

2026-27 School Plan for Student Achievement

Stine Elementary School

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT



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

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

FOR DISTRICT OFFICE USE	
Item/Action Reviewed	Date
Schoolsite Council Approval Date	04/22/2026
Board of Trustees Approval Date	06/23/2026

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Purpose and Description

Select Title I Program:

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a strategic plan developed collaboratively by Stine's Leadership Team and School Site Council to ensure that every student—particularly those most at risk of not meeting state academic standards—receives high-quality instruction and targeted support.

This plan aligns with the Panama-Buena Vista Union School District Local Control and Accountability Plan (LCAP) and reflects Stine's commitment to academic excellence, equity, and continuous improvement.

The 2026–2027 SPSA represents a year of stability and deep implementation. Rather than introducing new initiatives, the focus of this plan is to strengthen and refine existing systems, ensure consistent Tier I instruction across classrooms, and improve the precision of intervention and progress monitoring practices. Through disciplined implementation and collaborative accountability, Stine aims to accelerate growth in literacy, mathematics, student engagement, and school climate outcomes. Professional Learning Teams (PLTs) serve as the primary structure for analyzing student data and making instructional decisions. The Guiding Coalition monitors coherence and supports implementation across the system.

All instructional supports, programs, and interventions described in this plan are selected and adjusted through PLT analysis of student data aligned to Tier I instruction.

This SPSA:

- Identifies measurable, site-specific goals grounded in comprehensive analysis of Dashboard, STAR, DIBELS, attendance, behavior, and subgroup data
- Describes research-based instructional strategies and tiered supports designed to improve student achievement
- Establishes clear monitoring cycles to ensure data is used actively—not just reviewed—to ensure data is used to adjust instruction and interventions
- Prioritizes improved outcomes for subgroups, including African American students, English Learners, and Students with Disabilities
- Defines professional learning necessary to strengthen instructional practice and system coherence
- Outlines structures for family and community engagement as essential partners in student success
- Reflects estimated expenditures and funding sources, including Title I and LCFF
- As a Schoolwide Program (SWP), Stine utilizes federal and local funds to strengthen core instruction in literacy, language development, and mathematics. Resources are allocated to high-quality curriculum and materials, professional development, teacher collaboration time, data review cycles, and targeted intervention staffing to support students requiring additional academic and behavioral assistance.

LCFF funds distributed at the district or site level are incorporated when actions directly benefit Stine

students. When allowable under federal guidelines, site-based LCFF funds may be used to support cohesive, schoolwide improvement efforts. Should additional site-level LCFF funding become available, budget revisions will be made to align expenditures to the priorities outlined in this plan.

Site advisory groups, including the School Site Council (SSC), English Learner Advisory Committee (ELAC), and other educational partner bodies, have reviewed and provided input on this plan to ensure alignment with community needs and student priorities.

The state has identified the school for:

School Vision and Mission

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Educational Partners played an active and ongoing role in the development, review, and refinement of Stine Elementary School's 2026–2027 School Plan for Student Achievement (SPSA). The planning process began with a formal Comprehensive Needs Assessment conducted by the Instructional Leadership Team (ILT), administration, and teacher leaders. During this process, multiple data sources were analyzed, including California Dashboard indicators, CAASPP results, STAR Reading and Math benchmarks, DIBELS data, attendance trends, suspension data, common formative assessments, and subgroup performance patterns. The SWIFT-FIA and educational partner perception surveys (staff, students, and families) were also reviewed to evaluate implementation fidelity and school climate conditions.

During the Comprehensive Needs Assessment, each current strategy was reviewed and evaluated as “continue,” “continue with modifications,” or “discontinue.” This disciplined review process allowed the team to identify implementation gaps, refine Tier I instructional practices, strengthen intervention systems, and prioritize strategies for deeper implementation in 2026–2027.

Input from educational partners was gathered throughout the year and continues during the implementation cycle. The School Site Council (SSC) reviewed needs assessment findings, provided feedback on proposed goals and strategies, and approved the SPSA. The English Learner Advisory Committee (ELAC) reviewed data specific to English Learners and provided recommendations, which were formally brought forward to the SSC for consideration. Additional feedback was gathered during Title I meetings, family engagement events, and parent communication forums.

Stine's council structures—including Attendance Council, Community and Climate Council, PBIS/MTSS teams, and grade-level Professional Learning Teams (PLTs)—also contribute to

ongoing monitoring of goals related to attendance, behavior, academic achievement, and family engagement. Data and progress updates are shared regularly to ensure transparency and collective ownership of student outcomes.

Through this collaborative process, educational partners are not only informed of the SPSA but actively participate in reviewing data, identifying needs, recommending improvements, and monitoring progress throughout the school year.

Resource Inequities

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

Stine Elementary School has not been identified for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI). However, analysis of California Dashboard indicators and local benchmark data indicates ongoing performance gaps among specific student groups, including African American students, English Learners, and Students with Disabilities.

While these gaps do not currently meet the state threshold for formal identification, they represent areas of focus within the 2026–2027 SPSA. The school has identified the need to strengthen implementation consistency in Tier I instruction, refine intervention cycles, and enhance progress monitoring systems to ensure equitable academic growth across classrooms and student groups. These areas of focus are addressed within the goals and actions outlined in this plan.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stine 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	%	0.16%	0.32%		1	2
African American	16.97%	13.17%	11.35%	103	81	70
Asian	1.98%	1.79%	1.78%	12	11	11
Hispanic/Latino	70.51%	74.31%	74.88%	428	457	462
Pacific Islander	0.33%	0.33%	0.32%	2	2	2
White	7.08%	6.99%	7.29%	43	43	45
Two or More Races	1.65%	2.44%	2.59%	10	15	16
Not Reported	1.48%	0.81%	1.46%	9	5	9
Total Enrollment				607	615	617

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten	28	35	47
Kindergarten	76	74	68
Grade 1	94	91	69
Grade 2	81	84	85
Grade3	72	83	83
Grade 4	100	73	89
Grade 5	73	98	79
Grade 6	83	77	97
Total Enrollment	607	615	617

Conclusions based on this data:

1. Stine's total enrollment has remained relatively stable over the past three years, increasing slightly from 607 students (2022–23 and 2023–24) to 615 students in 2024–25. This indicates consistent community enrollment patterns with modest growth rather than significant fluctuation.
2. The percentage of Hispanic/Latino students has steadily increased over the past three years (69.19%, 70.51%, 74.31%), with total enrollment rising from 420 to 457 students. Hispanic/Latino students now represent nearly three-

quarters of the school population, indicating a growing need to ensure strong culturally responsive practices and language development supports.

3. The percentage and number of African American students has decreased over the past three years (17.63% / 107 students, 16.97%/103 students, 13.17% / 81 students). While still a significant subgroup, this downward trend shifts the demographic composition of the school and may impact subgroup performance analysis and resource planning.

School and Student Performance Data

Student Enrollment 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	118	108	100	19.4%	17.6%	16.2%
Fluent English Proficient (FEP)	28	31	27	4.6%	5.0%	4.4%
Reclassified Fluent English Proficient (RFEP)	16	20		2.6%	3.3%	

Conclusions based on this data:

1. Although the percentage of English Learners fluctuated slightly over the three-year period (18.8%, 19.4%, 17.6%), the EL population remains a significant subgroup at Stine. This stability reinforces the need for consistent implementation of designated and integrated ELD, strong Tier I language supports, and ongoing progress monitoring to ensure language acquisition translates into academic growth.
2. The percentage of Reclassified Fluent English Proficient (RFEP) students declined sharply from 13.6% in 2022–23 to 2.6% in 2023–24, with a modest rebound to 3.3% in 2024–25. While there was improvement this year, reclassification rates remain below earlier levels, indicating a need to strengthen instructional alignment between ELD instruction, core literacy practices, and reclassification criteria.
3. Fluent English Proficient (FEP) percentages have remained relatively stable across the three years (5.1%, 4.6%, 5.0%). Maintaining and accelerating academic language growth for both current EL and FEP students remains essential to improving overall literacy proficiency and closing subgroup achievement gaps.

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	91	74	85	90	74	85	90	74	85	98.9	100	100
Grade 4	75	93	72	75	93	72	75	93	72	100.0	100	100
Grade 5	81	77	96	80	76	96	80	76	96	98.8	98.7	100
Grade 6	100	87	85	99	86	84	97	86	84	99.0	98.9	98.8
All Grades	347	331	338	344	329	337	342	329	337	99.1	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2352.	2361.	8.89	10.81	8.24	17.78	6.76	16.47	28.89	25.68	20.00	44.44	56.76	55.29
Grade 4	2432.	2433.	2408.	10.67	13.98	15.28	22.67	22.58	13.89	28.00	24.73	19.44	38.67	38.71	51.39
Grade 5	2434.	2433.	2450.	5.00	6.58	11.46	22.50	13.16	16.67	16.25	27.63	23.96	56.25	52.63	47.92
Grade 6	2503.	2479.	2489.	14.43	9.30	8.33	25.77	16.28	27.38	24.74	37.21	33.33	35.05	37.21	30.95
All Grades	N/A	N/A	N/A	9.94	10.33	10.68	22.22	15.20	18.69	24.56	28.88	24.33	43.27	45.59	46.29

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	7.78	8.11	8.24	60.00	56.76	51.76	32.22	35.14	40.00
Grade 4	9.33	9.68	9.72	66.67	62.37	56.94	24.00	27.96	33.33
Grade 5	8.75	10.53	10.42	55.00	60.53	63.54	36.25	28.95	26.04
Grade 6	16.49	12.79	9.52	52.58	48.84	60.71	30.93	38.37	29.76
All Grades	10.82	10.33	9.50	58.19	57.14	58.46	30.99	32.52	32.05

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	5.56	2.70	7.06	50.00	31.08	40.00	44.44	66.22	52.94
Grade 4	6.67	11.83	5.56	64.00	56.99	43.06	29.33	31.18	51.39
Grade 5	2.50	2.63	7.29	53.75	55.26	48.96	43.75	42.11	43.75
Grade 6	16.67	8.14	7.14	44.79	47.67	58.33	38.54	44.19	34.52
All Grades	8.21	6.69	6.82	52.49	48.33	47.77	39.30	44.98	45.40

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	12.22	2.70	1.18	67.78	66.22	72.94	20.00	31.08	25.88
Grade 4	4.00	10.75	5.56	74.67	67.74	63.89	21.33	21.51	30.56
Grade 5	10.00	9.21	5.21	62.50	63.16	79.17	27.50	27.63	15.63
Grade 6	12.37	6.98	8.33	71.13	67.44	71.43	16.49	25.58	20.24
All Grades	9.94	7.60	5.04	69.01	66.26	72.40	21.05	26.14	22.55

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	6.67	9.46	9.41	61.11	55.41	58.82	32.22	35.14	31.76
Grade 4	8.00	6.45	8.33	69.33	69.89	62.50	22.67	23.66	29.17
Grade 5	8.75	5.26	9.38	60.00	65.79	64.58	31.25	28.95	26.04
Grade 6	16.49	8.14	13.10	60.82	70.93	65.48	22.68	20.93	21.43
All Grades	10.23	7.29	10.09	62.57	65.96	62.91	27.19	26.75	27.00

Conclusions based on this data:

- Overall ELA achievement has remained relatively stable with a slight lincrease in students exceeding standard. Across all grades, the percentage of students exceeding standard increased slightly over the three-year period (9.94%, 10.33%, 10.68%). However, the percentage of students not meeting standard remains high (43.27%,

45.59%, 46.29%), indicating that while some students are achieving at high levels, a substantial portion of students continue to perform below grade-level expectations.

2. Writing continues to be an area of need. In the Writing domain, the percentage of students performing Below Standard remains higher than in other domains. In 2024–25, 45.40% of students were Below Standard in Writing compared to 32.05% in Reading and 22.55% in Listening. This pattern suggests that writing skills, including organization, clarity, and evidence-based responses, represent a consistent area for instructional focus.
3. Listening is a relative area of strength compared to other ELA domains. The Listening domain shows the highest percentage of students scoring At or Near Standard (72.40% in 2024–25), with a comparatively lower percentage of students Below Standard (22.55%). This suggests students demonstrate stronger performance in receptive and communication-based skills than in written expression and extended literacy tasks.

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	91	74	85	91	74	85	91	74	85	100.0	100	100
Grade 4	75	93	72	75	93	72	75	93	72	100.0	100	100
Grade 5	81	77	95	81	77	95	81	77	95	100.0	100	100
Grade 6	100	87	85	99	87	84	99	87	84	99.0	100	98.8
All Grades	347	331	337	346	331	336	346	331	336	99.7	100	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2374.	2361.	2364.	2.20	4.05	2.35	14.29	14.86	15.29	28.57	18.92	25.88	54.95	62.16	56.47
Grade 4	2415.	2427.	2400.	4.00	5.38	4.17	20.00	16.13	12.50	26.67	39.78	26.39	49.33	38.71	56.94
Grade 5	2422.	2403.	2415.	0.00	1.30	1.05	11.11	3.90	6.32	20.99	24.68	24.21	67.90	70.13	68.42
Grade 6	2458.	2430.	2444.	9.09	2.30	3.57	10.10	4.60	5.95	27.27	22.99	32.14	53.54	70.11	58.33
Grade 11															
All Grades	N/A	N/A	N/A	4.05	3.32	2.68	13.58	9.97	9.82	26.01	27.19	27.08	56.36	59.52	60.42

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	4.44	6.76	3.53	44.44	39.19	48.24	51.11	54.05	48.24
Grade 4	9.33	9.68	8.33	37.33	48.39	34.72	53.33	41.94	56.94
Grade 5	1.23	2.60	1.05	43.21	32.47	38.95	55.56	64.94	60.00
Grade 6	8.08	1.15	4.76	42.42	33.33	32.14	49.49	65.52	63.10
Grade 11									
All Grades	5.80	5.14	4.17	42.03	38.67	38.69	52.17	56.19	57.14

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	4.40	5.41	5.88	49.45	40.54	42.35	46.15	54.05	51.76
Grade 4	5.33	4.30	4.17	38.67	53.76	36.11	56.00	41.94	59.72
Grade 5	0.00	1.30	1.05	38.27	33.77	45.26	61.73	64.94	53.68
Grade 6	5.05	0.00	1.19	44.44	33.33	44.05	50.51	66.67	54.76
All Grades	3.76	2.72	2.98	43.06	40.79	42.26	53.18	56.50	54.76

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	4.40	2.70	1.18	59.34	58.11	58.82	36.26	39.19	40.00
Grade 4	0.00	5.38	5.56	60.00	62.37	44.44	40.00	32.26	50.00
Grade 5	0.00	0.00	1.05	54.32	46.75	42.11	45.68	53.25	56.84
Grade 6	5.05	1.15	3.57	61.62	45.98	57.14	33.33	52.87	39.29
All Grades	2.60	2.42	2.68	58.96	53.47	50.60	38.44	44.11	46.73

Conclusions based on this data:

1. Overall mathematics proficiency remains significantly below grade level expectations. Across all grades, more than half of students are performing in the Not Met category in mathematics. In 2024–25, 60.42% of students did not meet standard, compared to 56.36% in 2022–23. Meanwhile, the percentage of students exceeding standard has declined slightly (4.05%, 3.32%, 2.68%).
2. Students struggle most with applying mathematical concepts and procedures. In 2024–25, 57.14% of students performed Below Standard in the Concepts & Procedures domain. Similarly, 54.76% scored Below Standard in Problem Solving & Modeling/Data Analysis, and 46.73% scored Below Standard in Communicating Reasoning. Because more than half of students are Below Standard in two of the three major domains—and nearly half in the third—this suggests that students are not consistently demonstrating grade-level proficiency in applying mathematical concepts, solving complex problems, and communicating mathematical reasoning.
3. Grade-Level variability suggests inconsistent implementation across classrooms. Achievement trends fluctuate significantly by grade level. For example: Grade 5 and Grade 6 consistently show high percentages of students Not Meeting Standard (68.42% and 58.33% respectively in 2024–25) and mean scale scores vary across grade levels without consistent upward progression. These inconsistencies suggest variability in instructional implementation, pacing, or intervention alignment.

