange category.

School and Student Performance Data

Conditions & Climate Suspension Rate

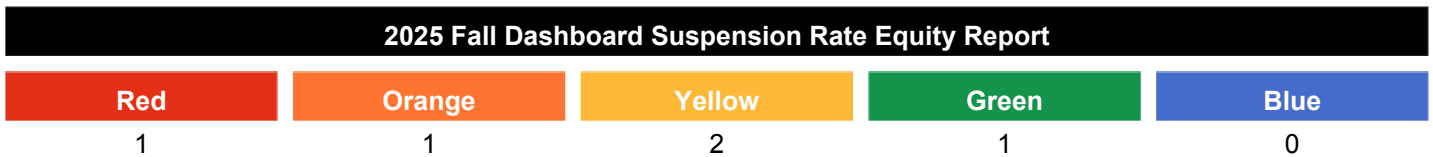
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 1.7%</p> <p>582 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.1% suspended at least one day</p> <p>Increased 0.4%</p> <p>261 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Increased 15.4%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.4% suspended at least one day</p> <p>Declined 1.8%</p> <p>567 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Declined 4.4%</p> <p>68 Students</p>	<p>African American</p>  <p>Red</p> <p>12.9% suspended at least one day</p> <p>Increased 6.5%</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>2.8% suspended at least one day</p> <p>Declined 1.6%</p> <p>501 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>4.3% suspended at least one day</p> <p>Declined 11%</p> <p>23 Students</p>

Conclusions based on this data:

1. Suspension rates show a small decline (1.7%) overall. The largest student populations: SED and Student with Disabilities are now in Yellow category; Hispanic is in Green category, while EL students are in the Orange category, and African American are now in the Red category at Don Stowell Elementary.
2. Positive Intervention systems and alternatives to suspension are to be refined to address the increase in major disciplinary offenses, such as STARS Academy with RJL support.
3. African American student group is now a significant group for Stowell as there were just over 30 students in this group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Achievement

Stowell will increase academic performance for all students in grades K- 6 in the areas of Reading, English Language Development, and Mathematics. 60% of Stowell students in K-2, and students in grades 4-6 will meet one year academic growth as measured by DPA (District Progress Assessment/i-Ready), or the California Assessment of Student Performance and Progress (CAASPP). Third Grade will focus on achievement scores with 31% identified as Met/Exceed on the (CAASPP). 10% of our English Learners will score a Level 4 overall on the summative ELPAC assessment and be reclassified.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

California School Dashboard Performance Indicators:
English Language Arts:
All Students, Medium: Yellow;
English Learners, Low Performance: Orange;
Socioeconomically Disadvantaged, Medium: Yellow;
Students with Disabilities, Low Performance: Orange; and,
Hispanic, Medium: Yellow.

Mathematics:
All Students, Medium: Yellow;
English Learners, Medium: Yellow;
Socioeconomically Disadvantaged, Medium: Yellow;
Students with Disabilities, Low Performance: Orange; and,
Hispanic, Medium: Yellow.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DPA I and II comparison ELA for Kindergarten	ELA at/above/early grade level increased from 10% to 45%, and the 1 year below decreased from 91% to 55%. No students in Kindergarten are showing up in the range of 2 to 3 years below.	60% of Kindergarteners will be at or above Grade Level on DPA III in May.
DPA I and II comparison Math for Kindergarten	Math at/above/early grade level increased from 7% to 34%, and 1 year below decreased from 93% to 67%. No students in Kindergarten are showing up in the range of 2 to 3 years below.	50% of Kindergarteners will be at or above Grade Level on DPA III in May.
DPA I and II comparison ELA for 1st Grade	ELA at/above/early grade level increased from 10% to 44%, and the 1 year below decreased from 73% to 57%. Two grade levels below range decreased from 16% to 2%. No students in 1st Grade are showing up in the range 3 years below.	60% of 1st Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison Math for 1st Grade	Math at/above/early grade level increased from 0% to 36%, and 1 year below decreased from 71% to 59%. Two grade levels below range decreased from 29% to 4%. No students in 1st Grade are showing up in the range 3 years below.	50% of 1st Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison ELA for 2nd Grade	ELA at/above/early grade level increased from 8% to 14%, and the 1 year below increased from 25% to 52%. Two grade levels below range decreased from 69% to 35%. No students in the 2nd Grade are showing up in the range 3 years below.	60% of 2nd Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison Math for 2nd Grade	Math at/above/early grade level increased from 2% to 16%, and 1 year below increased from 35% to 51%. Two grade levels below range decreased from 63% to 33%. No students in the 2nd Grade are showing up in the range 3 years below.	50% of 2nd Graders will be at or above Grade Level on DPA III in May.
DPA I and II comparison ELA for 3rd Grade	ELA at/above/early grade level increased from 19% to 31%, and the 1 year below decreased from 29% to 21%. Two grade levels to 3 years below range decreased from 53% to 48%.	31% of 3rd Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 3rd Grade	Math at/above/early grade level increased from 3% to 14% and 1 year below increased from 40% to 46%. Two grade levels to 3 years below range decreased from 57% to 40%.	31% of 3rd Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 4th Grade	ELA at/above/early grade level increased from 8% to 16%, and the 1 year below increased from 43% to 53%. Two grade levels to 3 years below range decreased from 51% to 31%.	40% of 4th Graders will be at or above Grade Level on DPA II in March.

DPA I and II comparison Math for 4th Grade	Math at/above/early grade level increased from 2% to 13% and 1 year below maintained from 42% to 42%. Two grade levels to 3 years below range decreased from 56% to 46%.	30% of 4th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 5th Grade	ELA at/above/early grade level increased from 13% to 16%, and the 1 year below increased from 15% to 20%. Two grade levels to 3 years below range decreased from 73% to 64%.	40% of 5th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 5th Grade	Math at/above/early grade level increased from 2% to 14% and 1 year below increased from 25% to 28%. Two grade levels to 3 years below range decreased from 74% to 58%	30% of 5th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison ELA for 6th Grade	ELA at/above/early grade level increased from 9% to 18%, and the 1 year below decreased from 32% to 18%. Two grade levels to 3 years below range increased from 60% to 64%.	40% of 6th Graders will be at or above Grade Level on DPA II in March.
DPA I and II comparison Math for 6th Grade	Math at/above/early grade level increased from 9% to 15% and 1 year below increased from 24% to 26%. Two grade levels to 3 years below range decreased from 67% to 60%.	30% of 6th Graders will be at or above Grade Level on DPA II in March..
2024-2025 CAASPP Data in Reading ELA Overall Grades 3rd through 6th	Stowell Students increased 16.5 points overall from the previous year, especially the student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.	10% increase overall on the Reading ELA 2025-2026 CAASPP Assessment
2024-2025 CAASPP Data in Mathematics Overall Grades 3rd through 6th	Stowell Students increased 12.5 points overall from the previous year, especially the student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic.	10% increase overall on the Mathematics 2025-2026 CAASPP Assessment
2024-2025 CAASPP Data English Learner Progress	English Learners made 45.5 points progress on the Reading ELA CAASPP.	English Learners will make 10% increase overall on the 2025-2026 CAASPP Assessment

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Ambitious Instruction: All students, including English Learners, students with learning difficulties or disabilities, and advanced learners in all grade levels are provided a Common Core Standards-based core instructional program in English Language Arts, which includes district-adopted materials and	All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.	1,605.00 0824 5700-5799: Transfers Of Direct Costs Printshop/ Transfer of Services 70,697.00 3010