School and Student Performance Data

ELPAC Results

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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	1394.8	1406.4	1393.5	1389.8	1415.6	1386.9	1406.4	1385.0	1408.5	19	16	11
1	1452.1	1424.5	1418.2	1448.4	1441.6	1422.7	1455.1	1406.8	1413.5	20	20	13
2	*	1455.3	1467.2	*	1465.0	1482.2	*	1445.2	1451.4	9	23	18
3	1482.4	1460.8	1469.3	1473.6	1451.5	1464.9	1490.6	1469.4	1473.4	14	11	21
4	1489.7	1525.7	*	1475.2	1528.8	*	1503.7	1522.1	*	15	14	8
5	1485.5	1479.7	1500.4	1467.1	1471.8	1488.5	1503.5	1487.3	1511.6	18	18	14
6	1500.5	1525.0	1494.1	1497.5	1523.6	1476.5	1502.9	1526.0	1511.2	16	18	19
All Grades										111	120	104

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	10.53	0.00	9.09	15.79	50.00	9.09	42.11	25.00	45.45	31.58	25.00	36.36	19	16	11
1	10.00	0.00	0.00	45.00	25.00	23.08	30.00	40.00	46.15	15.00	35.00	30.77	20	20	13
2	*	8.70	16.67	*	34.78	27.78	*	34.78	38.89	*	21.74	16.67	*	23	18
3	14.29	0.00	9.52	35.71	27.27	19.05	35.71	45.45	47.62	14.29	27.27	23.81	14	11	21
4	13.33	21.43	*	33.33	64.29	*	33.33	0.00	*	20.00	14.29	*	15	14	*
5	5.56	5.56	0.00	27.78	16.67	50.00	44.44	33.33	21.43	22.22	44.44	28.57	18	18	14
6	0.00	22.22	5.26	37.50	38.89	21.05	37.50	22.22	42.11	25.00	16.67	31.58	16	18	19
All Grades	8.11	8.33	7.69	31.53	35.83	25.96	38.74	29.17	40.38	21.62	26.67	25.96	111	120	104

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	5.26	12.50	9.09	26.32	31.25	18.18	31.58	31.25	27.27	36.84	25.00	45.45	19	16	11
1	10.00	15.00	15.38	50.00	35.00	15.38	25.00	30.00	30.77	15.00	20.00	38.46	20	20	13
2	*	26.09	38.89	*	39.13	33.33	*	17.39	22.22	*	17.39	5.56	*	23	18
3	21.43	9.09	14.29	42.86	36.36	52.38	21.43	27.27	9.52	14.29	27.27	23.81	14	11	21
4	20.00	57.14	*	40.00	35.71	*	20.00	0.00	*	20.00	7.14	*	15	14	*
5	11.11	11.11	35.71	50.00	38.89	35.71	16.67	16.67	0.00	22.22	33.33	28.57	18	18	14
6	18.75	38.89	15.79	50.00	44.44	36.84	25.00	0.00	15.79	6.25	16.67	31.58	16	18	19
All Grades	13.51	24.17	22.12	42.34	37.50	36.54	25.23	17.50	16.35	18.92	20.83	25.00	111	120	104

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	*	6.25	18.18	*	31.25	9.09	*	50.00	72.73	*	12.50	0.00	*	16	11
1	5.88	0.00	0.00	29.41	5.00	23.08	47.06	45.00	38.46	17.65	50.00	38.46	17	20	13
2	*	0.00	5.56	*	30.43	33.33	*	39.13	22.22	*	30.43	38.89	*	23	18
3	0.00	0.00	0.00	29.41	18.18	14.29	47.06	36.36	47.62	23.53	45.45	38.10	17	11	21
4	6.25	14.29	*	6.25	50.00	*	37.50	21.43	*	50.00	14.29	*	16	14	*
5	*	5.56	0.00	*	0.00	14.29	*	38.89	50.00	*	55.56	35.71	*	18	14
6	0.00	11.11	5.26	6.25	22.22	5.26	43.75	44.44	57.89	50.00	22.22	31.58	16	18	19
All Grades	5.41	5.00	4.81	19.82	21.67	15.38	42.34	40.00	46.15	32.43	33.33	33.65	111	120	104

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	5.26	6.25	9.09	63.16	81.25	54.55	31.58	12.50	36.36	19	16	11
1	45.00	20.00	23.08	50.00	65.00	46.15	5.00	15.00	30.77	20	20	13
2	*	26.09	33.33	*	56.52	61.11	*	17.39	5.56	*	23	18
3	35.71	27.27	0.00	42.86	54.55	61.90	21.43	18.18	38.10	14	11	21
4	26.67	71.43	*	53.33	28.57	*	20.00	0.00	*	15	14	*
5	22.22	5.56	21.43	44.44	72.22	64.29	33.33	22.22	14.29	18	18	14
6	0.00	27.78	10.53	81.25	55.56	52.63	18.75	16.67	36.84	16	18	19
All Grades	22.52	25.00	14.42	57.66	60.00	59.62	19.82	15.00	25.96	111	120	104

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	15.79	25.00	0.00	42.11	37.50	45.45	42.11	37.50	54.55	19	16	11
1	5.00	10.00	15.38	75.00	60.00	38.46	20.00	30.00	46.15	20	20	13
2	*	21.74	33.33	*	60.87	55.56	*	17.39	11.11	*	23	18
3	28.57	9.09	52.38	50.00	54.55	23.81	21.43	36.36	23.81	14	11	21
4	13.33	64.29	*	66.67	28.57	*	20.00	7.14	*	15	14	*
5	38.89	22.22	50.00	33.33	33.33	21.43	27.78	44.44	28.57	18	18	14
6	37.50	61.11	42.11	56.25	22.22	31.58	6.25	16.67	26.32	16	18	19
All Grades	22.52	30.00	37.50	54.05	43.33	35.58	23.42	26.67	26.92	111	120	104

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	10.53	6.25	9.09	68.42	81.25	63.64	21.05	12.50	27.27	19	16	11
1	20.00	5.00	0.00	35.00	40.00	61.54	45.00	55.00	38.46	20	20	13
2	*	0.00	5.56	*	56.52	50.00	*	43.48	44.44	*	23	18
3	0.00	9.09	0.00	64.29	27.27	33.33	35.71	63.64	66.67	14	11	21
4	6.67	7.14	*	46.67	78.57	*	46.67	14.29	*	15	14	*
5	0.00	5.56	0.00	55.56	22.22	64.29	44.44	72.22	35.71	18	18	14
6	0.00	11.11	5.26	18.75	44.44	10.53	81.25	44.44	84.21	16	18	19
All Grades	7.21	5.83	3.85	49.55	50.00	43.27	43.24	44.17	52.88	111	120	104

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	36.84	37.50	63.64	31.58	37.50	36.36	31.58	25.00	0.00	19	16	11
1	10.00	0.00	7.69	80.00	60.00	76.92	10.00	40.00	15.38	20	20	13
2	*	4.35	11.11	*	73.91	55.56	*	21.74	33.33	*	23	18
3	7.14	0.00	0.00	85.71	63.64	80.95	7.14	36.36	19.05	14	11	21
4	13.33	21.43	*	66.67	64.29	*	20.00	14.29	*	15	14	*
5	11.11	5.56	0.00	66.67	50.00	71.43	22.22	44.44	28.57	18	18	14
6	25.00	11.11	5.26	56.25	77.78	84.21	18.75	11.11	10.53	16	18	19
All Grades	16.22	10.83	10.58	64.86	61.67	70.19	18.92	27.50	19.23	111	120	104

Conclusions based on this data:

1. A majority of English Learners are performing at levels 2 and 3, with limited movement into level 4. In 2024–25, 7.69% of English Learners reached the highest overall proficiency level on the ELPAC. Most students scored in the

middle levels, with 25.96% at Level 3 and 40.38% at Level 2. A majority of students are making progress but have not yet reached full English proficiency. Continued focus on accelerating language development is needed to help more students reach the highest level.

2. Written language shows a high concentration of students in Level 2. In 2024–25, 46.15% of English Learners scored at Level 2 in written language, and only 4.81% reached the highest level. Nearly half of students are still developing their academic writing skills. Strengthening writing instruction and structured opportunities to practice academic language will be important to help students grow.
3. Reading performance indicates continued need for foundational language development. In 2024–25, 52.88% of English Learners scored in the Beginning level for reading on the ELPAC. More than half of students need continued support in reading comprehension and understanding academic vocabulary. Building strong reading foundations will remain a priority to ensure access to grade-level learning.

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.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
615	93.5%	17.6%	0.8%
Total Number of Students enrolled in Stine Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	17.6%
Foster Youth	5	0.8%
Homeless	5	0.8%
Socioeconomically Disadvantaged	575	93.5%
Students with Disabilities	71	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	13.2%
American Indian	1	0.2%
Asian	11	1.8%
Filipino	0	0.0%
Hispanic	457	74.3%
Two or More Races	15	2.4%
Pacific Islander	2	0.3%
White	43	7%

Conclusions based on this data:

1. A significant majority of students are socioeconomically disadvantaged. In 2024–25, 93.5% of students at Stine Elementary are identified as Socioeconomically Disadvantaged (575 out of 615 students). A large majority of the

student population may face economic barriers that can impact attendance, academic performance, and access to additional learning resources outside of school.

2. English Learners and Students with disabilities represent subgroups requiring targeted support. English Learners make up 17.6% of the student population (108 students), and Students with Disabilities represent 11.5% (71 students). These subgroups require intentional instructional planning, language development support, and differentiated instruction to ensure equitable access to grade-level standards.
3. The student population is predominantly Hispanic/Latino. Hispanic students represent 74.3% of total enrollment (457 students), followed by African American students at 13.2% (81 students). The demographic composition of the school underscores the importance of culturally responsive practices and instructional strategies that reflect and affirm students' backgrounds and experiences.

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  Yellow	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

- English Language Arts improved in 2025 while mathematics remained stable.
- Chronic Absenteesim has improved significantly (from Red to Yellow), however, it still remains and area of concern.
- Suspension rates show sustained positive performance remaining in the green for 2025.

School and Student Performance Data

Academic Performance English Language Arts

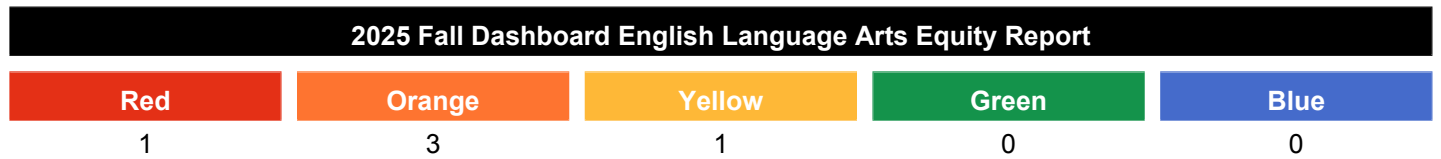
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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		
All Students  Yellow 52.7 points below standard Increased 4.3 points 311 Students	English Learners  Orange 54.1 points below standard Maintained -2.4 points 76 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Yellow 54.4 points below standard Increased 5 points 297 Students

Students with Disabilities  Orange 121.1 points below standard Increased 19.2 points 41 Students	African American  Red 97.9 points below standard Declined 7.4 points 41 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 48.4 points below standard Maintained 2.5 points 225 Students
Two or More Races  No Performance Color 2.8 points below standard 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 22.5 points below standard Increased 14.4 points 22 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

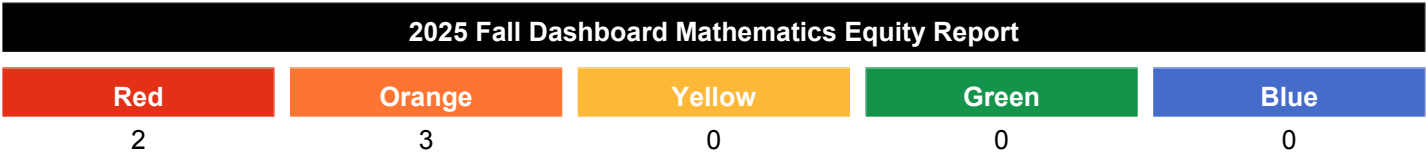
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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		
All Students  Orange 93.6 points below standard Maintained -2.3 points 311 Students	English Learners  Orange 85.4 points below standard Declined 4 points 77 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 94.9 points below standard Maintained -2.5 points 297 Students

Students with Disabilities  Red 148.6 points below standard Maintained -2.8 points 41 Students	African American  Red 150.9 points below standard Declined 10.8 points 40 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 87.8 points below standard Declined 6.2 points 226 Students
Two or More Races  No Performance Color 66.4 points below standard 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 64.3 points below standard Increased 4.2 points 22 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

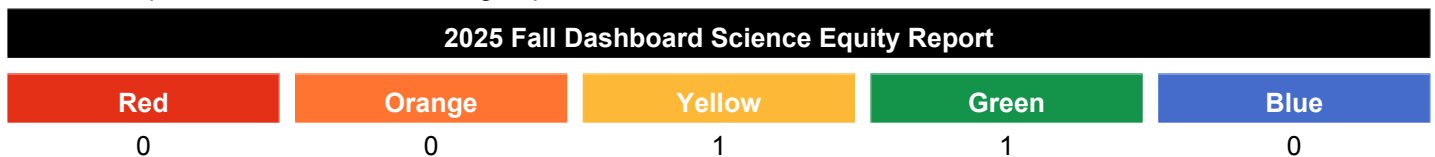
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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		
All Students  Yellow 44.8 science points Increased 9.1 points 89 Students	English Learners  No Performance Color 48.8 science points Increased 19.6 points 21 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 44 science points Increased 8.2 points 85 Students

Students with Disabilities  No Performance Color 38.1 science points 13 Students	African American  No Performance Color 35.5 science points Increased 4.8 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Green 45.1 science points Increased 10.1 points 67 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1.

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.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
34.1 making progress.	making progress.
Number Students: 88 Students	Number Students: 6 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
26.1%	39.8%	0%	34.1%

Conclusions based on this data:

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

School and Student Performance Data

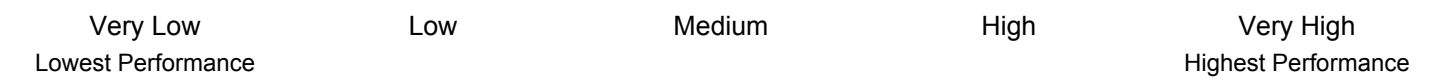
Academic Performance College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

25.4% Chronically Absent

Declined 3.2

661 Students

English Learners



Yellow

16% Chronically Absent

Declined 6.2

119 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

8 Students

Socioeconomically Disadvantaged



Yellow

25.3% Chronically Absent

Declined 4.3

624 Students

Students with Disabilities  Red 28% Chronically Absent Increased 3.3 93 Students	African American  Orange 30% Chronically Absent Declined 2.7 90 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 9.1% Chronically Absent Declined 5.2 11 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 26.3% Chronically Absent Declined 2.5 487 Students
Two or More Races  No Performance Color 18.2% Chronically Absent Declined 15.2 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 17% Chronically Absent Declined 3 47 Students

Conclusions based on this data:

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

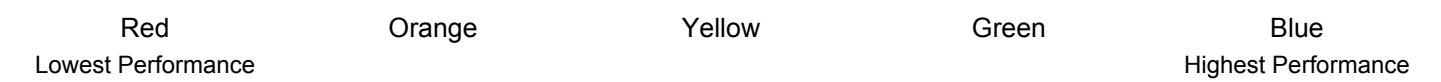
School and Student Performance Data

Academic Engagement Graduation Rate

The 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 students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

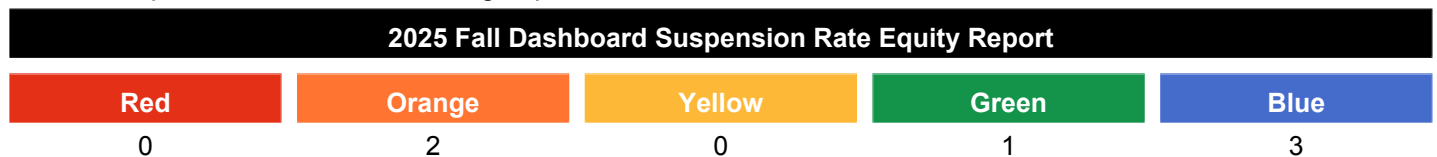
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Green 1.2% suspended at least one day Declined 0.3% 687 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 121 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged  Green 1.2% suspended at least one day Declined 0.3% 646 Students

Students with Disabilities  Orange 2.1% suspended at least one day Increased 0.9% 96 Students	African American  Orange 3.2% suspended at least one day Maintained -0.1% 93 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0% suspended at least one day Declined 6.7% 12 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0.4% suspended at least one day Maintained -0.2% 508 Students
Two or More Races  No Performance Color 13.6% suspended at least one day Increased 6.5% 22 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 48 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources.
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1A English Language Arts/Literacy/ELD

- By May 2027, Stine Elementary will improve achievement in English Language Arts for all students as measured by local and state indicators.
1. By May 2027, all students will improve the proficiency rate of all students taking the STAR Reading assessment will increase by 15 percentage points from the beginning of the year 2026 to the end of the year 2027.
 2. By May 2027, all students will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.
 3. By May 2027, English learners will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.
 4. By May 2027, 40% of English learners will be “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.
 5. By May 2027, African American will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.

Comprehensive Needs Assessment

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

OVERVIEW

In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on English Language Arts performance. The team reviewed California Dashboard indicators, STAR Reading data, ELPAC results, DIBELS benchmarks, and SWIFT-FIA findings to identify areas of low performance and significant performance gaps among student groups. The analysis centered on improving overall literacy outcomes while reducing gaps for English Learners and African American students.

Several key data sources guided this process:

- California Dashboard English Language Arts Distance from Standard (DFS) data for All Students and subgroups
- STAR Reading benchmark and growth data
- ELPAC results, including Overall Performance Levels and domain-level performance in Reading and Writing
- Common Formative Assessments (CFAs) aligned to grade-level standards
- DIBELS data to monitor foundational reading skills in primary grades
- SWIFT-FIA results to assess implementation of inclusive instructional systems and MTSS practices
- Professional Learning Team (PLT) documentation and walkthrough data to evaluate Tier I consistency and differentiation

ACADEMIC PERFORMANCE AND STUDENT NEEDS

California Dashboard results show that English Language Arts improved from Orange to Yellow in 2025; however, the Distance from Standard remains below state expectations. Mathematics has remained Orange over multiple years, reinforcing the need to strengthen foundational literacy skills that support achievement across content areas.

Local STAR Reading data indicate that a majority of students are not meeting benchmark expectations. Subgroup analysis reveals continued performance gaps for English Learners and African American students in ELA. ELPAC results show that most English Learners are performing at Levels 2 and 3, with limited percentages reaching Level 4. In the Reading domain, more than half of English Learners scored at the Beginning level. In Written Language, nearly half remain at Level 2. These data reflect the need to accelerate academic language development and writing proficiency.

Areas requiring significant improvement include:

- Increasing the percentage of students meeting or exceeding ELA benchmarks
- Decreasing the Distance from Standard for All Students and identified subgroups
- Increasing the percentage of English Learners making progress toward proficiency
- Strengthening structured writing instruction across grade levels

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

SWIFT-FIA results identified strengths in the domains of Inclusive Academic Instruction and Academic Data Use, indicating that collaborative structures and data conversations are established. However, findings also highlighted areas for improvement within the domains of Multi-Tiered System of Support (MTSS) and Family and Community Engagement, particularly related to consistency of Tier II implementation, progress monitoring precision, and communication with families regarding academic interventions.