<p>approved resources such as Wonders, Heggerty, UFLI, SIPPS, and StudySync.</p> <p>Dual Language Imersion- Spanish students in two Kindergarten and two 1st Grade Rooms are provided the same Commn Core Standards-based core instructional programs of Maravillas, Heggerty, and Hola Books.</p> <p>Teaching staff identify essential standards per grade level to develop a Guaranteed Viable Curriculum Continuum, with data analysis and review using the PDSA protocols. As a primary architect of the GVC concept, Marzano Resources provides extensive guides on identifying "essential" versus "supplemental" standards. The Art and Science of Teaching.</p> <p>At all levels, teachers use the locally adopted basic core and program ancillary materials designed for full accessibility to students and provide differentiated instruction to meet the needs of students, including strategic learners with Go-Math, Number Talks, and CAR strategies to be utilized as resources to promote progress in Math.</p> <p>The school provides planned prevention/intervention instruction to all students in all grade levels K-5 through our MTSS by a certificated teacher and the support of an instructional assistant within the instructional day, as well as extra time offerings using district-adopted materials. These services are provided to students in the Language of Instuction whether in English or in Spanish. All teachers use district-adopted materials and research based strategies to support all students attain grade level standards and nudge them further to support students below grade level, on grade level, and beyond grade level. Fuchs, D., & Fuchs, L. S. (2017). Responsiveness to-intervention (RTI) from promise to practice. Guilford Press. Shefelbine, J., & Yopp-Singer, H. K. (2017). Systematic instruction in phonological awareness, phonics, and sight words (SIPPS) (3rd ed.). Collaborative Classroom.</p> <p>Stowell will focus on teacher-to-student and student-to-student academic interaction with attention to academic discussion, literacy, mathematics and other content areas through out the day. Stowell will implement a guidance on the amount of time students are using technology with a focus on intentional instructional growth (e.g. iXL). This will allow for more time to work on academic language and English Language Development in the doimains of Listening, Speaking, Reading, and Writing.</p> <p>All students will be allowed to receive tutoring assistance via district-provided services, and additional tutoring will be provided for targeted students via the Bali Learning Center.</p>		<p>2000-2999: Classified Personnel Salaries Instructional Assistant salary; I. A. Overtime; Support Overtime 5,000.00 3010</p> <p>2000-2999: Classified Personnel Salaries Instructional Assistant Substitute 14,704.00 3010</p> <p>3000-3999: Employee Benefits Classified staff benefits 5,000.00 3010</p> <p>1000-1999: Certificated Personnel Salaries Certificated staff Overtime 600.00 3010</p> <p>1000-1999: Certificated Personnel Salaries Certificated Teacher Substitute 1,051.00 3010</p> <p>3000-3999: Employee Benefits Certificated Staff Benefits 10,900.00 3010</p> <p>4000-4999: Books And Supplies Supplies and Materials/Non-Capitalized Equipment 5,500.00 3010</p> <p>5700-5799: Transfers Of Direct Costs Printshop 5,000.00 3010</p> <p>5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements-Non-equipment 1,050.00 3010</p> <p>5800: Professional/Consulting Services And Operating Expenditures Professional Services 3,400.00 3010</p> <p>5800: Professional/Consulting Services And Operating Expenditures Online subscription Services</p>
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	<p>The teaching staff receives professional development/support on AVID strategies as an added resource for school-wide achievement/college & career readiness. Stowell Staff will participate every three years at the annual Summer Conference for the Site AVID team will support full site implementation with fidelity.</p> <p>Research indicates that AVID professional development, particularly participation in AVID Summer Institutes, is a significant predictor of teacher leadership. Watt, K. M., Huerta, J., & Hong, E. (2013). The effect of AVID on academic performance and college readiness. <i>Journal of Education for Students Placed At Risk (JESPAR)</i>, 18(1), 1–17.</p> <p>Ongoing onsite Math professional development to include side-by-side coaching model will continue to address and implement the new Math Frameworks.</p> <p>Teaching staff will continue the implementation of UDL strategies and supports into daily lessons as they continue to receive imbedded professional development in this area. Marzano, R. (2011): <i>The Art & Science of Teaching / Making the Most of Instructional Rounds</i>. This supports the "Instructional Rounds" mentioned in section 1.4 where teachers observe UDL strategies in practice.</p> <p>All students will attend Assemblies and Learning excursions (Field Trips) to support the academic program.</p>		<p>23,721.00 0824 4000-4999: Books And Supplies Materials & Supplies 3,000.00 0824 5700-5799: Transfers Of Direct Costs Field Trips 1,893.00 3010 5000-5999: Services And Other Operating Expenditures Professional Conferences/AVID</p>
<p>1.2</p>	<p>Supportive Environment:</p> <p>The school's schedule allocates instructional time to Core Content as required by the State and District to include English Language Arts, Mathematics, English Language Development and Physical Education. This time is given priority and protected from interruptions.</p> <p>The school schedule allocates adequate instructional time within and beyond the school day to further support students identified as needing additional academic support. The school uses assessment and placement criteria to determine the instructional needs of strategic students and the intensity of support necessary.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
<p>1.3</p>	<p>Ambitious Instruction:</p> <p>California Common Core State Standards are the foundation for the collaborative grade level identification of essential standards used to develop the site's Guaranteed Viable Curriculum. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). <i>Effective teacher professional development</i>. Learning Policy Institute.</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	

	<p>GVC along with the District pacing guide ensures all students receive a a common sequence of grade-level instruction, as well as common assessments. Data analysis of common assessments, as well as other curriculum based measures, inform instructional decisions.</p> <p>The pacing guide ensures a focus on 1) An alignment to grade-level content standards, 2) the use of locally-adopted basic core program ancillary materials, 3) time for pre -teach and re-teach, and 4) time to address specific skill needs of strategic students.</p>		
1.4	<p>Collaborative Teachers:</p> <p>Professional development is needed to continually build capacity in site teachers for Tier I instruction in Math and ELA. All teachers will receive UDL PD through the district to help design Tier 1 lessons. Additional MCOE support will be provided for Math will be provided to all Stowell certificated Teachers.</p> <p>The school and district provide principals and learning directors with professional development focused on leadership, support, and monitoring to fully implement the district-adopted, standards-aligned English Language Arts/English Language Development core program and Mathematics program.</p> <p>Teachers are supported through District resources focusing on District Adoptions, research-based instructional strategies, lesson design, and pedagogy.</p> <p>Teachers will visit each others classrooms through quarterly Instructional Rounds as the school focuses on asking students to justify their responce, students speaking in full complete sentences, using academic vocabulary in their responce, and the use of writing in their lessons. ("The Art & Science of Teaching / Making the Most of Instructional Rounds," 2011 Marzano)</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	
1.5	<p>Collaborative Teachers & Supportive Environments:</p> <p>The District staffs all classrooms with fully credentialed and highly qualified teachers, per the Elementary and Secondary Education Act requirements. Professional development activities are provided at the site and district levels and focus on the locally adopted standards-aligned instructional materials for English Language Arts/English Language Development, and SIPPS, UFLI, and Hola Books for DLI-Spanish classes as Tier I and II intervention programs in use at the school.</p> <p>Some teachers at Stowell receive LETRS training to deepen their knowledge of the Science of</p>	<p>All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.</p>	

	Reading to support a Structured Literacy program in their classrooms.		
1.6	<p>Collaborative Teachers & Supportive Environments:</p> <p>The school and district provide instructional assistance and ongoing support to all teachers in English Language Arts/English Language Development and strategic and intensive intervention. Professional development on-site and through the district supports adoptions, resources, and effective design and delivery of lessons.</p> <p>Structured time is allocated in site staff development/meetings and structured grade-level meetings.</p> <p>Substitutes for DLI Teachers to collaborate with colleagues within and out of district.</p>	All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.	
1.7	<p>Effective Leaders, Collaborative Teachers & Supportive Environments:</p> <p>The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative and curriculum embedded).</p> <p>Assessment results are used inform teacher instructional practices and identify learning patterns as well as intervention needs.</p> <p>Principal ensures continuous opportunities for teacher collaboration, analysis, and planning to strengthen the instructional program and appropriately place students. Site leadership and staff review data and engage in professional discussion to guide continued instruction and identify needs.</p>	All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.	
1.8	<p>Effective Leaders, Collaborative Teachers & Supportive Environments:</p> <p>School and district general and categorical funds are coordinated, prioritized and allocated to align with the full implementation of the Essential Program Components in English Language Arts/English Language Development and the Single Plan for Student Achievement. The Single Plan for Student Achievement is aligned with the Local Education Plan and Local Control Accountability Plan.</p> <p>Funds are used to promote and support Structured Literacy (in both English and Spanish classrooms), the new Math Frameworks, both Designated and Integrated English Language Development, and a strong RtI Program. This would include Printshop orders, ink and toner for printers, and materials to support student progress in their learning.</p>	All students: especially Hispanic, SED, EL & Students With Disabilities. Also student groups such as African American and White.	

	Overtime pay for Teachers taking the ELPAC Training in preparation for administering the exam.		
1.11			
1.12			
1.13			
1.14			
1.19			
1.20			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

A focus on Tier I instruction and Tier 2 interventions within the classroom and grade levels (Walk-to-Read). Work with Center for Model Schools will assist focus on Ambitious Instruction delivery in Tier 1 in getting students to talk more and shifting to having students do more heavy lifting in regards to justifying their responses, and increasing Academic talk. For Tier 2 instruction effective as each student data point is analyzed and strategically planned for targeted, systematic intervention. The staff will stick to the plan implemented this year for Tier 1 instruction and fine tune interventions for Tier 2 as they have gained knowledge of the programs implemented this year and the use of the FIABs for Math. Each task 1.1 through 1.8 above help to accomplish this growth. It is possible that Tier 3 students in Grades 3rd through 5th will be served with the Intervention Teacher.

1.1-Ambitious Instruction:

All students, including English Learners, students with learning difficulties or disabilities, and advanced learners in all grade levels are provided a Common Core Standards-based core instructional program in English Language Arts, which includes district-adopted materials and approved resources such as Wonders, Heggerty, UFLI, SIPPS, and StudySync. This will remain the same with the addition of our DLI students in Kindergarten and 1st Grades, we have added Maravillas and Hola Books to our curriculum.

1.2-Supportive Environment:

The school's schedule allocates instructional time to Core Content as required by the State and District to include English Language Arts, Mathematics, English Language Development and Physical Education. This time is given priority and protected from interruptions. This will continue in place.

1.3- Ambitious Instruction:

California Common Core State Standards are the foundation for the collaborative grade level identification of essential standards used to develop the site's Guaranteed Viable Curriculum. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute.

GVC along with the District pacing guide ensures all students receive a a common sequence of grade-level instruction, as well as common assessments. Data analysis of common assessments, as well as other curriculum based measures, inform instructional decisions. This will contine with refinement.

.1.4 -Collaborative Teachers:

Professional development is needed to continually build capacity in site teachers for Tier I instruction in Math and ELA. All teachers will receive UDL PD through the district to help design Tier 1 lessons. Additional MCOE support will be provided for Math will be provided to all Stowell certificated Teachers. This continues. Staff will participate in a book talk next year with, "The Shift to Student-Led" to further understanding as to the how to implement UDL strategies into the classroom instruction.