Walkthrough data and Professional Learning Team (PLT) reflections further indicate variability in small-group differentiation, integration of designated and integrated ELD within the core literacy block, and structured writing instruction across grade levels.

Together, these findings suggest that variability in Tier I instructional consistency and intervention alignment may contribute to persistent performance gaps among English Learners and African American students.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

To address these areas, the site has taken the following steps:

1. Strengthened focus on Tier I instructional clarity and grade-level standards alignment
2. Protected uninterrupted ELA instructional blocks
3. Expanded designated and integrated ELD supports within the literacy block
4. Refined progress monitoring systems within PLTs and MTSS structures
5. Increased attention to structured writing routines and academic language development

These actions directly align to the measurable outcomes identified in Goal 1A.

Identified Need

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

California Dashboard data indicate that although English Language Arts improved to Yellow status in 2025, the Distance from Standard remains below state expectations for All Students and is lower for English Learners and African American students. Local STAR Reading data show that a majority of students are not meeting benchmark expectations, and Comprehensive Needs Assessment data indicate that African American students increased approximately 8% in reading proficiency but did not meet the 10% growth goal. This indicates a gap in Tier I reading instruction and the need for more consistent implementation of small group instruction, progress monitoring, and targeted support for African American students. To address this gap, Stine Elementary will strengthen designated and integrated ELD instruction and increase focus on academic language and writing development.

ELPAC results indicate that many English Learners remain in Levels 2 and 3, with limited percentages reaching Level 4, and a significant proportion scoring at the Beginning level in Reading. This indicates a gap in language acquisition, academic language development, and access to grade-level content through language supports.

Significant areas of improvement include:

- Increasing the percentage of students meeting grade-level ELA standards
- Decreasing the Distance from Standard for All Students and identified subgroups
- Strengthening targeted support and progress monitoring for African American students
- Accelerating English Learner progress toward English proficiency
- Strengthening structured writing and academic language instruction

The school will continue to build on existing efforts, including protecting Tier I instructional time, strengthening designated and integrated ELD supports, refining MTSS progress monitoring, and increasing focus on writing instruction. Additionally, Stine

Elementary will strengthen PLT practices to ensure consistent use of data to identify, monitor, and adjust instruction for African American students and English Learners.

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
CAASPP ELA: Overall	In May 2025, all students were 52.7 points Below Standard.	By May 2027, all students will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.
CAASPP ELA: English learners	In May 2025, English learners were 54.1 points Below Standard.	By May 2027, English learners will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.
English Learner Progress Indicator (ELPI)	In May 2025, 34.1% of English learners were making progress.	By May 2027, 40% of English learners will be “making progress towards English language proficiency” on the English Learner Progress Indicator (ELPI) portion of the CA Dashboard.
CAASPP ELA: African American	In May 2025, African American were 97.9 points Below Standard.	By May 2027, African American will decrease the Distance from Standard (DFS) by 15 points on the ELA portion of the CA Dashboard.
Star Reading (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 23.3% of students score at or above proficient across all grade levels 2025-2026 MOY Screener Baseline: 17% of students score at or above proficient across all grade levels	By May 2027, all students will improve the proficiency rate of all students taking the STAR Reading assessment will increase by 15 percentage points from the beginning of the year 2026 to the end of the year 2027.
Star Reading (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 62.9% SGP	By May 2027, all students will have an SGP of 60% on EOY Star Reading.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2025-2026 MOY Screener Baseline: 53.4% SGP	
Star Reading (State Benchmark): English learners	2025-2026 BOY Screener Baseline: 56.0% SGP 2025-2026 MOY Screener Baseline: 55.9% SGP	By May 2027, English learners will have an SGP of 60% on EOY Star Reading.
Star Reading (State Benchmark): African American	2025-2026 BOY Screener Baseline: 50.0% SGP 2025-2026 MOY Screener Baseline: 45.8% SGP	By May 2027, African American will have an SGP of 60% on EOY Star Reading.
m-CLASS DIBELS: Kindergarten - 2nd Grade	2025-2026 BOY Screener Baseline: 33% 2025-2026 MOY Screener Baseline: 33%	By May 2027, Kindergarten - 2nd Grade students will have a 40% on EOY mCLASS DIBELS.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM: At Stine Elementary, we believe that strong reading and writing skills create opportunities for students both inside and beyond the classroom. Literacy is foundational to learning across all subject areas, and our goal is to ensure that every student develops the skills needed to read, write, and communicate confidently. Recent California Dashboard and local assessment data indicate that many students are still working toward grade-level proficiency in English Language Arts, reinforcing the need for strong Tier I literacy instruction and targeted supports. Our Tier I literacy program provides all students with high-quality,

standards-aligned instruction guided by the California Common Core State Standards and the California ELA/ELD Framework. Teachers implement the district-adopted English Language Arts curriculum, Benchmark Advance, while incorporating additional strategies that strengthen reading comprehension, writing, and academic language development. Writing instruction is supported through the use of Thinking Maps and Write From the Beginning strategies, which help students organize ideas and develop clear written responses to text. To support early literacy development, teachers incorporate explicit and systematic phonics instruction, particularly in the primary grades, using approaches such as UFLI or other evidence-based phonics practices to strengthen decoding skills and word recognition. Teachers use assessment data to identify students who need additional support and provide targeted small-group instruction focused on skill development and reteaching. To further strengthen literacy outcomes, Stine Elementary expands intervention and tutoring opportunities for students performing below benchmark through targeted small-group intervention and additional instructional time outside the regular school day. The Stine Guiding Coalition supports this work by reviewing schoolwide literacy data, aligning instructional priorities, and ensuring that literacy practices remain consistent across grade levels.

CURRICULUM AND INSTRUCTIONAL DESIGN: Teachers use a balanced approach to literacy instruction that includes whole-group lessons, guided reading, shared reading, and independent practice. Instruction is designed to provide students with access to grade-level texts while also offering targeted support when needed. Lessons emphasize reading comprehension, vocabulary development, and writing across multiple text types. Students engage with both informational and literary texts, and writing instruction helps students develop the ability to explain their thinking clearly and support their ideas with evidence. Teachers also integrate language development into literacy instruction so that students strengthen both reading comprehension and academic communication skills.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers regularly monitor student progress using a variety of assessments, including STAR Reading, DIBELS, and common formative assessments. These tools help identify student strengths and areas where additional instruction may be needed. Assessment data is used to guide instructional decisions, support flexible small-group instruction, and monitor student growth over time. Progress is reviewed regularly during grade-level collaboration meetings to ensure that instruction continues to respond to student needs.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers meet regularly in Professional Learning Teams (PLTs) to analyze student data, share instructional strategies, and plan lessons that support literacy development.

Professional learning opportunities may include training in:

- Thinking Maps and Write From the Beginning strategies
- Explicit phonics instruction and foundational reading practices
- Guided Reading strategies and responsive reading supports
- Strategies that strengthen writing instruction and academic language development

These collaborative structures help ensure that teachers continue refining instructional practices so all students receive strong literacy instruction.

UNIVERSAL ACCESS AND DIFFERENTIATION: Every classroom includes opportunities for small-group instruction and

differentiated learning. These groups allow teachers to target specific literacy skills based on student needs while still maintaining access to grade-level instruction. Teachers use assessment data to form flexible instructional groups that can change as students grow and develop new skills. This structure helps ensure that all students receive the level of support needed to succeed.

ACTIONS

To support the successful implementation of Tier I literacy instruction:

- The Guiding Coalition will review schoolwide literacy data and monitor the effectiveness of Tier I instructional practices.
- School leadership will conduct regular classroom walkthroughs and coaching conversations focused on literacy instruction.
- Teachers will participate in ongoing professional learning focused on writing instruction, structured literacy practices, and effective differentiation strategies.
- Professional Learning Teams will review student assessment data and adjust instruction to meet student learning needs.
- Teachers will use assessment data to form flexible small-group instructional groups and provide targeted support for students performing below benchmark.

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training in Thinking Maps and Write From the Beginning strategies
- Professional development in explicit phonics instruction such as UFLI or similar evidence-based approaches
- Ongoing literacy-focused professional development that strengthens reading and writing instruction

INSTRUCTIONAL MATERIALS

- Supplemental phonics and literacy materials that support foundational reading instruction
- Writing resources and graphic organizers to support structured writing
- Classroom literacy materials such as decodable texts, leveled readers, and vocabulary development resources

ASSESSMENT AND DATA TOOLS

- Literacy assessments and progress monitoring tools that support instructional decision-making

COLLABORATION AND PLANNING

- Teacher collaboration time for PLT meetings, lesson planning, and data analysis
- Substitute coverage or additional planning time when needed to support training and collaboration

Proposed Expenditures for this Strategy/Activity

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

3000	LCRSET 4300-00: Supplies & Materials	Literacy Instructional Materials such as but not limited to the following: • Printed materials to support literacy instruction, including student handouts, instructional resources, and practice materials • Materials to support reading comprehension, writing development, and vocabulary instruction aligned to grade-level standards • Resources to support small group instruction and intervention in reading, including differentiated materials based on student needs • Materials to support student engagement and access to literacy content across instructional settings	January 2027
5000	LCRSET 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	Literacy Instructional Materials such as but not limited to the following: • Printed materials to support literacy instruction, including student handouts, instructional resources, and practice materials aligned to grade-level standards	January 2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL

Applicable During:

In Person (IP)

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

DESCRIPTION OF THE PROGRAM: At Stine Elementary, we are committed to ensuring that English Learners develop strong literacy and language skills that allow them to fully access grade-level content. Data from the California Dashboard, ELPAC results, and local literacy assessments indicate that many English Learners are still developing English language proficiency and require targeted language supports to access grade-level reading and writing instruction. Language development is integrated into daily instruction so that students strengthen their reading, writing, speaking, and listening skills while learning academic content. English Learners participate in the same high-quality Tier I literacy instruction provided to all students while also receiving additional language supports designed to accelerate English language development. Instruction is aligned to the California English Language Development (ELD) Standards and the California ELA/ELD Framework, ensuring that language development occurs both during designated ELD time and throughout core instruction. Teachers integrate language supports into reading and writing lessons so that English Learners build vocabulary, strengthen academic language, and develop confidence communicating their ideas. Strategies such as structured discussions, sentence frames, visual supports, and collaborative learning opportunities help students practice language in meaningful ways. Writing instruction is strengthened through the use of Thinking Maps and Write From the Beginning strategies, which support English Learners in organizing their thinking and expressing ideas clearly in writing. Explicit vocabulary instruction and language scaffolds are embedded in lessons to help students access complex texts and academic tasks. The Guiding Coalition supports this work by monitoring English Learner progress, reviewing schoolwide data, and ensuring that instructional practices remain aligned across classrooms and grade levels.

CURRICULUM AND INSTRUCTIONAL DESIGN: English Learners receive both designated and integrated ELD instruction throughout the school day. Designated ELD provides focused time for students to develop English language skills aligned to their proficiency level. During this time, students engage in activities that strengthen vocabulary, grammar, speaking, listening, reading, and writing. Integrated ELD occurs within core instruction, where teachers intentionally support language development while teaching grade-level content. Teachers use strategies such as visual supports, academic vocabulary development, collaborative discussions, and writing scaffolds to help English Learners participate fully in classroom learning. Instruction also emphasizes foundational literacy development, including phonics, decoding, and vocabulary development, to ensure English Learners build strong reading skills alongside language proficiency.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers monitor English Learner progress using multiple data sources, including:

- ELPAC results, which measure English language proficiency
- STAR Reading assessments, which track reading growth
- DIBELS progress monitoring, which supports early literacy development
- Common Formative Assessments, which measure mastery of grade-level standards

These assessments help teachers adjust instruction, form flexible small-group instructional groups, and provide additional support when needed. Progress is reviewed regularly during Professional Learning Team (PLT) meetings and by the Guiding Coalition to ensure that instructional strategies are supporting student growth.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers collaborate through Professional Learning Teams (PLTs) to analyze student data, share effective instructional practices, and plan lessons that support student learning.

Professional learning opportunities may include training in:

- Strategies that strengthen reading comprehension and writing instruction
- Differentiated instruction to support diverse learning needs
- Instructional practices that increase student engagement and participation

These collaborative structures help ensure that all students receive strong, consistent instruction across classrooms.

UNIVERSAL ACCESS AND DIFFERENTIATION: Students receive differentiated support during small-group instruction based on assessment data and instructional needs. These instructional groups are flexible and may change throughout the year as students demonstrate growth and develop new skills. Teachers use a variety of instructional strategies to support student success, including targeted small-group reading instruction, structured writing activities, academic discussion routines, and scaffolded supports that help students access grade-level content. These supports ensure that students receive the focused instruction needed to strengthen literacy skills while continuing to engage in rigorous, grade-level learning opportunities.

ACTIONS

To support English Learner achievement at Stine Elementary:

- Teachers will implement both designated and integrated ELD instruction aligned to the California ELD Standards.
- Teachers will incorporate language development strategies into daily literacy instruction to support vocabulary, reading comprehension, and writing.
- PLT teams will review English Learner data regularly to monitor progress and adjust instruction.
- The Guiding Coalition will review English Learner progress data and support alignment of instructional practices across grade levels.
- Teachers will provide structured opportunities for English Learners to practice academic language through discussion, writing, and collaborative learning activities.
- Teachers will use assessment data from ELPAC, STAR Reading, DIBELS, and classroom assessments to inform instructional decisions.

NEEDED RESOURCES

To support English Learners, Stine Elementary may allocate resources for items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training and professional learning that strengthens literacy instruction, writing instruction, and differentiated teaching strategies
- Collaboration time for teachers to analyze student data and adjust instruction through Professional Learning Teams (PLTs)

INSTRUCTIONAL MATERIALS

- Supplemental literacy materials that support reading comprehension and writing development
- High-interest literature and classroom texts that support student engagement in reading

- Writing resources and graphic organizers, including Thinking Maps tools, to support organization of ideas and written responses
- Instructional materials that support differentiated small-group literacy instruction
- Supplemental instructional resources that help students access grade-level texts and academic tasks

STUDENT SUPPORTS

- Supplemental literacy intervention resources to support students performing below benchmark
- Classroom materials that strengthen vocabulary development, reading comprehension strategies, and academic writing skills

Proposed Expenditures for this Strategy/Activity

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

5000.00	LCRSET 4300-00: Materials & Supplies <\$1500	English Learner Instructional Materials and Resources such as but not limited to the following: • Materials to support academic vocabulary development and language acquisition across content areas • Resources to support designated and integrated English Language Development (ELD) instruction • Instructional supports such as sentence frames, discussion supports, and graphic organizers to scaffold language and content learning • Literacy materials to support reading comprehension and language development for English Learners • Bilingual and multilingual resources to support access to grade-level content when appropriate • Supplemental reading and writing materials to support English Learners' access to grade-level standards • Instructional tools and resources to strengthen oral language development and academic discourse	January 2027
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

African American

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

DESCRIPTION OF THE PROGRAM: Stine Elementary is committed to ensuring that every student has access to the instruction, support, and opportunities needed to succeed. Data from the California Dashboard and local assessments indicate that African American students at Stine Elementary experience a larger Distance from Standard in English Language Arts compared to the overall student population. To address this gap, the school will provide targeted academic supports designed to strengthen reading comprehension, writing skills, and academic language development. African American students will continue to participate in high-quality Tier I literacy instruction while receiving additional differentiated supports and small-group instruction when needed. Targeted literacy intervention may also be provided through specialized intervention staff who support students performing significantly below grade-level expectations.

CURRICULUM AND INSTRUCTIONAL DESIGN: African American students participate fully in the core literacy program while also receiving differentiated instruction when needed. Teachers use flexible grouping structures to provide targeted support in reading comprehension, vocabulary development, and writing. Instruction emphasizes access to grade-level texts and rigorous learning tasks, explicit instruction in reading comprehension strategies, and opportunities for structured discussion and collaborative learning. Writing instruction focuses on helping students organize their ideas clearly, develop responses supported by evidence from text, and communicate their thinking effectively. Teachers also incorporate structured writing strategies such as Thinking Maps to support students in organizing ideas and strengthening written responses.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers regularly review assessment data to monitor student progress and identify areas where additional support may be needed.

- STAR Reading assessments, which track reading growth
- DIBELS progress monitoring, which supports early literacy development
- Common Formative Assessments, which measure mastery of grade-level standards
- Classroom Writing Assessments, which measure students' ability to explain thinking and respond to text

Assessment data helps teachers identify literacy needs, adjust instruction, and provide targeted support when needed. Progress is reviewed regularly during PLT meetings and by the Guiding Coalition to ensure that African American students are making progress toward grade-level proficiency and academic success.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers collaborate regularly in PLTs to review African American student

data, share instructional strategies, and plan lessons that integrate language development with academic instruction.

Professional learning opportunities may include training in:

- differentiated literacy instruction and academic language development
- Academic vocabulary development
- Instructional scaffolds that support comprehension and writing
- Strategies that strengthen oral language development and student participation

These collaborative structures help ensure that African American students receive consistent and effective language support across all classrooms.

UNIVERSAL ACCESS AND DIFFERENTIATION: Students receive differentiated support during small-group instruction based on assessment data and instructional needs. These groups are flexible and may change throughout the year as students progress. Teachers use a variety of instructional strategies to support student success, including small-group reading instruction, structured writing activities, academic discussion routines, and scaffolded supports that help students access grade-level content. These supports ensure that African American students receive the instruction needed to strengthen literacy skills while continuing to engage in grade-level learning.