1.5 - Collaborative Teachers & Supportive Environments:

The District staffs all classrooms with fully credentialed and highly qualified teachers, per the Elementary and Secondary Education Act requirements. Professional development activities are provided at the site and district levels and focus on the locally adopted standards-aligned instructional materials for English Language Arts/English Language Development, and SIPPS, UFLI, and Hola Books for DLI-Spanish classes as Tier I and II intervention programs in use at the school. Continues in place.

1.6 -Collaborative Teachers & Supportive Environments:

The school and district provide instructional assistance and ongoing support to all teachers in English Language Arts/English Language Development and strategic and intensive intervention. Professional development on-site and through the district supports adoptions, resources, and effective design and delivery of lessons. Continues.

1.7 & 1.8 -Effective Leaders, Collaborative Teachers & Supportive Environments:

The school and district provide and support an easily accessible electronic data management system. Schools uniformly administer, score, analyze and use student achievement data from diagnostic and other assessments (progress monitoring, formative, summative and curriculum embedded). Both are continuing.

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

Data meetings are ongoing throughout the year, analysis, regrouping, professional dialogue, and adjustments to the program differed from the intended initial implementation. There is one missing element and that is the urgency of how well the PLC is functioning with a focus of improving. Through the UDL training even more is to be considered and influences the planning for instructional lessons.

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

The data is showing minimal progress from year to year and in some areas this is a decrease in growth. Though flexible grouping is essential to meet the varying needs of students in Grades Kindergarten through 6th Grade the staff needs to focus on Teir 1 instruction with a lot of vertical team articulation so to improve instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional Learning and Student Wellness

Stowell will support all students grades TK-5 in their social-emotional well-being by providing a clean and safe learning environment that is culturally responsive as well as nourishing to the adult /student relationship. Continued refinement of the site Positive Behavioral Interventions & Support (PBIS) and Conscious Discipline strategies will assist in promoting positive relationships with students and families as well as educate all families on the importance of daily attendance. The result will promote increased attendance and engagement and will reduce disciplinary actions including suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The Suspension rate at Stowell has declined slightly by 1.7% from 2023/24 to 2024/25 school year. Student groups with significant data are African-American in the Red range, English Learners in the Orange range, and Students with Disabilities and Socioeconomically Disadvantaged in the Yellow range as shown on the CA School Dashboard. The student group of Hispanic is now in the Green range. A refinement of the PBIS Tier I philosophy and strategies as well as the addition of a Restorative Justice League (RJL)Tech to establish a STARS Academy Tier II system, and a Campus Security Liasion to build a sense of safety and serve as a "go-between" for students and other adults on campus to ensure school community and relationships.

California School Dashboard Performance Indicators:

Chronic Absenteeism

English Learners, Hispanic, and Socioeconomically Disadvantaged, High: Red

Students with Disabilities, High: Orange.

Suspension Rates

African American, High: Red and,

English Learners, High: Orange.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data/Rates	Increased from 2024 for all significant subgroups (EL, SED, and Hispanic) 58 home suspensions equaling 129 days total	10% further decrease in 2026 for all significant subgroups by the end of this year, 2025-2026
Chronic Absenteeism	Maintained at 25.8% in 2025 students Chronically absent.	10% further decrease in 2026 for all significant subgroups, such as English Lernalers, Hispanic, and Socioeconomiclly Disadvantaged, and Students with Disabilities.

Center For Model Schools Student Survey	<p>Supportive Environment was in the Neutral range:</p> <ul style="list-style-type: none"> • Student responses were in Strong range for Peer Support for Academic Work where a high percentage felt it was important to attend school every day; feel it is important to pay attention in class; doing homework was important; and trying hard to get good grades • Student responses were in the Neutral range for Student-Teacher Trust where a large percentage felt they were safe with their teachers; comfortable with their teachers; felt that their teachers kept promises; that their teachers listened to their ideas; and teachers treat them with respect. There was a smaller percentage(7%-11%) who disagreed • Student responses were Neutral range for Academic Personalism area where a large percentage agreed that; their teachers help them catch up if behind; teachers are willing to give extra help on schoolwork; teachers notice if having trouble on something; teacher provides suggestions on ways to improve my work; teachers are able to explain things in a different way when they are not understanding something. There were a percentage that disagreed with the above (4%-12%). • Student responses were Week range regarding Safety, though the results show a percentage not feeling safe in bathrooms at school or outside around the school. 	Decrease the percentage of students who disagreed that there was Student-Teacher Trust as well as in Academic Personalism by 5%.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Supportive Environment & Collaborative Teachers:	All students particularly African American,	8,500.00 0824

	<p>PBIS/Conscious Discipline Stowell implements a Tier I PBIS/Conscious Discipline team to include the full site leadership members. The Tier II Team is comprised of PBIS coaches (2) and support staff, including administration, counselor, school psychologist, District BCBA, and District Social Worker. The teams meet monthly to review the needs of the site and plan for staff development. McIntosh, K., Goodman, S., & Sugai, G. (2023). Integrating Academics and Behavior in Tiered Systems of Support: Evidence-Based Practices for School Teams. Guilford Press.</p> <p>Monthly review & analysis of discipline data with PBIS Tier I and Tier II teams, plans for improvement are guided by the data and include Structured Recess plans, Check-in/Check-out System, and STARS Academy with RJL. Such activities serve to provide improvement in timely and daily attendance and reduce discipline incidents.</p> <p>Student Success Team meetings are held weekly as needed for students in need of additional support academically and/or behaviorally. Substitutes are required.</p>	<p>Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.</p>	<p>1000-1999: Certificated Personnel Salaries Certificated Teacher Overtime/ Substitute/ Extra Pay 3,736.00 0824 2000-2999: Classified Personnel Salaries Additional hours for meetings ,staff development, and substitutes for meetings 1,624.00 0824 3000-3999: Employee Benefits Certificated Benefits 1,614.00 0824 3000-3999: Employee Benefits Classified Benefits 2,500.00 0824 5700-5799: Transfers Of Direct Costs Printshop/Transfer of Services 1,000.00 0824 4000-4999: Books And Supplies Non-Capitalized Equipment 1,000.00 0824 5800: Professional/Consulting Services And Operating Expenditures Professional Services/ Consulting Services</p>
<p>2.2</p>	<p>Supportive Environments: Social Worker Services are sought out via MTSS as needed to support families. SW is a part of our PBIS and SST teams. Resources within the community will be promoted to serve under-served populations such as African American, Foster/Homeless students.</p>	<p>All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.</p>	
<p>2.3</p>	<p>Supportive Environments & Collaboative Teachers: Overtime Pay is needed to pay classified staff time for district trainings of safety and wellness for staff and students as well as assistance in PBIS Passport Walks in August and January. The purchase of UDL book "Shift to Student Led" for teaching staff to engage in book study to assist in understanding and implementation of strategies so that students are supported in their learning environments. Marzano, R. (2011): The Art &</p>	<p>All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.</p>	

	Science of Teaching / Making the Most of Instructional Rounds.		
2.4	<p>Supportive Environments:</p> <p>Counseling Program : Tier I lessons to classrooms , school wide activities and individual counseling sessions, Tier II Social Skills groupings. Stowell counseling program will include skill specific group sessions and grade level Social Emotional Lessons school- wide daily. Other on site events such as Red Ribbon, Kindness Challenge, AVID/Career Weeks are all coordinated with site Counselor.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
2.5	<p>Effective Leaders & Supportive Environment:</p> <p>Assemblies and Incentives/Recognition Students will be recognized for STAR behavior on a weekly and monthly basis. Assemblies will be focused on academics to include social emotional well-being and cultural awareness. Awards assemblies and Guest Assemblies will be scheduled throughout the year.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
2.6	<p>Supportive Environments & Collaborative Teachers:</p> <p>Stowell's PBIS/Conscious Discipline Tier II team collaborates to provide Social Emotional-Learning mini-lessons to be implemented during the instructional day (start of the day and wrap up) and is included in the master site schedule. Cultural Awareness support and PD for staff at staff meetings or through guest presenters. McIntosh, K., Goodman, S., & Sugai, G. (2023). Integrating Academics and Behavior in Tiered Systems of Support: Evidence-Based Practices for School Teams. Guilford Press.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
2.7	<p>Supportive Environment:</p> <p>Noon Supervisors and Junior Coaches are involved in planning and conducting student activities through PlayWorks training during Snack Break and lunch hours to keep students physically healthy and promote positive peer interactions (good sportsmanship). An increase in hours and/or the number of Noon Supervisors will provide additional supervision and meet safety needs.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
2.8	<p>Supportive Environment:</p> <p>Lunchtime Activities/equipment - Structured lunch recess breaks and ample equipment for planned activities are crucial in reducing lunch recess issues and conflicts. The system requires materials and equipment and ongoing replenishment.(Healthcare Foundation of NJ).</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
2.9	<p>Supportive Environment:</p> <p>Restorative Justice League Tech to be housed and equipped with supplies to support PBIS Tier II and STARS Academy.</p>	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	

2.10	Supportive Environment: Overtime pay is needed to pay Certificated Staff for trainings on Sexual Harrassment, Mandated Reporting, Active Shooter, and Anti-Bullying.	All students particularly African American, Students with Disabilities, Hispanic and Socioeconomically Disadvantaged.	
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

According to Stowell's first Center for Model School Student Survey, where 67% of our current 4th through 6th graders participated in on February 2026 the following was found.