ACTIONS

To support the academic growth of African American students:

- Professional Learning Teams (PLTs) will review African American student achievement data during regular data cycles and use a structured tracking system to monitor progress and adjust instruction.
- Teachers will provide targeted small-group literacy instruction for students performing below benchmark.
- Teachers will use structured writing strategies to strengthen reading comprehension and written responses.
- Teachers will provide opportunities for student discussion, collaboration, and engagement during literacy instruction.
- The Guiding Coalition will review subgroup performance data and support alignment of instructional practices across grade levels.

NEEDED RESOURCES

To support African American students, Stine Elementary may allocate resources for items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training in strategies for differentiated literacy instruction
- Professional development focused on academic language development and scaffolding strategies
- Training on effective small-group instruction and intervention practices
- Professional learning focused on data analysis and progress monitoring within PLCs

INSTRUCTIONAL MATERIALS

- Academic vocabulary development resources
- Structured writing supports (e.g., Thinking Maps, graphic organizers)
- Literacy materials that support reading comprehension and writing development
- Supplemental intervention materials for targeted small-group instruction

STUDENT SUPPORTS

- Supplemental literacy resources to support reading and writing development
- Materials that strengthen vocabulary, comprehension, and written expression
- Additional staffing support (instructional aides or trained volunteers) to increase small-group instruction and intervention opportunities

Proposed Expenditures for this Strategy/Activity

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

1000.00	LCRSET 2200-01: Classified Support - Substitutes	The school will provide coverage for absent instructional aides to ensure continuity of small group instruction, intervention support, and student services aligned to instructional goals.	May 2027
14000.00	LCRSET 4200-00: Books - Other Than Textbooks	The school will provide additional Tier II instructional materials, including 95% Group resources, to support systematic, targeted reading intervention focused on foundational literacy skills and aligned to student assessment data	March 2027
5000.00	LCRSET 4300-00: Materials & Supplies <\$1500	Tier II Instructional Materials and Resources such as but not limited to the following: • Materials to support reading comprehension, foundational literacy skills, and writing development aligned to grade-level standards • Resources to support targeted small-group literacy instruction and intervention based on student assessment data • Instructional supports such as graphic organizers, structured writing strategies	March 2027

		(e.g., Thinking Maps), and discussion routines to scaffold student learning • Literacy materials to support vocabulary development, reading comprehension, and written responses • Supplemental reading and writing materials to support African American students' access to grade-level standards • Instructional tools and resources to strengthen student engagement, academic discussions, and collaborative learning • Intervention materials aligned to Tier II instruction, including resources that support phonics, fluency, and comprehension development	
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier III

DESCRIPTION OF THE PROGRAM: Stine Elementary is committed to ensuring that students with disabilities have access to high-quality instruction and the supports needed to succeed academically. Students with disabilities participate in the same strong Tier I literacy instruction provided to all students while receiving additional supports designed to meet their individual learning needs. Students receive services through a variety of instructional settings depending on their Individualized Education Program (IEP). Some students receive specialized instruction through programs such as the Behavior Intervention Class (BIC), while others receive related services such as speech and language therapy or targeted instructional support within the general education classroom. Instruction is aligned to the California Common Core State Standards and is designed to ensure that students with disabilities can access grade-level literacy instruction. Teachers collaborate with special education staff and service providers to ensure that accommodations, modifications, and instructional supports help students strengthen reading comprehension, writing skills, and foundational literacy development. Writing instruction, including the use of Thinking Maps and structured writing strategies, helps

students organize ideas and express their thinking clearly. The Guiding Coalition monitors student progress through regular review of assessment data and works with grade-level teams to ensure that instructional supports remain aligned and responsive to student needs.

CURRICULUM AND INSTRUCTIONAL DESIGN: Students with disabilities participate in the core literacy program while receiving appropriate accommodations, modifications, and targeted supports. Teachers implement strategies that help students access grade-level texts, strengthen reading comprehension, and develop written responses. Instruction may include explicit instruction in phonics, vocabulary development, and comprehension strategies as well as structured writing activities that help students organize ideas and respond to text. Teachers use flexible grouping structures and scaffolded supports to provide targeted instruction when needed. Students with disabilities will receive increased instructional intensity through smaller group sizes, additional instructional time, and targeted skill-based intervention aligned to individual needs. Students receiving speech and language services receive additional support in developing oral language, vocabulary, and communication skills that contribute to reading comprehension and writing development. Students in the Behavior Intervention Class receive targeted behavioral and instructional supports that help them engage successfully in literacy instruction and academic tasks. Behavioral supports are integrated with academic instruction to increase student engagement, time on task, and access to literacy learning. Students may receive support through both push-in and pull-out instructional models to ensure access to core instruction while receiving targeted intervention.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers regularly review assessment data to monitor student progress and identify areas where additional support may be needed.

- STAR Reading assessments, which track reading growth
- DIBELS progress monitoring, which supports early literacy development
- Common Formative Assessments, which measure mastery of grade-level standards
- Classroom Writing Assessments, which measure students' ability to explain thinking and respond to text

Assessment data helps teachers identify language and literacy needs, adjust instruction, and provide targeted support when needed. Students with disabilities will be progress monitored regularly using targeted skill-based assessments, and data will be reviewed during PLTs to adjust instruction and supports. Progress is reviewed regularly during PLT meetings and by the Guiding Coalition to ensure that students with disabilities are making progress toward grade-level proficiency and academic success.

PROFESSIONAL LEARNING AND COLLABORATION: General education and special education teachers collaborate to plan, deliver, and monitor instruction aligned to IEP goals and grade-level standards.

Professional learning opportunities may include training in:

- Strategies that support differentiated instruction and access to grade-level content
- Academic vocabulary development
- Language scaffolds that support comprehension and writing
- Strategies that strengthen oral language development and student participation

These collaborative structures help ensure that students with disabilities receive consistent and effective language support across all classrooms.

UNIVERSAL ACCESS AND DIFFERENTIATION: Students with disabilities receive targeted instructional supports during both whole-group and small-group instruction. Teachers use flexible grouping structures and differentiated strategies to address varying learning needs. Instructional supports may include visual supports, structured writing strategies such as Thinking Maps, guided reading instruction, scaffolded discussion routines, and targeted small-group literacy instruction. These supports help students access grade-level content while strengthening reading comprehension, vocabulary development, and writing skills.

ACTIONS

To support students with disabilities, Stine Elementary may allocate resources for items such as but not limited to the following:

- Teachers will implement accommodations and supports outlined in students' Individualized Education Programs during literacy instruction.
- General education and special education staff will collaborate to provide targeted small-group instruction that strengthens reading comprehension, writing development, and foundational literacy skills.
- Teachers will use structured literacy strategies, including phonics instruction and writing supports such as Thinking Maps, to help students access grade-level texts.
- PLT teams will review student data regularly to monitor progress and adjust instruction.
- The Guiding Coalition will review subgroup data and support alignment of instructional practices across grade levels.

NEEDED RESOURCES

To support students with disabilities, Stine Elementary may allocate resources for items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training in differentiated instruction strategies and structured literacy supports
- Professional development focused on instructional practices that support students with diverse learning needs

INSTRUCTIONAL MATERIALS

- Supplemental literacy materials that support reading comprehension and writing development
- Graphic organizers and visual supports that help students organize ideas and respond to text
- Instructional materials that support differentiated small-group literacy instruction

STUDENT SUPPORTS

- Supplemental literacy intervention materials that support students performing below benchmark
- Materials that strengthen vocabulary development, reading comprehension, and written expression

Proposed Expenditures for this Strategy/Activity

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

5000.00	LCRSET 4300-00: Materials & Supplies <\$1500	Specialized Instructional Materials for Literacy such as but not limited to the following: • Materials to support differentiated literacy instruction within specialized instructional settings • Resources to support individualized reading and writing instruction based on student needs • Instructional materials to support foundational literacy skills, including decoding, fluency, and comprehension • Materials to support scaffolded instruction and access to grade-level content for students requiring additional support • Resources to support small group and targeted intervention aligned to student data	May 2027
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 1B Mathematics

- By the end of the year, Stine Elementary will improve achievement in math for all students.
- By May 2027, the percentage of students scoring at or above benchmark on the STAR Math assessment will increase by 15 percentage points from the beginning of the 2026 school year to the end of the 2027 school year.
- By May 2027, all students will decrease the Distance from Standard (DFS) by 15 points on the mathematics portion of the California Dashboard.
- By May 2027, English Learners will decrease the Distance from Standard (DFS) by 15 points on the mathematics portion of the California Dashboard.
- By May 2027, Students with Disabilities will decrease the Distance from Standard (DFS) by 15 points on the mathematics portion of the California Dashboard.
- By May 2027, African American students will decrease the Distance from Standard (DFS) by 15 points on the mathematics portion of the California Dashboard.

Comprehensive Needs Assessment

- Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.
- OVERVIEW
- In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on mathematics performance. The team reviewed California Dashboard indicators, STAR Math data, local benchmark assessments, and

SWIFT-FIA findings to identify areas of low performance and significant performance gaps among student groups. The analysis centered on improving overall mathematics achievement while reducing gaps for English Learners, African American students, and Students with Disabilities.

Several key data sources guided this process:

- California Dashboard Mathematics Distance from Standard (DFS) data for All Students and subgroups
- STAR Math benchmark and growth data
- Common Formative Assessments (CFAs) aligned to grade-level mathematics standards
- Classroom assessments aligned to district-adopted mathematics curriculum
- SWIFT-FIA results to assess implementation of inclusive instructional systems and MTSS practices
- PLT documentation and walkthrough data to evaluate Tier I instructional consistency and differentiation

ACADEMIC PERFORMANCE AND STUDENT NEEDS

California Dashboard results indicate that mathematics performance has remained in the Orange performance level over multiple years. Distance from Standard data show that many students continue to perform below state expectations in mathematics, indicating a need to strengthen core mathematics instruction and provide targeted supports for struggling learners.

Local STAR Math data indicate that a significant percentage of students are not yet meeting benchmark expectations. STAR Math BOY results indicate that fewer than one-third of students are currently meeting benchmark expectations, reinforcing the need to strengthen Tier I instruction and targeted intervention supports. Subgroup analysis reveals continued performance gaps for English Learners, African American students, and Students with Disabilities. These data suggest a need to strengthen mathematical reasoning, problem-solving skills, and students' ability to apply mathematical concepts across grade levels.

Areas requiring significant improvement include:

- Increasing the percentage of students meeting or exceeding math benchmark expectations
- Decreasing the Distance from Standard for All Students and identified subgroups
- Strengthening conceptual understanding and mathematical problem-solving skills
- Increasing consistency in Tier I mathematics instruction across classrooms

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

SWIFT-FIA results identified strengths in the domains of Inclusive Academic Instruction and Academic Data Use, indicating that collaborative structures and data conversations are in place to support instructional improvement. However, findings also highlighted areas for improvement within the domains of Multi-Tiered System of Support (MTSS), particularly related to consistency of Tier II mathematics interventions and ongoing progress monitoring.

Walkthrough data and Professional Learning Team (PLT) reflections indicate variability in the implementation of small-group

instruction, differentiation strategies, and opportunities for students to engage in mathematical discourse and problem solving during core instruction.

Together, these findings suggest that strengthening Tier I mathematics instruction, improving consistency in instructional practices, and refining intervention supports may help reduce performance gaps and improve overall student achievement in mathematics.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

To address these areas, the site has taken the following steps:

1. Strengthened focus on Tier I mathematics instruction and alignment to grade-level standards
2. Increased opportunities for collaborative lesson planning and data analysis through PLTs
3. Expanded the use of formative assessment data to guide instructional decisions
4. Refined MTSS systems to support targeted mathematics intervention and progress monitoring
5. Increased emphasis on mathematical reasoning, problem solving, and student discourse during mathematics instruction

These actions directly align to the measurable outcomes identified in Goal 1B.

Identified Need

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

California Dashboard data indicate that mathematics has remained in the Orange performance level over multiple years, and the Distance from Standard remains below state expectations for All Students and is lower for English Learners, Students with Disabilities, and African American students. Specifically, Students with Disabilities are 148.6 points below standard and African American students are 150.9 points below standard in mathematics, indicating significant performance gaps for these student groups. Local STAR Math data show that a majority of students are not meeting benchmark expectations. These data indicate a need to strengthen mathematical understanding, problem-solving skills, and access to grade-level mathematics instruction, including consistent Tier I instruction, differentiation, and targeted small-group support to meet the needs of Students with Disabilities and African American students.

Significant areas of improvement include:

- Increasing the percentage of students meeting grade-level mathematics standards
- Decreasing the Distance from Standard for All Students and identified subgroups
- Strengthening students' conceptual understanding and problem-solving skills in mathematics
- Increasing opportunities for mathematical discourse and reasoning during mathematics instruction
- Strengthening students' fluency with foundational mathematics skills to support accuracy and efficiency in computation

The school will continue to build on existing efforts, including strengthening Tier I mathematics instruction aligned to grade-level standards, increasing opportunities for collaborative planning and data analysis through PLTs, refining MTSS progress monitoring

systems for mathematics intervention, increasing emphasis on mathematical reasoning and problem-solving during core instruction, and incorporating routines that build mathematical fluency and number sense across grade levels.

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
CAASPP Math: Overall	In May 2025, all students were 93.6 points Below Standard.	By May 2027, all students will decrease the distance from standard (DFS) by 15 points on the math portion of the CA Dashboard.
CAASPP Math: English learners	In May 2025, English learners were 85.4 points Below Standard.	By May 2027, English learners will decrease the distance from standard (DFS) by 15 points on the math portion of the CA Dashboard.
CAASPP Math: Students with Disabilities	In May 2025, Students with Disabilities were 148.6 points Below Standard.	By May 2027, Students with Disabilities will increase X points on the math portion of the CA Dashboard.
CAASPP Math: African American	In May 2025, African American students were 150.9 points Below Standard.	By May 2027, African American students decrease the distance from standard (DFS) by 15 points on the math portion of the CA Dashboard.
Star Math (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 54.0% 2025-2026 MOY Screener Baseline: 54.6%	By May 2027, all students will have an SGP of 60% on EOY Star Math.
Star Math (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 2% of students score at or above proficient across all grade levels 2025-2026 MOY Screener Baseline: 3% of students score at or above proficient across all grade levels	By May 2027, all students will improve the proficiency rate of all students taking the STAR Reading assessment will increase by 15 percentage points from the beginning of the year 2026 to the end of the year 2027.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (State Benchmark): English learners	2025-2026 BOY Screener Baseline: 53.7% 2025-2026 MOY Screener Baseline: 60.3%	By May 2027, English learners will have an SGP of 65% on EOY Star Math.
Star Math (State Benchmark): Students with Disabilities	2025-2026 BOY Screener Baseline: 44.0% 2025-2026 MOY Screener Baseline: 32.0%	By May 2027, Students with Disabilities will have an SGP of 50% on EOY Star Math.
Star Math (State Benchmark): African American	2025-2026 BOY Screener Baseline: 30.0% 2025-2026 MOY Screener Baseline: 63.3%	By May 2027, African American students will have an SGP of 65% on EOY Star Math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I – Core Instructional Program

DESCRIPTION OF THE PROGRAM: At Stine Elementary, we believe that strong mathematical thinking skills open doors for students both inside and beyond the classroom. Mathematics supports logical reasoning, problem solving, and critical thinking across all subject areas. Our goal is to ensure that every student develops the mathematical understanding and confidence needed to solve problems, explain their thinking, and apply mathematics to real-world situations. Our Tier I mathematics program is designed to provide all students with high-quality, standards-aligned instruction in mathematics. Instruction is guided by the California Common Core State Standards for Mathematics and the California Mathematics Framework. Through this program, students engage in

rigorous learning experiences that develop conceptual understanding, procedural fluency, mathematical reasoning, and problem-solving skills. Teachers currently implement the district-adopted mathematics curriculum (GoMath) while incorporating instructional strategies that support student engagement and deeper mathematical understanding. As the district transitions to a new mathematics curriculum adoption, teachers will receive training and support to ensure effective implementation of the new program aligned to California mathematics standards. Instruction emphasizes conceptual understanding of mathematical ideas while building accuracy and efficiency in foundational math skills. Teachers provide opportunities for students to explain their thinking, justify their reasoning, and engage in collaborative problem solving. Instructional routines such as Number Talks and structured mathematical discourse allow students to share strategies, analyze solutions, and deepen their understanding of mathematical relationships. This Tier I mathematics program is designed to support all students, including English Learners, African American students, and Students with Disabilities. Teachers provide differentiated supports and scaffolds to ensure that all students have access to grade-level mathematics instruction while receiving the targeted support needed to succeed. This Tier I mathematics program is designed to support all students, including English Learners, African American students, and Students with Disabilities. Teachers provide differentiated supports and scaffolds to ensure that all students have access to grade-level mathematics instruction while receiving the targeted support needed to succeed. The Stine Guiding Coalition supports the implementation of this work by reviewing schoolwide mathematics data, aligning instructional priorities, and ensuring that mathematics practices remain consistent across grade levels.

CURRICULUM AND INSTRUCTIONAL DESIGN: Teachers use a balanced approach to mathematics instruction that includes whole-group instruction, guided practice, collaborative problem solving, and independent practice. Instruction is designed to provide students with access to grade-level mathematical concepts while also offering differentiation within the core instructional block. Lessons emphasize conceptual understanding, mathematical reasoning, and opportunities for students to explain and justify their thinking. Students engage in tasks that require problem solving, modeling, and application of mathematical concepts. Teachers incorporate opportunities for mathematical discourse so students can communicate their thinking, compare strategies, and learn from the reasoning of others. Instructional strategies such as Number Talks, visual models, and manipulatives help students deepen conceptual understanding while strengthening number sense and computation skills. Teachers implement flexible small-group instruction within Tier I lessons to provide targeted reteaching, practice, and enrichment aligned to grade-level standards.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers regularly monitor student progress using a variety of assessments, including STAR Math assessments, Next Gen district interim assessments, and common formative assessments aligned to grade-level mathematics standards. These tools help identify student strengths and areas where additional instruction may be needed. Assessment data is used to guide instructional decisions, support flexible small-group instruction, and monitor student growth over time. Progress is reviewed regularly during grade-level collaboration meetings to ensure that instruction continues to respond to student needs.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers meet regularly in Professional Learning Teams (PLTs) to analyze student data, share instructional strategies, and plan lessons that support literacy development.