Supportive Environment was in the Neutral range:

- Student responses were in Strong range for Peer Support for Academic Work where a high percentage felt it was important to attend school every day; feel it is important to pay attention in class; doing homework was important; and trying hard to get good grades
- Student responses were in the Neutral range for Student-Teacher Trust where a large percentage felt they felt safe with their teachers; comfortable with their teachers; felt that their teachers kept promises; that their teachers listened to their ideas; and teachers treat them with respect. There was a smaller percentage (7%-11%) who disagreed
- Student responses were Neutral range for Academic Personalism area where a large percentage agreed that; their teachers help them catch up if behind; teachers are willing to give extra help on schoolwork; teachers notice if having trouble on something; teacher provides suggestions on ways to improve my work; teachers are able to explain things in a different way when they are not understanding something. There were a percentage that disagreed with the above (4%-12%).
- Student responses were Weak range regarding Safety, though the results show a percentage not feeling safe in bathrooms at school or outside around the school.

Ambitious Instruction was in the Weak range:

- Student responses were in the Neutral range for English Instruction: Debate the meaning of a reading- responses varied from 15% Once or twice a semester to 30% reporting Almost every day. The areas indicating areas to improve on are: Discuss how culture, time, or place affects an author's writing; and Rewrite a paper or essay in response to comments or feedback.
- Student responses were in the Weak range for Math Instruction: from 9% Never to 20% Once or twice a month that teachers would explain how to solve a problem; 14% Never to 19% Once or twice a month on if their teachers discuss possible solutions to problems with other students.
- Student responses were in the Weak range for Academic Press especially when responding to: this class challenges me, and the teacher wants us to become better thinkers.

2.1 & 2.9- Monitoring Minor Behaviors as a Staff has gone better with improvement on how the system works and determination as to which students should receive behavior interventions through STARS Academy.

2.2- Went well as Admin. and Teams engage with families through the SST process and understanding when and if Social Worker referral needs to be made.

2.3 - The learned UDL strategies also brings the aspect of lessons being of support to students within the classroom environment and are choices being offered as part of the instruction.

2.4- This task continues to go well, yet will even improve more as counselor brings more to the academic side as well through learning of Hatching Results PD.

2.5- These continue and to be purposeful matching the needs of the site in SEL. There was a shift for all Grades to do quarterly assemblies rather than monthly, especially in the lower grades.

2.6- Continues to be essential as all become more knowledgeable on the diversity Stowell consists of.

2.7 & 2.8- Playworks brought a great change to Lunch Recess time especially with the Junior Coaches role of Student Leadership.

2.10- Needs to continue as all Certificated and Classified Staff need to receive and complete the yearly trainings for sustaining Supportive Environments.

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

PBIS Tier II and III are organized in a system where data is being monitored and behaviors are being addressed. The addition of the R/JL Tech has made a impact in addressing Minors as well as Majors.

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

Stowell will consider hiring a Community Liaison to assist with attendance and communication to home of the different programs being offered at the site.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Family and Community Empowerment

Stowell will promote parent empowerment through a variety of venues which will include clear understanding and increased confidence in the systems of intervention and support for both academic achievement, behavioral and mental health/social-emotional well being for all students grades TK-5.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Parent participation continues to be minimal for site committees or input meetings. Performances and events are well attended. Stowell will revisit Parent education modules available through MCS D offerings. 23% of Parents responded to the Center for Model Schools Parent Survey. Out of this percentage, 58% of parents were Extremely Likely to recommend other families to Stowell, while 6% reported unlikely to recommend the school to others.

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
Center for Model Schools Parent Survey	23% of Parents responded to the Center for Model Schools Parent Survey. Out of this percentage, 58% of parents were Extremely Likely to recommend other families to Stowell, while 6% reported unlikely to recommend the school to others.	Increase parent participation in school events by 30%.
Center for Model Schools Student Survey	66% of the parents who participated in the CMS Survey reported that they were very satisfied with Stowell Elementary while 11% of parents were somewhat dissatisfied with Stowell Elementary.	Increase parent satisfaction by 10%, by providing better communication methods and connectivity to the school.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Involved Families & Supportive Environment: School Site Council, English Learner Advisory Committee, LCAP and Parent/Teacher Club	All students particularly African American, Hispanic, Students with Disabilities and	1,000.00 3010 1000-1999: Certificated Personnel Salaries