Professional learning opportunities may include training in:

- Implementation of the new district-adopted mathematics curriculum
- Strategies that strengthen conceptual mathematics instruction
- Instructional practices that support mathematical reasoning and discourse
- Strategies that build number sense and computational fluency
- Differentiation strategies that support students at varying levels of mathematical understanding

These collaborative structures help ensure that teachers continue refining instructional practices so all students receive strong mathematics instruction.

UNIVERSAL ACCESS AND DIFFERENTIATION: Every classroom will include opportunities for differentiated mathematics instruction through flexible small-group instruction and targeted support. Teachers will use assessment data to form flexible mathematics groups that allow students to receive targeted instruction focused on conceptual understanding, fluency, and problem-solving skills while maintaining access to grade-level standards. Teachers will use a variety of instructional strategies, including guided practice and scaffolded supports, to address varying levels of mathematical understanding. Small-group instruction helps ensure that all students, including African American students and Students with Disabilities, receive the level of instruction needed to succeed in mathematics. Additional supports such as after-school tutoring focused on math fluency provide struggling students with extra opportunities to strengthen foundational mathematics skills.

ACTIONS

To support the successful implementation of Tier I mathematics instruction:

- The school will conduct classroom walkthroughs and coaching conversations to ensure consistent implementation of high-quality mathematics instruction, including student discourse, problem solving, and engagement
- Teachers will participate in ongoing professional learning and collaborative planning to strengthen conceptual mathematics instruction, mathematical reasoning, and computational fluency
- Teachers will implement structured instructional routines, including Number Talks and mathematical discourse, to build conceptual understanding and problem-solving skills
- Teachers will implement and monitor flexible small-group mathematics instruction within Tier I to provide targeted differentiation and adjust instruction based on student progress
- The Guiding Coalition and Professional Learning Teams will regularly review mathematics data, including subgroup performance for Students with Disabilities and African American students, to monitor effectiveness and adjust instruction

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training and professional learning to support implementation of the new district-adopted mathematics curriculum

- Training in instructional strategies that strengthen conceptual mathematics instruction
- Professional development in strategies that support mathematical reasoning and discourse
- Ongoing mathematics-focused professional learning that strengthens problem-solving and number sense instruction
- Professional learning resources or consultant support aligned to strengthening Tier I mathematics instruction, differentiation, and support for Students with Disabilities and African American students

INSTRUCTIONAL MATERIALS

- Supplemental mathematics materials that support conceptual understanding and computational fluency
- Manipulatives and visual models that help students represent mathematical thinking
- Classroom resources that support problem solving and mathematical discourse
- Instructional resources that support student explanation of mathematical reasoning and strategies

COLLABORATION AND PLANNING

- Teacher collaboration time for PLT meetings, lesson planning, and data analysis
- Substitute coverage or additional planning time when needed to support training and collaboration

STAFFING

- Intervention Teacher

Proposed Expenditures for this Strategy/Activity

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

2500.00	LCFF- Base 4300-00: Materials & Supplies <\$1500	Mathematics Instructional materials such as but not limited to the following: • Math manipulatives and visual models to support conceptual understanding and representation of mathematical thinking • Student whiteboards, Expo markers, and number lines to support mathematical discourse and problem solving • Math journals, spiral notebooks, and student recording tools to support written explanation of mathematical reasoning • Classroom mathematics supports (anchor charts, visual models, problem-solving organizers) • Supplemental instructional resources that support conceptual mathematics instruction and computational fluency	March 2027
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		Materials and instructional resources needed to support implementation of the district-adopted mathematics curriculum	
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Strategy/Activity 2
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 EL

Applicable During:
 In Person (IP)

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

DESCRIPTION OF THE PROGRAM: At Stine Elementary, we are committed to ensuring that English Learners have access to high-quality mathematics instruction that supports both content understanding and academic language development. Mathematics instruction provides opportunities for students to engage in problem solving, explain their thinking, and participate in meaningful mathematical discussions. English Learners participate in the Tier I mathematics program alongside their peers while receiving instructional supports designed to strengthen both mathematical understanding and language development. Instruction is aligned with the California Common Core State Standards for Mathematics and incorporates strategies that support English Learners in accessing grade-level content. Teachers implement the district-adopted mathematics curriculum while incorporating instructional strategies that support language development and comprehension of mathematical concepts. Students engage in structured opportunities to explain their thinking, use mathematical vocabulary, and participate in collaborative problem solving. Instructional routines such as Number Talks and structured mathematical discourse help English Learners practice academic language while developing conceptual understanding of mathematical ideas. Teachers provide visual models, manipulatives, and sentence frames to help students explain their reasoning and communicate their strategies. The Stine Guiding Coalition supports the implementation of this work by reviewing mathematics data for English Learners, aligning instructional priorities, and ensuring that instructional practices remain consistent across grade levels.

CURRICULUM AND INSTRUCTIONAL DESIGN: English Learners participate fully in the core mathematics program while receiving additional supports that help them access grade-level content. Teachers incorporate strategies that support comprehension of mathematical concepts while building academic language. Lessons emphasize conceptual understanding, problem solving, and opportunities for students to communicate their reasoning. Teachers provide structured opportunities for students to discuss mathematical strategies, explain their thinking, and engage in collaborative learning. Instructional supports such as visual models, manipulatives, sentence frames, and structured discussion routines help English Learners understand mathematical concepts and communicate their reasoning using academic language.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Teachers regularly review assessment data to monitor student progress and identify areas where additional support may be needed. Multiple assessment tools are used to inform instructional decisions, including STAR Math assessments, which track mathematics growth; Next Gen district interim assessments, which measure mastery of grade-level mathematics standards; and common formative assessments, which monitor student understanding of mathematical concepts. These data sources help teachers identify student needs, adjust instruction, and provide targeted support when necessary. Progress is reviewed regularly during PLT meetings and by the Guiding Coalition to ensure that English Learners are making progress in mathematics and that instructional practices continue to support student learning.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers collaborate regularly in Professional Learning Teams (PLTs) to review English Learner data, share instructional strategies, and plan lessons that support both mathematics learning and language development.

Professional learning opportunities may include training in:

- Strategies that support English Learners in mathematics instruction
- Instructional practices that strengthen mathematical discourse and academic vocabulary
- Strategies that support conceptual mathematics instruction and problem solving
- Differentiation strategies that support English Learners in accessing grade-level mathematics standards

These collaborative structures help ensure that English Learners receive consistent and effective instructional supports across classrooms.

UNIVERSAL ACCESS AND DIFFERENTIATION: English Learners receive targeted supports during both whole-group and small-group mathematics instruction. Teachers use flexible instructional groups and differentiated strategies to support varying levels of mathematical understanding and language proficiency. Instructional supports such as visual models, manipulatives, sentence frames, and structured discussion routines help English Learners participate in mathematical problem solving and communicate their thinking using academic language. These supports help ensure that English Learners can engage in grade-level mathematics instruction while continuing to develop their language and reasoning skills.

ACTIONS

To support English Learner achievement in mathematics at Stine Elementary:

- Teachers will incorporate language development strategies into mathematics instruction to support academic vocabulary and mathematical reasoning.
- Teachers will provide structured opportunities for English Learners to participate in mathematical discourse through Number Talks and collaborative problem solving.
- PLT teams will review English Learner mathematics data regularly to monitor progress and adjust instruction.
- The Guiding Coalition will review mathematics data for English Learners and support alignment of instructional practices across grade levels.

- Teachers will use assessment data from STAR Math, Next Gen interim assessments, and classroom assessments to inform instructional decisions.

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training in instructional strategies that support English Learners in mathematics instruction
- Professional development focused on academic language development within mathematics instruction

INSTRUCTIONAL MATERIALS

- Visual models and manipulatives that support conceptual understanding of mathematical ideas
- Instructional supports that strengthen mathematical vocabulary and discourse
- Supplemental resources that support English Learners in accessing grade-level mathematics instruction

COLLABORATION AND PLANNING

- Supplemental instructional materials that support English Learners in developing mathematical reasoning and problem-solving skills

Proposed Expenditures for this Strategy/Activity

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

2000	LCFF- Base 4300-00: Supplies & Materials	English Learner Instructional materials such as but not limited to the following: • Visual models, manipulatives, and other supports that help students represent and understand mathematical concepts • Instructional supports that strengthen mathematical vocabulary and discourse (e.g., sentence frames, discussion supports, and visual reference tools) • Supplemental resources that support English Learners in accessing grade-level mathematics instruction and explaining mathematical reasoning	January 2027
788.22	Title I, Part A 4300-00: Materials & Supplies <\$1500	English Learner Instructional materials such as but not limited to the following:	January 2027

		• Visual models, manipulatives, and other supports that help students represent and understand mathematical concepts • Instructional supports that strengthen mathematical vocabulary and discourse (e.g., sentence frames, discussion supports, and visual reference tools) • Supplemental resources that support English Learners in accessing grade-level mathematics instruction and explaining mathematical reasoning	
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

African American; Students with Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier II

DESCRIPTION OF THE PROGRAM: At Stine Elementary, Tier II mathematics intervention is designed to provide targeted, small-group instruction for students who are not yet meeting grade-level expectations. Based on STAR Math data, common formative assessments, and classroom performance, students are identified for additional support to address gaps in conceptual understanding, computational fluency, and problem-solving skills. Tier II instruction supplements core Tier I instruction and focuses on accelerating student learning through targeted reteaching, scaffolded support, and additional practice aligned to grade-level standards. Instruction is delivered in small groups to allow for increased teacher support, immediate feedback, and differentiated instruction based on student needs. This intervention structure includes the use of research-based mathematics intervention curriculum and may include a designated math intervention teacher who provides targeted support for students performing below benchmark. Students with Disabilities and African American students, who demonstrate significant gaps in mathematics performance, are included in intervention groups based on assessment data and receive targeted support aligned to their identified needs.

CURRICULUM AND INSTRUCTIONAL DESIGN: Tier II mathematics intervention at Stine Elementary is designed to provide targeted, small-group instruction for students who are not meeting grade-level expectations. Intervention instruction is delivered using research-based curriculum such as Do the Math, which focuses on building foundational skills, conceptual understanding, and problem-solving abilities. Instruction is delivered in small groups to provide increased teacher support, immediate feedback, and

differentiated instruction aligned to individual student needs. Lessons focus on reteaching essential concepts, strengthening computational fluency, and supporting students in applying mathematical strategies. Intervention is provided in structured cycles consisting of three weeks of targeted instruction followed by one week of assessment, progress monitoring, and regrouping. This cycle allows staff to adjust instruction based on student progress and ensure that intervention remains responsive and effective. Particular attention is given to Students with Disabilities and African American students to ensure consistent access to targeted intervention aligned to identified learning needs.

ASSESSMENT AND DATA DRIVEN INSTRUCTION: Student progress in Tier II intervention is monitored using multiple data sources, including STAR Math assessments, Next Gen district interim assessments, and curriculum-embedded assessments from Do the Math. These data sources are used to identify students for intervention, monitor growth, and evaluate the effectiveness of instructional strategies. Intervention is implemented in structured cycles consisting of three weeks of targeted instruction followed by one week of assessment, progress monitoring, and regrouping. During the assessment week, teachers use data from Do the Math, Next Gen assessments, and STAR Math to evaluate student progress toward learning goals. Professional Learning Teams review assessment data at the end of each cycle to adjust instructional groups, refine intervention strategies, and ensure that instruction is responsive to student needs. Ongoing progress monitoring ensures that students receive timely and targeted support aligned to closing gaps in mathematical understanding and performance.

PROFESSIONAL LEARNING AND COLLABORATION: Teachers and intervention staff collaborate regularly in Professional Learning Teams (PLTs) to analyze Tier II mathematics data, including STAR Math, Next Gen assessments, and Do the Math progress monitoring data. Teams identify students in need of intervention, monitor progress, and adjust instructional groups based on student performance. Professional learning focuses on effective implementation of Tier II intervention, including use of the Do the Math curriculum, strategies for targeted small-group instruction, and approaches to accelerate learning for students performing below grade-level expectations.

Professional learning opportunities may include training in:

- Implementation of Do the Math intervention curriculum
- Strategies for targeted small-group mathematics instruction
- Progress monitoring and data analysis to inform intervention cycles
- Instructional strategies to support Students with Disabilities and African American students in mathematics

These collaborative structures ensure that intervention is consistently implemented, data-driven, and responsive to student needs.

UNIVERSAL ACCESS AND DIFFERENTIATION: Tier II mathematics intervention provides targeted, small-group instruction for students who are not meeting grade-level expectations. Students are identified for intervention based on STAR Math, Next Gen assessments, and classroom performance data. Instruction is delivered in small groups using the Do the Math curriculum and focuses on addressing gaps in conceptual understanding, computational fluency, and problem-solving skills. Intervention is provided in structured cycles consisting of three weeks of targeted instruction followed by one week of assessment, progress monitoring, and regrouping. Instruction is differentiated within intervention groups to meet individual student needs, with an emphasis on scaffolded

support, guided practice, and immediate feedback. Groups are flexible and adjusted regularly based on student progress. Additional support is prioritized for Students with Disabilities and African American students to ensure consistent access to targeted intervention aligned to their learning needs. Supplemental opportunities, such as after-school tutoring, may provide additional time for students to strengthen foundational mathematics skills.

ACTIONS

To support targeted mathematics intervention:

- The school will implement a structured Tier II mathematics intervention program for students identified through assessment data
- Teachers and intervention staff will provide targeted small-group instruction focused on conceptual understanding, fluency, and problem-solving
- PLTs will identify students in need of intervention using STAR Math and formative assessment data and adjust groups based on student progress
- Teachers and staff will monitor student progress regularly and adjust intervention strategies to ensure effectiveness
- The school will prioritize support for Students with Disabilities and African American students through targeted intervention and progress monitoring

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training and professional learning to support implementation of Do the Math intervention curriculum
- Professional learning in targeted small-group mathematics instruction and intervention strategies
- Training on progress monitoring and use of assessment data (STAR Math, Next Gen, and Do the Math) to adjust intervention groups and instruction
- Professional development focused on accelerating learning for Students with Disabilities and African American students in mathematics

INSTRUCTIONAL MATERIALS

- Do the Math intervention curriculum, including teacher guides, student materials, and digital resources
- Progress monitoring and assessment tools embedded within the Do the Math program
- Supplemental instructional materials to support targeted intervention in conceptual understanding, computational fluency, and problem solving
- Manipulatives and visual models to support small-group intervention instruction

STAFFING

- Intervention teacher to oversee and implement a comprehensive Tier II mathematics intervention program, including coordination of small-group instruction, progress monitoring, and instructional planning aligned to student needs

- Instructional intervention aides to support delivery of targeted small-group instruction, with the intervention teacher providing coordination, training, and ongoing support to ensure consistent and effective implementation of intervention strategies

Proposed Expenditures for this Strategy/Activity

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

24608.00	LCFF- Base 4300-00: Materials & Supplies <\$1500	Mathematics Intervention Curriculum such as but not limited to the following: • Research-based mathematics intervention curriculum designed to support students performing below grade-level standards • Instructional materials and resources associated with the selected mathematics intervention program • Teacher guides, student materials, and digital resources needed to implement the intervention curriculum • Progress monitoring and assessment tools associated with the mathematics intervention program The curriculum will support the implementation of a math intervention structure that will include a math intervention teacher providing targeted small-group instruction.	October 2026
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 2 Comprehensive Educational Experience

- By May 2027, Stine Elementary will ensure all students experience consistent, standards-aligned, and engaging Tier I instruction across all classrooms, including science instruction, as measured by walkthrough data, Professional Learning Team (PLT) practices, and student growth indicators.
- By May 2027, 5th grade students will increase by 15 science points.

Comprehensive Needs Assessment

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

OVERVIEW

In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on learning conditions, including the consistency of Tier I instruction, effectiveness of PLT practices, and access to rigorous, standards-aligned learning experiences across all content areas, including science. The team reviewed California Dashboard indicators, STAR Reading and Math data, CA Science Test (CAST) results, local benchmark assessments, and SWIFT-FIA findings to identify areas of low performance and significant performance gaps among student groups. The analysis centered on improving instructional consistency, strengthening PLT implementation, and increasing equitable access to high-quality learning experiences for all students, including English Learners, African American students, and Students with Disabilities.

Several key data sources guided this process:

- California Dashboard Distance from Standard (DFS) data for English Language Arts and Mathematics for All Students and subgroups
- STAR Reading and STAR Math benchmark and growth data
- CA Science Test (CAST) results for 5th grade students

- SWIFT-FIA results to assess implementation of inclusive instructional systems and MTSS practices
- PLT documentation and walkthrough data to evaluate Tier I instructional consistency, differentiation, and engagement

ACADEMIC PERFORMANCE AND STUDENT NEEDS

California Dashboard results indicate that overall performance in English Language Arts and Mathematics remains below state expectations, with Distance from Standard data showing that many students continue to perform below standard. STAR Reading and Math data further indicate that a significant percentage of students are not meeting benchmark expectations, with fewer than one-third of students meeting benchmark at the beginning of the year. Subgroup data continue to reflect performance gaps for English Learners, African American students, and Students with Disabilities.

Science data, including 5th grade CA Science Test (CAST) results, indicate that a limited percentage of students are meeting or exceeding standards. In addition, science achievement is not monitored consistently throughout the year, limiting the school's ability to respond to student needs and adjust instruction in a timely manner.