	<p>meetings will be held monthly with child care provided to promote attendance.</p> <p>Jeynes, W. H. (2012). A meta-analysis of the efficacy of various parental involvement programs for urban students. Goodall, J., & Ghent, K. (2015). The impact of parental engagement in schools: A review of existing research.</p>	Socioeconomic Disadvantaged.	<p>Overtime for Certificated Teachers 200.00 3010 2000-2999: Classified Personnel Salaries Overtime for Classified Instructional Aides interpreting services 13,388.00 3010 2000-2999: Classified Personnel Salaries Clerical/Technical/Office Sal. 500.00 3010 2000-2999: Classified Personnel Salaries Support and Translating</p>
3.2	<p>Supportive Environment & Involved Families:</p> <p>Stowell will host several family Nights to build community, such as Loteria Night/Día de Los Muertos/Movie Night, and A Celebration of African-American Heritage, and a Block Party.</p> <p>Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67.</p>	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
3.3	<p>Materials & Supplies</p> <p>Raffle prizes for the various events and committees are needed to entice attendance.</p>	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
3.4	<p>Supportive Environment & Involved Families:</p> <p>Quarters 1-3, Stowell will host family literacy evenings in Reading, Mathematics, and Social Emotional Wellness to be implemented by certificated teachers and instructional assistants as well as site administration.</p> <p>Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. Contemporary Educational Psychology, 25(1), 54-67.</p>	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
3.5	<p>Collaborative Teachers:</p> <p>Overtime pay for any Certificated Staff and Classified Staff who helped to prepare and participated in family events.</p>	All students particularly African American, Hispanic, Students with Disabilities and Socioeconomic Disadvantaged.	
3.6			
3.9			
3.10			
3.11			

3.12			
3.13			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Through the Family Events and building community we hope to also build our Family Literacy Events in 2026-2027 school year.

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

Stowell will continue to maintain three family events and implement three literacy events as well.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Targeted Services for At-Promise Groups

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Although the population total of African American students had not been a quantifiable significant student group at Stowell in prior years, in 2024-25 year it did become a quantifiable group with 31 students per guidelines, there is a gap in engagement as reflected in suspension and attendance data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard	The Suspension rate at Stowell has declined slightly by 1.7% from 2023/24 to 2024/25 school year. Student groups with significant data are African-American in the Red range and English Learners in the Orange range, Socioeconomically Disadvantaged, and Students with Disabilities are in the Yellow range as shown on the CA School Dashboard.	Increase attendance, decreased suspension

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Supportive Environment: Priority enrollment opportunities for MARS and ASSETS after school programs DuBois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). Effects of youth mentoring programs on educational outcomes: A meta-analytic review.	African American, Homeless, Foster Youth, and English Learners	

4.2	Supportive Environment: Priority enrollment opportunities for Academic Extended Day Instruction and Extra Curricular Activities to include the Arts (Spotlight) and Sports (Soccer, Basketball, Track). Durlak, J. A., Weissberg, R. P., Pachan, A. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. American Journal of Community Psychology, 45(3-4), 294–309.	African American, Homeless, Foster Youth, and English Learners	
4.3	Supportive Environment: Student Champions: an opportunity for Certificated and Classified staff to Champion such identified students through weekly Check-ins or even weekly expended day opportunities. Overtime pay would be needed for the extended day option.	African American, Homeless, Foster Youth, and English Learners	
4.5			
4.7			

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

The student population did show significant interest in extracurricular activities. Stowell will need to continue to reach out and engage with community resources.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$188,183.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0824	\$48,300.00
3010	\$139,883.00

Subtotal of state or local funds included for this school: \$188,183.00

Total of federal, state, and/or local funds for this school: \$188,183.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
3010	139,883.00	0.00
0824	48,300.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0824	48,300.00
3010	139,883.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,100.00
2000-2999: Classified Personnel Salaries	93,521.00
3000-3999: Employee Benefits	18,993.00
4000-4999: Books And Supplies	35,621.00
5000-5999: Services And Other Operating Expenditures	1,893.00
5700-5799: Transfers Of Direct Costs	12,605.00
5800: Professional/Consulting Services And Operating Expenditures	10,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0824	8,500.00
2000-2999: Classified Personnel Salaries	0824	3,736.00
3000-3999: Employee Benefits	0824	3,238.00

4000-4999: Books And Supplies	0824	24,721.00
5700-5799: Transfers Of Direct Costs	0824	7,105.00
5800: Professional/Consulting Services And Operating Expenditures	0824	1,000.00
1000-1999: Certificated Personnel Salaries	3010	6,600.00
2000-2999: Classified Personnel Salaries	3010	89,785.00
3000-3999: Employee Benefits	3010	15,755.00
4000-4999: Books And Supplies	3010	10,900.00
5000-5999: Services And Other Operating Expenditures	3010	1,893.00
5700-5799: Transfers Of Direct Costs	3010	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	3010	9,450.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	153,121.00
Goal 2	19,974.00
Goal 3	15,088.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Vance d'Escoto, Ed.D	Principal
Richard Alvarado	Classroom Teacher
Jaime Morris	Classroom Teacher
Maria Hernandez	Parent or Community Member
Dora Medina Brum	Other School Staff
Rita DeAnda	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

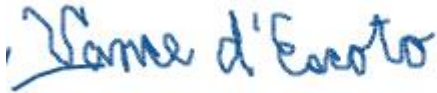
Other: Site Leadership Team

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

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

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

Attested:



Principal, Vance d'Escoto on 5/19/2026



SSC Chairperson, Maria Hernandez on 5/19/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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