These data suggest that students are not consistently experiencing rigorous, standards-aligned instruction across classrooms and content areas. Variability in outcomes across classrooms indicates a need to strengthen Tier I instruction and ensure all students have equitable access to high-quality learning experiences.

Areas requiring significant improvement include:

- Increasing the percentage of students meeting or exceeding benchmark expectations in reading, mathematics, and science
- Decreasing the Distance from Standard for All Students and identified subgroups
- Increasing consistent access to rigorous, standards-aligned instruction across all classrooms
- Strengthening student engagement, critical thinking, and application of learning across content areas

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

SWIFT-FIA results identified strengths in the areas of collaborative structures and data use, indicating that systems for collaboration are in place. However, findings also highlighted variability in the implementation of Multi-Tiered System of Support (MTSS), particularly related to consistency of Tier I instruction and alignment of Tier II supports.

Walkthrough data and PLT reflections indicate variability in the implementation of core instructional practices, including small-group instruction, differentiation, use of adopted curriculum, and opportunities for student engagement and discourse. This inconsistency contributes to uneven student learning experiences across classrooms.

PLT implementation varies across teams. While some teams consistently use data to guide instruction and adjust practices, others require additional support to fully engage in data-driven instructional cycles. PLT work has been more consistently focused on English Language Arts and Mathematics, with less consistent attention to science instruction and analysis of student work in science.

Instructional resources, including educational software, tutoring, library materials, STEAM opportunities, and field trips, are available to support student learning; however, these resources are not consistently aligned to instructional priorities or PLT-identified student needs. As a result, these supports are not fully leveraged to strengthen Tier I instruction or improve student outcomes.

Together, these findings indicate a need to strengthen instructional coherence by increasing consistency in Tier I practices, improving PLT effectiveness, and aligning resources and supports to instructional priorities across all content areas, including science.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

To address these areas, the site has taken the following steps:

1. Increased focus on strengthening Tier I instruction and ensuring alignment to grade-level standards across all content areas, including science
2. Provided professional learning and coaching in PLT practices to improve collaboration, data use, and instructional planning
3. Initiated Guiding Coalition development to support Tier 2 PLT implementation and strengthen sitewide instructional coherence
4. Increased use of formative assessment data, including CFAs and classroom-based tasks, to guide instructional decisions
5. Refined MTSS systems to improve alignment between Tier I instruction, intervention supports, and progress monitoring
6. Increased alignment of instructional resources (software, tutoring, library, STEAM, and field trips) to classroom instruction and PLT-identified student needs
7. Increased emphasis on integrating science instruction and providing opportunities for inquiry-based and standards-aligned learning experiences
8. All Goal 2 actions are implemented and adjusted through PLC analysis to ensure alignment with Tier I instruction and grade-level standards.

These actions directly align to the measurable outcomes identified in Goal 2.

Identified Need

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

Science data, including CA Science Test (CAST) results, indicate that a limited percentage of students are meeting or exceeding standards. In addition, science instruction is not consistently monitored throughout the year, and implementation varies across classrooms. These findings indicate a need to strengthen access to standards-aligned science instruction, increase rigor and inquiry-based learning opportunities, and ensure consistent implementation of science instruction across classrooms.

California Dashboard data indicate that English Language Arts and Mathematics performance remain below state expectations, with Distance from Standard below standard for All Students and lower for English Learners, Students with Disabilities, and African American students. Local STAR Reading and Math data show that a majority of students are not meeting benchmark expectations, and performance varies across classrooms. These data further indicate a need to strengthen consistency of Tier I instruction and

increase access to rigorous, standards-aligned learning experiences across all content areas.

Significant areas of improvement include:

- Increasing consistent access to standards-aligned science instruction and inquiry-based learning experiences
- Increasing consistent implementation of Tier I instruction aligned to grade-level standards across all classrooms
- Strengthening PLT practices to ensure data-driven instructional planning and responsiveness to student needs
- Increasing the percentage of students meeting grade-level standards in reading, mathematics, and science
- Decreasing the Distance from Standard for All Students and identified subgroups in English Language Arts and Mathematics
- Increasing student engagement, discourse, and opportunities for critical thinking across content areas, including science
- Strengthening alignment of instructional resources (software, tutoring, library, STEAM, and field trips) to Tier I instruction and PLT-identified student needs

The school will continue to build on existing efforts, including strengthening Tier I instruction across all content areas aligned to grade-level standards, including increased emphasis on science instruction and inquiry-based learning; providing professional learning and coaching in PLT practices; increasing opportunities for collaborative planning and data analysis through PLTs; refining MTSS systems to improve alignment between Tier I instruction and intervention supports; and aligning instructional resources to classroom instruction and student needs.

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
5th Grade CAST: All Students	In May 2025, 5th grade students scored 44.8 science points	By May 2027, 5th grade students will increase by 15 science points.
Walkthrough data indicating increased implementation of high-quality, standards-aligned Tier I instructional practices, including rigor, student engagement, and alignment to district expectations.	Baseline data for high-quality Tier I instructional practices will be established in Fall 2025 through calibrated classroom walkthroughs focused on rigor, alignment to grade-level standards, and student engagement. Current data indicate variability in instructional quality across classrooms.	By May 2026, walkthrough data will indicate increased implementation of high-quality, standards-aligned Tier I instructional practices across all classrooms.
PLT artifacts will demonstrate completion of instructional cycles that include unpacking grade-level standards, analyzing student performance data to identify effective instructional practices,	Current PLT artifacts and observations indicate that teams are consistently engaging in collaborative planning, data discussions, and instructional cycles over time. However, variability exists in the	By May 2027, all PLT teams will complete at least one focused instructional cycle in English Language Arts and Mathematics per quarter, with an emphasis on unpacking grade-level standards,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
and documenting instructional adjustments implemented across classrooms, with each team completing at least one English Language Arts and one Mathematics cycle per quarter.	depth of content understanding, including the unpacking of grade-level standards and development of consensus around instructional expectations. Additionally, PLT conversations are not yet consistently focused on identifying and replicating effective instructional practices across classrooms. As a result, PLT work does not consistently lead to timely and high-impact adjustments to Tier I instruction.	analyzing student learning, and identifying and implementing effective instructional practices across classrooms.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including EL Students

Applicable During:

In Person (IP)

Strategy/Activity: Technology

DESCRIPTION

Stine Elementary will utilize instructional technology to support both Tier I core instruction and Tier II targeted intervention. Technology will be used to increase student access to grade-level content, support differentiation within the classroom, and provide additional opportunities for targeted intervention based on student needs. At the Tier I level, technology will support whole-group and small-group instruction by enhancing student engagement, supporting access to mathematical and literacy content, and providing opportunities for practice and application of skills. Teachers will incorporate technology-based tools to reinforce core instruction and support diverse learning needs.

At the Tier II level, technology will be used to provide targeted intervention and differentiated instruction for students performing below grade-level expectations. Devices such as iPads will support small-group instruction, allow access to intervention programs, and provide additional practice aligned to identified student needs. Technology will be used to support progress monitoring, reinforce

foundational skills, and increase student engagement during intervention cycles.

The school will utilize existing technology resources and identify additional needs to ensure that instructional technology continues to support student learning across Tier I and Tier II settings.

ACTIONS

To support the effective use of instructional technology to enhance Tier I and Tier II instruction:

- Teachers will incorporate instructional technology into Tier I core instruction to support student engagement, access to grade-level content, and differentiated learning
- Teachers will utilize technology, including iPads, to support Tier II small-group instruction and targeted intervention for students performing below grade-level expectations
- Teachers will use technology-based tools to provide additional practice and reinforcement aligned to student learning needs
- The school will monitor the effectiveness of technology use through classroom walkthroughs and analysis of student performance data
- The school will identify and address technology needs to ensure adequate access to devices for Tier II intervention

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on effective integration of technology to support rigorous Tier I instruction
- Support in designing learning tasks that extend beyond substitution and promote deeper learning

INSTRUCTIONAL MATERIALS

- Instructional technology devices (e.g., iPads) to support Tier II intervention and differentiated instruction
- Charging station for devices such as iPads to support Tier II intervention and differentiated instruction
- Digital tools and programs that support student learning in literacy and mathematics
- Technology-based resources that provide practice, reinforcement, and skill development aligned to grade-level standards

COLLABORATION AND PLANNING

- Time for teachers to plan for integration of technology into Tier I instruction and Tier II intervention
- Opportunities for collaboration to share effective practices for using technology to support student learning

Proposed Expenditures for this Strategy/Activity

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

2500.00	LCRSET 4300-00: Materials & Supplies <\$1500	Instructional Technology and Digital Learning Resources such as but not limited to the following: • Devices (e.g., iPads) and supporting equipment (e.g., charging stations) to ensure equitable access to instructional technology during Tier II small-group reading intervention • Digital tools and platforms to support standards-aligned instruction in reading, including programs that provide interactive learning, practice, and application of grade-level literacy skills • Technology-based resources to support differentiated instruction and personalized learning based on student needs and performance data • Digital tools to support student engagement, progress monitoring, and access to instructional resources during small-group instruction and intervention cycles	March 2027
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will utilize educational software and digital learning platforms to support high-quality Tier I instruction aligned to grade-level standards. Educational software will be used intentionally to provide differentiated instruction, reinforce grade-level learning, and support targeted practice based on student needs. The use of software will be aligned to PLT-identified instructional

priorities and used to enhance, not replace, effective classroom instruction. Student performance data from software programs will be used to inform instructional decisions and support improved student outcomes.

ACTIONS

To support the strategic use of educational software to enhance Tier I instruction:

- Teachers will assign and monitor educational software based on student performance data and identified learning needs
- Teachers will use software to provide differentiated support and extension aligned to grade-level standards
- Teachers will analyze student performance data from software programs to inform instructional decisions and adjust instruction
- PLTs will review software data to identify trends, monitor student progress, and align instructional responses
- PLTs will identify how software use supports instructional goals and Tier I differentiation
- School leadership and the instructional leadership team will monitor the effective use of educational software through classroom walkthroughs and PLT discussions, with a focus on alignment to standards and impact on student learning

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on effective use of educational software to support differentiated instruction
- Support in analyzing and using software-generated data to inform instructional decisions

INSTRUCTIONAL MATERIALS

- Educational software licenses (e.g., Raz Kids, Explore Learning, and other district-approved programs)
- Digital platforms that support differentiated learning and student engagement

COLLABORATION AND PLANNING

- PLT time to analyze software data and align use to instructional goals
- Opportunities for teachers to share effective practices for integrating educational software into instruction

Proposed Expenditures for this Strategy/Activity

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

11000	Title I, Part A 5800-89: Software	Educational Software and Digital Learning Platforms such as but not limited to the following: • Software to support standards-aligned instruction in reading, mathematics, and science, including programs that provide	October 2026
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		interactive learning, practice, and application of grade-level content • Digital tools to support differentiated instruction and personalized learning based on student needs and performance data • Programs to support intervention and skill development in reading and mathematics, including foundational skills, language development, and conceptual understanding • Software to support student engagement, progress monitoring, and access to instructional resources across content areas (e.g., Solution Tree, Explore Learning, ESGI, Lexia English, Moby Max, Mystery Science, and Learning A-Z).	
7500	Title I, Part A 4300-00: Materials & Supplies <\$1500	Instructional Print and Digital Subscriptions such as but not limited to the following: • Subscriptions to print and digital resources that support standards-aligned instruction in reading and science • Materials that provide access to current, high-interest informational texts to support comprehension, vocabulary development, and content knowledge • Resources that support integration of literacy and science through engaging, grade-level appropriate content • Materials that support classroom instruction, student engagement, and access to supplemental instructional resources (e.g. Scholastic News and Science Spin licenses)	October 2026

3500	LCFF- Base 5800-89: Software	School Climate and Behavior Support Materials such as but not limited to the following: Tier 2 SEL curriculum (e.g. Compass 360, Character Strong)	October 2026
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will provide access to high-quality, diverse, and engaging texts through the school library and digital platforms to support Tier I instruction and promote student reading engagement. Library resources will be used intentionally to reinforce grade-level standards, support content learning across subject areas, and meet the diverse linguistic and reading needs of students.

The school will continue to expand access to high-interest texts, including fiction and non-fiction, in both English and Spanish, as well as digital lending platforms that provide additional access to literature beyond the classroom. These resources will support English Learners, beginning readers, non-readers, and students with disabilities through access to audio-supported texts and multilingual materials.

Library and digital text resources will be aligned to instructional goals and PLT-identified student needs to ensure that access to texts contributes to meaningful and rigorous learning experiences.

ACTIONS

To support the use of library and text resources to enhance Tier I instruction:

- Teachers will integrate library and digital texts into instruction to support comprehension, content learning, and student engagement aligned to grade-level standards
- Teachers will provide opportunities for students to read, discuss, and respond to texts across content areas
- Teachers will use texts to support differentiation, including access to grade-level, above-grade-level, and scaffolded materials

- PLTs will identify how texts and library resources support instructional goals and student needs
- PLTs will monitor student access to and engagement with texts across classrooms
- School leadership will monitor the integration of texts into instruction through classroom walkthroughs and PLT discussions

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on effective use of texts to support comprehension, discourse, and content learning
- Support in selecting and using texts that align to grade-level standards and student needs

INSTRUCTIONAL MATERIALS

- High-interest, culturally relevant library books, including fiction and non-fiction
- Books in English and Spanish, including grade-level and above-grade-level texts
- Digital lending platforms (e.g., myON, EPIC, or similar tools)
- Audio-supported and multilingual texts to support diverse learners

COLLABORATION AND PLANNING

- PLT time to plan integration of texts into instruction
- Opportunities for teachers to share effective practices for using texts to support learning

Proposed Expenditures for this Strategy/Activity

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

5000	Title I, Part A 242400-420000: Library: books, supplies & equipment	Library and Literacy Resources such as but not limited to the following: • Books and library materials to support student access to high-interest, diverse, and grade-level appropriate texts in both fiction and non-fiction • Materials to support literacy development, including texts that build comprehension, vocabulary, and content knowledge across subject areas • Digital lending library resources that provide students with access to books and reading materials across multiple platforms and devices	March 2027
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		Resources that support equitable access to literature, including materials for English Learners, beginning readers, and students requiring additional support	
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will strengthen science instruction by integrating standards-aligned science and STEAM learning experiences into Tier I instruction across grade levels. Instruction will focus on increasing rigor, student engagement, and opportunities for inquiry-based learning aligned to grade-level science standards.

Science and STEAM experiences will be used to support critical thinking, problem solving, and application of knowledge, ensuring that all students have consistent access to meaningful science instruction. The school will leverage available resources, including the Prop 28-funded art specialist, to support integration of visual and performing arts where appropriate to enhance learning.

Science instruction and STEAM opportunities will be aligned to instructional goals and PLT-identified priorities to ensure that these experiences contribute to improved student learning and increased achievement on the CA Science Test (CAST).

ACTIONS

To support the implementation of standards-aligned science instruction and STEAM integration within Tier I instruction:

- Teachers will implement standards-aligned science instruction that includes inquiry, investigation, and application of concepts
- Teachers will integrate STEAM-based learning experiences that support grade-level standards and deepen student understanding
- PLTs will include science in instructional planning and identify opportunities to integrate science and STEAM into Tier I instruction

- PLTs will analyze student work and learning in science to inform instructional decisions
- School leadership will conduct classroom walkthroughs to monitor the implementation of science instruction, with a focus on rigor, student engagement, and alignment to standards
- The school will provide opportunities for family engagement through STEAM-related events that support student learning

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on implementation of standards-aligned science instruction and inquiry-based learning
- Support in integrating STEAM into classroom instruction to enhance rigor and student engagement

INSTRUCTIONAL MATERIALS

- Science and STEAM materials that support hands-on learning, inquiry, and investigation
- Classroom resources that support integration of science and visual/performing arts
- Materials to support family STEAM engagement activities

COLLABORATION AND PLANNING

- PLT time to plan science instruction and STEAM integration
- Opportunities for teachers to share effective practices for science instruction and inquiry-based learning

Proposed Expenditures for this Strategy/Activity

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

1780.00	LCFF- Base 4300-00: Supplies & Materials	Science Instructional Materials such as but not limited to the following: • Hands-on science materials to support standards-aligned instruction and student engagement in scientific concepts and practices • Materials that support inquiry-based learning, experimentation, and exploration of science content • Resources to support development of scientific thinking, problem-solving, and application of knowledge • Materials that support integration of science instruction with literacy and other content areas	January 2027
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL and LTELs

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will strengthen support for English Learners by ensuring access to high-quality, standards-aligned Tier I instruction through intentional language development strategies embedded within daily instruction. Instruction will focus on increasing opportunities for academic language development, student discourse, and meaningful engagement with grade-level content.

English Learners will be supported through integrated and designated English Language Development (ELD), with an emphasis on developing speaking, listening, reading, and writing skills necessary for academic success. Instructional strategies will be designed to provide access to rigorous learning while supporting language acquisition through scaffolds, structured interactions, and differentiated supports.

EL supports will be aligned to PLT-identified student needs to ensure that instructional decisions are responsive to student performance and contribute to improved outcomes for English Learners.

ACTIONS

- To support English Learners’ access to Tier I instruction and language development:
- Teachers will implement integrated ELD strategies within Tier I instruction, including structured opportunities for speaking, writing, and academic discourse
 - Teachers will use instructional scaffolds such as sentence frames, visual supports, and vocabulary development to support access to grade-level content
 - Teachers will provide designated ELD instruction aligned to student language proficiency levels
 - PLTs will analyze EL student performance data and identify instructional strategies to support language development and access to content
 - PLTs will consider language demands of tasks and adjust instruction to support English Learners
 - School leadership will conduct classroom walkthroughs to monitor implementation of ELD strategies, with a focus on student discourse, engagement, and access to grade-level instruction

- Teachers will reflect on the effectiveness of instructional strategies for English Learners and adjust instruction based on student outcomes

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Continued training on integrated and designated ELD strategies
- Professional development on academic discourse, language development, and scaffolding strategies
- Support in analyzing EL student data to inform instruction

INSTRUCTIONAL MATERIALS

- Multilingual and scaffolded instructional materials
- Visual supports, vocabulary resources, and language development tools
- Access to texts and resources that support language development

COLLABORATION AND PLANNING

- PLT time to analyze EL student data and plan targeted instructional supports
- Opportunities for teachers to share effective strategies for supporting English Learners

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will provide supplemental instructional support to students through targeted afterschool tutoring and extended learning opportunities in English Language Arts and Mathematics. These supports are designed to reinforce Tier I instruction, provide

additional time and practice aligned to grade-level standards, and address identified student learning needs. Additional focus will be placed on supporting African American students and English Learners through targeted tutoring aligned to identified literacy and language development needs.

Supplemental supports will be aligned to PLT-identified priorities and student performance data to ensure that additional instruction is targeted, timely, and connected to classroom learning. The goal of supplemental resources is to strengthen student understanding and support improved outcomes while maintaining a strong focus on high-quality Tier I instruction.

ACTIONS

To support targeted supplemental instruction aligned to Tier I learning:

- The school will provide afterschool tutoring in English Language Arts and Mathematics for students identified through assessment data, with targeted support for African American students and English Learners.
- PLTs will identify students in need of additional support and monitor their progress over time
- PLTs will identify African American students and English Learners for targeted tutoring support and monitor their progress during intervention cycles
- Teachers will use assessment data (STAR, CFAs, classroom assessments) to adjust instruction during tutoring sessions
- Teachers will incorporate academic language development strategies during tutoring sessions to support English Learners' access to grade-level content
- Teachers will align tutoring instruction to grade-level standards and classroom learning to reinforce Tier I instruction
- School leadership will monitor participation and effectiveness of tutoring programs to ensure alignment to student needs and instructional goals

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on effective intervention strategies aligned to Tier I instruction
- Support in using student data to target instruction during tutoring

INSTRUCTIONAL MATERIALS

- Supplemental instructional materials to support ELA and Math intervention, including resources that support foundational literacy skills and academic language development
- Resources aligned to grade-level standards for reteaching and practice

COLLABORATION AND PLANNING

- Time for teachers to plan targeted instruction for tutoring sessions
- PLT time to identify students and monitor progress

Proposed Expenditures for this Strategy/Activity

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

25000	LCRSET 1100-02: Certificated Teachers - Extra Duty	The school will provide targeted tutoring outside of the regular school day to reinforce skills in reading based on student data.	April 2027
3500	LCRSET 2200-02: Classified Support - Extra Duty/Overtime	The school will provide targeted tutoring outside of the regular school day to reinforce skills in reading based on student data.	April 2027
11446.38	LREBG 1100-02: Certificated Teachers - Extra Duty	The school will provide targeted tutoring outside of the regular school day to reinforce skills in mathematics based on student data. (163 hours)	April 2027
1707.27	LREBG 2200-02: Classified Support - Extra Duty/Overtime	The school will provide targeted tutoring outside of the regular school day to reinforce skills in mathematics based on student data. (78 hours)	April 2027

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity

DESCRIPTION

Stine Elementary will provide students with opportunities to participate in educational field trips that extend and enhance classroom instruction. Field trips will be aligned to grade-level standards and instructional goals, with an emphasis on supporting science learning, real-world application of concepts, and student engagement.

These experiences will provide students with access to hands-on, inquiry-based learning opportunities that deepen understanding and reinforce Tier I instruction. Field trips will be planned and connected to classroom learning to ensure that they support meaningful and rigorous educational experiences for all students.

ACTIONS

To support the use of field trips as an extension of Tier I instruction:

- Teachers will plan field trips that are aligned to grade-level standards and instructional units, particularly in science and content areas
- Teachers will provide pre- and post-learning activities to connect field trip experiences to classroom instruction
- PLTs will identify opportunities for field trips to support instructional goals and enhance student learning
- Teachers will design learning tasks that require students to reflect on, apply, and communicate their learning from field trip experiences
- School leadership will monitor the alignment of field trips to instructional goals and student learning outcomes

NEEDED RESOURCES

Items such as but not limited to the following:

INSTRUCTIONAL MATERIALS

- Funding for field trip transportation and entry fees
- Materials to support pre- and post-field trip instructional activities

COLLABORATION AND PLANNING

- Teacher planning time to align field trips to instructional units and standards
- Coordination time for scheduling and organizing field trip experiences

Proposed Expenditures for this Strategy/Activity

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

7000.00	LREBG 5800-72: Charter Buses	The school will provide transportation to support student participation in off-campus educational experiences aligned to instructional goals in reading, mathematics, science, and enrichment opportunities.	May 2027
3000.00	LREBG 5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	The school will provide transportation to support student participation in off-campus educational experiences aligned to instructional goals in reading, mathematics, science, and enrichment opportunities.	May 2027
6000.00	LREBG	The school will cover costs associated with educational experiences off campus aligned to instructional goals in reading, mathematics,	May 2027

	5800-00: Consultants/Professional Services	science, and enrichment opportunities, including admission and program fees, to ensure equitable access to learning opportunities that extend and reinforce classroom instruction.	
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3 Integrated Educational Supports

- By the end of the year, Stine Elementary will reduce chronic absenteeism and maintain the suspension rate for all students.
- By May 2027, the chronic absenteeism rate for all students will decrease by 5%.
- By May 2027, the chronic absenteeism rate for Students with Disabilities will decrease by 8%.
- By May 2027, the suspension rate will remain at 1.2% (or less) for all students.

Comprehensive Needs Assessment

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

OVERVIEW

In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on student attendance and school climate, including chronic absenteeism and suspension rates. The team reviewed California Dashboard indicators, attendance data, suspension data, and site-based behavioral and engagement data to identify areas of need and patterns impacting student participation and engagement in school.

The analysis centered on reducing chronic absenteeism, maintaining low suspension rates, and strengthening systems that promote student engagement, positive behavior, and a sense of belonging for all students, including Students with Disabilities and other identified student groups.

Several key data sources guided this process:

- California Dashboard Chronic Absenteeism data for All Students and subgroups
- Site attendance records, including rates of chronic absenteeism
- Suspension rate data for All Students and subgroups
- Behavior and discipline records
- School climate and engagement data, including student, staff, and family feedback when available

- Documentation of schoolwide practices supporting behavior, engagement, and attendance

ACADEMIC PERFORMANCE AND STUDENT NEEDS

California Dashboard data indicate that chronic absenteeism remains an area of concern, with a percentage of students missing significant instructional time. Students with Disabilities demonstrate higher rates of chronic absenteeism compared to All Students, indicating a need for targeted supports and consistent monitoring.

Attendance data show that students who are chronically absent miss critical instructional time, which impacts their ability to access Tier I instruction and make academic progress. Patterns of absenteeism suggest a need to strengthen systems that promote consistent attendance, early identification of attendance concerns, and timely intervention.

Suspension data indicate that the school has maintained a relatively low suspension rate; however, continued focus is needed to sustain positive behavior and ensure that all students remain engaged in learning. Maintaining low suspension rates requires consistent implementation of schoolwide expectations and proactive behavioral supports.

These data suggest a need to strengthen student engagement, improve consistency in schoolwide behavior systems, and increase student connection to school to support both attendance and behavior outcomes.

Areas requiring significant improvement include:

- Decreasing the percentage of students who are chronically absent
- Decreasing chronic absenteeism rates for Students with Disabilities
- Maintaining low suspension rates for all students
- Increasing student engagement and sense of belonging
- Strengthening consistent implementation of schoolwide behavior expectations and supports

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

Analysis of current practices indicates that while systems to support attendance and behavior are in place, implementation varies across classrooms and grade levels. This variability impacts the consistency of student experience and may contribute to differences in student engagement and attendance.

Efforts to support positive behavior and student engagement, including schoolwide expectations and relationship-building structures such as Viking Crew, are in place but require continued strengthening and alignment to ensure consistent implementation across the school.

Attendance monitoring systems exist; however, there is a need for more consistent and timely identification of students at risk of chronic absenteeism, as well as clearer alignment between attendance data, communication with families, and intervention supports.

Additionally, strengthening connections between students, staff, and families is critical to improving attendance and maintaining positive behavior. Increased opportunities for relationship building, student engagement, and family communication will support a more cohesive and supportive school environment.

Together, these findings indicate a need to strengthen systems that promote student engagement, ensure consistent implementation of behavior expectations, and provide timely and targeted support for students at risk of chronic absenteeism.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

To address these areas, the site has taken the following steps:

1. Implemented schoolwide expectations and behavior supports to promote a positive school climate
2. Established structures such as Viking Crew to build relationships and support student connection
3. Monitored attendance data and communicated with families regarding student attendance
4. Maintained systems to support positive behavior and minimize suspensions
5. Increased focus on student engagement and creating a safe and inclusive learning environment

These actions directly align to the measurable outcomes identified in Goal 3 and support ongoing efforts to reduce chronic absenteeism and maintain low suspension rates.

Identified Need

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

California Dashboard data indicate that chronic absenteeism remains an area of concern, with a significant percentage of students missing instructional time. Data also indicate that Students with Disabilities have higher rates of chronic absenteeism compared to All Students. This indicates a gap in consistent attendance and access to instruction for Students with Disabilities. To address this gap, Stine Elementary needs to strengthen attendance monitoring systems, increase communication with families, and implement targeted supports to improve attendance for Students with Disabilities.

Suspension data indicate that the school has maintained a relatively low suspension rate; however, continued focus is needed to sustain positive behavior and ensure students remain engaged in learning. These data indicate a need to strengthen systems that promote consistent attendance, positive behavior, and student engagement.

Attendance data show that students who are chronically absent miss critical instructional time, limiting their access to Tier I instruction and impacting their ability to make academic progress. Patterns of absenteeism suggest a need for earlier identification of attendance concerns, consistent communication with families, and targeted supports to improve student attendance.

Significant areas of improvement include:

- Decreasing the percentage of students who are chronically absent
- Decreasing chronic absenteeism rates for Students with Disabilities
- Maintaining low suspension rates for all students
- Increasing student engagement, connection, and sense of belonging
- Strengthening consistent implementation of schoolwide behavior expectations and supports
- Improving systems for early identification and response to attendance concerns

The school will continue to build on existing efforts, including implementing schoolwide behavior expectations and supports, establishing structures such as Viking Crew to build relationships and student connection, monitoring attendance data and communicating with families, maintaining systems to support positive behavior and minimize suspensions, and increasing focus on student engagement and a positive school climate.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Chronic Absenteeism: All Students	25.4% of all students were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate for all students will decrease by 5%.
CA Dashboard Chronic Absenteeism: Students with Disabilities	28.0% of Students with Disabilities were chronically absent in 2024-2025.	By May 2027, the chronic absenteeism rate for Student with Disabilities will decrease by 8%.
CA Dashboard Suspension: All Students	1.2% of all students were suspended in 2024-2025.	By May 2027, the suspension rate will remain at 1.2% (or less) for all students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

Strategy/Activity: Tier I Behavior/Attendance

DESCRIPTION

Stine Elementary will strengthen Tier I systems for behavior and attendance by ensuring consistent schoolwide expectations, positive relationships, and supportive learning environments across all classrooms. The school will focus on increasing student engagement, promoting positive behavior, and improving attendance through consistent adult practices and relationship-building structures.

Staff will implement schoolwide expectations and behavior supports that are explicitly taught, reinforced, and consistently applied. Structures such as Viking Crew will support relationship building and student connection, contributing to a positive school climate where students feel safe, supported, and engaged in learning.

Efforts will focus on creating a consistent student experience across classrooms, strengthening student-adult relationships, and providing proactive supports to prevent behavioral issues and absenteeism.

Attendance, PBIS, and MTSS systems are designed to ensure students are present, engaged, and able to access Tier I instruction daily.

ACTIONS

To support consistent Tier I behavior systems and improve student attendance:

- Teachers will explicitly teach, model, and reinforce schoolwide behavior expectations across all settings
- Teachers will implement consistent classroom routines and procedures that promote a safe, structured, and engaging learning environment
- Teachers will build positive relationships with students through regular connection-building practices, including structures such as Viking Crew
- Teachers will use proactive strategies to support student engagement, self-regulation, and appropriate responses to conflict
- Teachers will provide students with opportunities for collaboration, discussion, and active participation to increase engagement in learning
- Staff will implement consistent schoolwide systems for recognizing and reinforcing positive behavior and student engagement
- School leadership will conduct classroom and campus walkthroughs to monitor consistency of expectations, student engagement, and overall classroom climate
- The PBIS Council and Attendance Council, including school leadership, will analyze schoolwide behavior and attendance data to identify trends, inform professional learning, and support consistent implementation of Tier I practices

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on Tier I behavior strategies, classroom management, and student engagement
- Professional learning on restorative practices and relationship-building strategies

INSTRUCTIONAL MATERIALS

- Materials to support teaching and reinforcing schoolwide expectations (e.g., signage, visuals, classroom supports)
- Resources to support student engagement and positive behavior

COLLABORATION AND PLANNING

- Time for staff to collaborate on behavior expectations and implementation
- Opportunities for staff to review attendance and behavior data and plan supports

Proposed Expenditures for this Strategy/Activity

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

2207.39	Title I, Part A 1100-01: Certificated Teachers - Subs	Substitutes for Attendance Team members (2-3 teachers) to meet quarterly for progress monitoring (12 days)	May 2027
2207.39	Title I, Part A 1100-01: Certificated Teachers - Subs	Substitutes for PBIS Team members (2-3 teachers) to meet quarterly for progress monitoring (12 days)	May 2027
366.99	Title I, Part A 2200-01: Classified Support - Substitutes	Substitutes for Attendance Team members (1-2 classified staff/attendance clerk) to meet quarterly for progress monitoring (18 days)	May 2027
366.99	Title I, Part A 2200-01: Classified Support - Substitutes	Substitutes for PBIS Team members (1-2 classified staff/BIA) to meet quarterly for progress monitoring (18 days)	May 2027
899.36	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty time card Attendance Team members (2-3 teachers) for 1 hour to meet after contracted hours (12 hours)	May 2027
899.36	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty time card PBIS Team members (2-3 teachers) for 1 hour to meet after contracted hours (12 hours)	May 2027
183.50	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Extra duty time card Attendance Team members (1-2 classified staff) for 1 hour to meet after contracted hours (8 hours)	May 2027

183.50	Title I, Part A 2200-02: Classified Support - Extra Duty/Overtime	Extra duty time card PBIS Team members (1-2 classified staff) for 1 hour to meet after contracted hours (8 hours)	May 2027
500.00	Title I, Part A 4300-00: Materials & Supplies <\$1500	School Climate and Behavior Support Materials such as but not limited to the following: • Materials to support classroom implementation of behavior expectations and routines, including chart paper, markers, and student-created visual supports • Materials to support student goal-setting, reflection, and behavior tracking, including notebooks, folders, and recording tools • Supplies to support structured relationship-building activities (e.g., Viking Crew), including construction paper and classroom materials used for collaborative and reflective tasks • Materials to support student engagement activities that promote positive behavior, collaboration, and connection to school	May 2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students With Disabilities

Applicable During:

In Person (IP)

Strategy/Activity: Tier II Behavior/Attendance

DESCRIPTION

Stine Elementary will provide targeted Tier II supports for students who require additional assistance with behavior and attendance beyond Tier I instruction. These supports will be designed to address identified student needs through timely, data-informed interventions that promote positive behavior, increase engagement, and improve attendance.

Tier II supports will be implemented as part of a Multi-Tiered System of Supports (MTSS) framework to ensure timely, targeted, and coordinated interventions for students. They will be aligned to schoolwide expectations and Tier I practices to ensure consistency in student experience. The school will focus on early identification of students in need of additional support and provide structured interventions to address barriers to attendance and positive behavior.

When Tier II supports are not sufficient, students will be referred to more intensive Tier III supports, including Student Success Team (SST) processes, School Attendance Review Board (SARB) referrals, and, when appropriate, evaluation for additional services.

ACTIONS

To support targeted Tier II interventions for behavior and attendance:

- Staff will identify students in need of Tier II supports using attendance, behavior, and referral data
- The school will implement targeted interventions such as check-in/check-out, small group supports, and individualized behavior or attendance plans
- The school will utilize Student Success Team (SST) meetings, as needed, to develop and monitor individualized plans for students requiring additional support
- The school will implement targeted attendance supports for Students with Disabilities, including individualized follow-up, family communication, and coordination with support staff
- PLTs will monitor attendance data and identify Students with Disabilities who are at risk of chronic absenteeism for targeted intervention
- The Attendance Council, including school leadership, will monitor attendance data, identify students in need of support, and make recommendations for Tier II and Tier III interventions
- The Attendance Council, including school leadership will use attendance data to identify early warning signs of absenteeism and intervene before patterns become chronic
- The PBIS Council, including school leadership, will monitor Tier I implementation and make recommendations for additional behavioral supports when needed
- School administration will review recommendations and determine appropriate next steps, including additional interventions, family communication, or referral to SST processes
- The MTSS team will monitor the implementation and effectiveness of Tier II and Tier III supports and adjust interventions based on student progress
- The school will communicate with families to support student attendance and behavior goals
- Students who do not respond to Tier II interventions will be referred for more intensive supports, including SST, SARB, or additional evaluation as appropriate

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on Tier II behavior and attendance interventions
- Support in using data to identify students and monitor progress

INSTRUCTIONAL MATERIALS

- Materials and tools to support interventions such as check-in/check-out and behavior tracking
- Resources to support student goal setting and progress monitoring
- Tier II SEL curriculum

COLLABORATION AND PLANNING

- Time for staff to identify students and plan targeted supports
- Opportunities to review student progress and adjust interventions

Proposed Expenditures for this Strategy/Activity

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

1430.80	Title I, Part A 1100-02: Certificated Teachers - Extra Duty	Extra duty time card Tier II Team members (2-3 teachers) for 1 hour to meet after school hours (20 hours)	May 2027
500	Title I, Part A 4300-00: Materials & Supplies <\$1500	School Climate and Behavior Support Materials such as but not limited to the following: • Materials to support classroom implementation of behavior expectations and routines, including chart paper, markers, and student-created visual supports • Materials to support student goal-setting, reflection, and behavior tracking, including notebooks, folders, and recording tools • Supplies to support structured relationship-building activities (e.g., Viking Crew), including construction paper and classroom materials used for collaborative and reflective tasks	May 2027

		Materials to support student engagement activities that promote positive behavior, collaboration, and connection to school	
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Strategy/Activity 3
Students to be Served by this Strategy/Activity
 (Identify either All Students or one or more specific student groups)
 All Students

Applicable During:
 In Person (IP)

Strategy/Activity: Tier III Behavior/Attendance
 DESCRIPTION

 Stine Elementary will provide intensive Tier III supports for students who require individualized intervention beyond Tier II supports. These supports are designed to address significant or persistent challenges related to attendance and behavior through structured, team-based problem solving and, when appropriate, formalized intervention processes.

 Tier III supports may include Student Success Team (SST) processes, School Attendance Review Board (SARB) referrals, and collaboration with specialized services when additional evaluation or support is needed. These supports are individualized to address specific student needs and are implemented in partnership with families to promote improved attendance, behavior, and overall student success.

 ACTIONS

 To support targeted Tier III interventions for behavior and attendance:

- Students will receive increased check-ins and support from designated staff to promote engagement, accountability, and connection to school
- Staff will collaborate with families to develop and implement individualized plans that address barriers to attendance and behavior
- The school will utilize Student Success Team (SST) processes to develop and monitor individualized support plans
- The school will refer students with significant attendance concerns to the School Attendance Review Board (SARB), as appropriate
- School leadership will monitor the effectiveness of Tier III supports and ensure alignment with Tier I and Tier II systems
- Students who do not respond to Tier II interventions will be referred for Tier III supports based on attendance and behavior data

NEEDED RESOURCES

Items such as but not limited to the following:

PROFESSIONAL LEARNING

- Training on SST processes and individualized intervention planning
- Support in addressing complex attendance and behavior needs

COLLABORATION AND PLANNING

- Time for SST meetings and coordination with families and support providers
- Time for staff to monitor progress and adjust individualized plans

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4 Family & Community Engagement

By the end of 2026-2027 school year, Stine will increase the opportunities for families to feel welcomed, be informed, and provide their input utilizing two-way communication by offering monthly (5) opportunities for parent and family engagement activities throughout the year.

Comprehensive Needs Assessment

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

OVERVIEW

In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on family engagement and communication. The team reviewed participation data from family engagement events, school communication practices, and feedback from staff and families to identify strengths and areas for growth in building meaningful partnerships with families.

The analysis centered on increasing family engagement in ways that support student learning, attendance, and positive behavior, while also improving access and participation for all families.

Several key data sources guided this process:

- Participation data from family engagement events and school activities
- Sign-in sheets from family engagement opportunities and events
- School communication practices and outreach efforts
- Feedback from staff, students, and families when available
- Documentation of family engagement opportunities and attendance

ACADEMIC PERFORMANCE AND STUDENT NEEDS

Family engagement plays a critical role in supporting student learning, attendance, and behavior. When families are informed, connected, and actively engaged in their child's education, students are more likely to attend school regularly, demonstrate positive

behavior, and make academic progress.

At Stine Elementary, family engagement opportunities were intentionally aligned to instructional priorities. Events such as Coffee with the Principal focused on mathematics, reading, and writing, providing families with strategies to support learning at home.

However, participation in these opportunities varied significantly. Attendance at some events, such as the Title I meeting, was minimal, while other events, such as STEM Night, had limited participation. In contrast, events that integrated family engagement opportunities within larger school activities, such as the Stine Birthday celebration, demonstrated higher levels of participation across grade levels, as evidenced by sign-in data collected during the event .

These data indicate a need to strengthen systems that increase family participation, reduce barriers to access, and ensure that engagement opportunities consistently reach a broader range of families.

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

Analysis of current practices indicates that family engagement efforts at Stine Elementary are aligned to instructional priorities and school goals. Opportunities are designed to support families in understanding grade-level expectations and strategies to assist students at home.

Despite this alignment, participation is inconsistent across events and family groups. Current systems for communication and outreach may not fully support equitable access for all families, and engagement opportunities are not consistently structured in ways that maximize participation.

Patterns in participation suggest that family engagement is more successful when embedded within larger school events, where families are already present, rather than as standalone meetings or workshops.

Additionally, there is a need to strengthen consistent communication practices across classrooms and grade levels to ensure that families receive clear, timely, and accessible information related to student learning, attendance, and behavior.

Together, these findings indicate a need to strengthen systems for family engagement by increasing accessibility, embedding engagement into existing structures, and ensuring that communication and outreach practices consistently support family participation and partnership.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

The school will continue to build on existing efforts, including:

1. Providing family engagement opportunities aligned to instructional priorities, including mathematics, reading, and writing
2. Offering events and activities designed to engage families and build connections to the school community

3. Communicating with families regarding student progress, attendance, and behavior
4. Providing opportunities for families to learn strategies to support student learning at home
5. Collecting and reviewing participation data from family engagement events to inform future planning

These actions directly align to the measurable outcomes identified in Goal 4 and support ongoing efforts to engage families.

Identified Need

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

Site data indicate that while family engagement opportunities at Stine Elementary are aligned to instructional priorities and school goals, participation varies significantly across events and family groups. Events designed to support student learning, such as Coffee with the Principal sessions focused on mathematics, reading, and writing, demonstrate strong alignment to instructional goals; however, participation in some opportunities, such as the Title I meeting, remains minimal. In contrast, events that embed engagement opportunities within larger school activities demonstrate higher levels of participation.

California Dashboard and local data further indicate that specific student groups continue to demonstrate gaps in achievement, attendance, language development, and behavior. English Learner Progress Indicator (ELPI) data indicate that only 34.1% of English Learners are making progress toward English proficiency, suggesting a need for increased family understanding of language development and how to support academic language at home. Attendance data indicate that Students with Disabilities have lower attendance rates (91.3%) compared to the school goal of 93%, contributing to increased chronic absenteeism. This indicates a need to strengthen family communication and support systems to address barriers to consistent attendance. California Dashboard and STAR Reading data indicate that African American students continue to perform below standard in English Language Arts, indicating a need to increase family awareness of academic expectations, intervention supports, and strategies to support literacy development at home.

Behavior data further indicate that African American students are disproportionately represented in behavior incidents compared to their peers. This indicates a need to strengthen family engagement efforts that support positive behavior, student connection, and consistent understanding of schoolwide expectations. To address this gap, Stine Elementary needs to increase communication, partnership, and support for families of African American students to reinforce positive behavior and engagement both at school and at home.

These data indicate a need to strengthen systems that increase family participation, reduce barriers to access, and ensure that engagement opportunities consistently reach a broader range of families, particularly families of English Learners, Students with Disabilities, and African American students. To address these gaps, Stine Elementary needs to strengthen communication and outreach practices and provide targeted family engagement opportunities that build family capacity to support student learning, attendance, language development, and positive behavior.

Significant areas of improvement include:

- Increasing family participation in engagement opportunities and school events

- Reducing barriers that limit family access to engagement opportunities
- Strengthening consistent and effective communication between school and families
- Increasing family understanding of how to support student learning, attendance, and behavior
- Increasing targeted outreach and engagement for families of English Learners, Students with Disabilities, and African American students
- Strengthening family understanding of schoolwide behavior expectations and supports
- Embedding family engagement opportunities within existing school structures and events to increase participation

The school will continue to build on existing efforts, including providing family engagement opportunities aligned to instructional priorities, offering events and activities designed to engage families, communicating with families regarding student progress, attendance, and behavior, and collecting participation data to inform future planning. Additional focus will be placed on ensuring that family engagement efforts are targeted, accessible, and responsive to the needs of English Learners, Students with Disabilities, and African American students.

Annual Measurable Outcomes

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities

DESCRIPTION
Stine Elementary will strengthen family engagement by providing meaningful opportunities for families to partner in supporting student learning, attendance, and positive behavior. Family engagement efforts will be intentionally aligned to instructional priorities and school goals, ensuring that families are equipped with the knowledge and strategies needed to support their children’s success. The school will prioritize increasing participation by embedding engagement opportunities within existing school events, strengthening communication systems, and reducing barriers that limit access for families. Engagement opportunities will include both structured learning sessions and schoolwide events designed to build relationships and connection to the school community. Efforts will include intentional outreach to families of students who are not yet demonstrating strong academic growth or who may be disproportionately impacted by school outcomes, ensuring that all families have equitable access to engagement opportunities and support.
ACTIONS
To strengthen family engagement and increase participation: • The school will provide family engagement opportunities aligned to instructional priorities, with targeted outreach and support for literacy and mathematics • The school will embed family engagement activities within existing school events (e.g., family nights, celebrations, STEAM events) to increase participation and access • Staff will provide families with strategies and resources to support student learning, attendance, and positive behavior at home • The school will strengthen communication systems to ensure families receive clear, timely, and accessible information regarding student progress, expectations, and opportunities for involvement • Staff will implement multiple methods of communication (e.g., digital platforms, newsletters, phone calls, and in-person communication) to increase family access and participation • The school will conduct intentional outreach to families of students who may require additional support to increase engagement and participation

- The school will monitor participation and student outcome data (ELPI, attendance, and academic performance) to evaluate the effectiveness of family engagement efforts and adjust strategies accordingly
- The school will engage educational partner groups, including SSC and ELAC, in reviewing student outcome data (ELPI, attendance, and academic performance), providing input on school programs, and supporting the development and monitoring of school goals and family engagement efforts

NEEDED RESOURCES

PROFESSIONAL LEARNING

- Training for staff on effective family engagement strategies and communication practices
- Support in building strong partnerships with families to support student learning and well-being

MATERIALS

- Materials to support family engagement activities, including paper, presentation materials, and supplies used during workshops and events
- Materials to support communication with families, including informational resources and take-home supports for learning

COLLABORATION AND PLANNING

- Time for staff to plan and coordinate family engagement opportunities aligned to school goals
- Time to review participation data and adjust engagement strategies

Proposed Expenditures for this Strategy/Activity

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

1698	Title I, Part A Parent Engagement 4300-00: Materials & Supplies <\$1500	Family engagement materials such as but not limited to the following: • Materials to support parent education workshops and family engagement events, including paper, presentation materials, and workshop supplies • Materials used during school events that support family participation and learning (e.g., Meet the Teacher, Back to School Night, Open House, and parent conferences) • Materials to support family learning sessions aligned to instructional priorities (e.g., family math, literacy, and STEAM activities)	April 2027
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		- Materials to support informational workshops (e.g., CAASPP informational sessions, Title I Annual Meeting, Coffee with the Principal) - Materials to support guest speakers and family workshops connected to student learning and school priorities	
500	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Printing and duplication of materials such as but not limited to the following: - Printed materials to support communication with families regarding school events, expectations, and student learning - Materials to support family engagement events and workshops (e.g., agendas, handouts, instructional guides, and informational resources) - Materials to support family learning sessions aligned to instructional priorities (e.g., math, literacy, STEAM, and assessment awareness) - Materials to support conferences and meetings with families to review student progress and provide guidance for support at home - Materials to support informational meetings and workshops (e.g., Title I Annual Meeting, CAASPP informational sessions, and Coffee with the Principal)	April 2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Applicable During:

In Person (IP)

Strategy/Activity: Parent Engagement Activities Specific to English Learners

DESCRIPTION

Stine Elementary will provide targeted family engagement opportunities to support English Learner (EL) students and their families in understanding the instructional program, language development expectations, and pathways to academic success, including reclassification criteria.

These engagement efforts will focus on building family capacity to support language development and academic learning at home, while ensuring families have access to clear, understandable information about their child's progress. The school will provide structured opportunities for EL families to engage in learning-focused sessions and receive support in navigating school systems.

ACTIONS

To strengthen family engagement and support for English Learners:

- The school will provide workshops and resources to support families of English Learners in understanding ELPAC results and supporting academic language development at home
- The school will provide targeted communication to ensure families of English Learners understand student progress and language development expectations
- The school will engage families of English Learners through opportunities that support language development, literacy, and access to grade-level content
- The school will monitor participation and ELPI data to evaluate the effectiveness of family engagement efforts and adjust strategies accordingly

NEEDED RESOURCES

PROFESSIONAL LEARNING

- Training for staff on effective strategies for engaging English Learner families
- Support in communicating student progress and language development clearly to families

MATERIALS

- Materials to support EL parent workshops and engagement activities, including paper, presentation materials, and instructional resources
- Translated materials and resources to support communication and understanding
- Materials to support family learning related to language development and academic support

COLLABORATION AND PLANNING

- Time for staff to plan EL parent engagement opportunities aligned to instructional goals
- Time to review participation data and adjust outreach and support strategies

Proposed Expenditures for this Strategy/Activity

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

367	Title I, Part A Parent Engagement 2900-02: Other Classified - Extra Duty/Overtime	Interpretation and translation services such as but not limited to the following: • Interpreter services to support family engagement events, meetings, and workshops • Interpretation support during conferences and meetings to ensure families understand student progress and instructional supports • Translation of communication and informational materials to ensure access for families whose primary language is not English • Language support services to increase access and participation in family engagement opportunities aligned to school goals (14 hours)	May 2027
500	Title I, Part A Parent Engagement 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Translation of materials and related communication supports such as but not limited to the following: • Translation of written communication to ensure families have access to school information, expectations, and student learning updates • Translation of materials used during family engagement events, workshops, and informational meetings • Translation of materials to support family understanding of instructional programs, assessments, and student progress • Translation of resources provided to families to support learning at home,	May 2027

		including literacy, mathematics, and other academic areas	
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- GOAL 1: Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities, and equipment, as well as robust standards-aligned instructional materials and resources
- GOAL 2: Provide every P-BVUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students will show progress toward meeting or exceeding state standards.
- GOAL 3: Provide healthy, safe, and inclusive learning environments that actively engage all students, staff, families, and community. Our Whole Child, Whole Community approach will prioritize positive relationships, educational equity, and shared responsibility with all educational partners, maximizing academic and social outcomes for each student.
- GOAL 4: Accelerate learning outcomes for English Language Learners, as measured by local benchmark and state assessments, as well as an increase in the district reclassification rate.

Goal 5 Professional Development Plan

By the end of the 2025–2026 school year, Stine Elementary will strengthen Tier I instruction through the implementation of effective PLT cycles, resulting in increased instructional consistency, alignment to grade-level standards, and improved student outcomes in reading and mathematics.

Comprehensive Needs Assessment

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

OVERVIEW

In Spring 2026, the Stine Elementary leadership team conducted a sitewide Comprehensive Needs Assessment focused on instructional practices and professional learning systems. The team reviewed student achievement data, walkthrough data, PLT artifacts, and feedback from staff to determine the effectiveness of current instructional practices and the impact of professional development on teaching and learning.

The analysis centered on strengthening Tier I instruction through increased consistency, alignment to grade-level standards, and improved instructional rigor across classrooms.

Several key data sources guided this process:

- STAR Reading and STAR Math benchmark and growth data
- Classroom walkthrough data focused on instructional practices, rigor, and student engagement
- PLT artifacts, including common assessments, data analysis, and instructional planning documents

- Staff feedback and reflections on professional learning and collaboration structures
- MTSS and intervention data to determine responsiveness to Tier I instruction

ACADEMIC PERFORMANCE AND STUDENT NEEDS

Student achievement data indicate that a significant percentage of students are not yet meeting benchmark expectations in reading and mathematics. While systems for collaboration and data analysis are in place, outcomes suggest that Tier I instruction is not yet consistently resulting in high levels of student learning across classrooms.

Walkthrough data and classroom observations indicate that while teachers are implementing similar instructional structures, there is variability in the level of rigor, alignment to grade-level standards, and effectiveness of instructional strategies. This suggests that consistency in practice does not yet equate to consistency in instructional quality.

PLT artifacts demonstrate that teams are engaging in collaborative work; however, cycles of inquiry are often extended over longer periods of time, limiting the ability to respond quickly to student needs. Opportunities exist to strengthen the depth of standards analysis, use of student data to identify effective instructional practices, and implementation of instructional adjustments across classrooms.

These findings indicate a need to strengthen professional learning systems to ensure that collaboration results in improved instructional practice and increased student achievement.

INSTRUCTIONAL GAPS AND SYSTEM ALIGNMENT

Analysis of current systems indicates that key structures for improvement are in place, including PLTs, leadership team collaboration, and MTSS processes. However, greater alignment and intentionality are needed to ensure these systems function cohesively to improve Tier I instruction.

Identified gaps include variability in the depth of standards unpacking, limited use of short-cycle data to adjust instruction, and inconsistent implementation of high-impact instructional strategies across classrooms. Additionally, there is a need to strengthen collective efficacy by increasing opportunities for teachers to identify and replicate effective practices within teams.

These findings suggest that professional development must move beyond isolated training sessions to a more coherent system focused on continuous improvement through PLT cycles, instructional practice, and ongoing feedback.

STEPS TAKEN TO ADDRESS IDENTIFIED NEEDS

To address these areas, the site has taken the following steps:

1. Established regular PLT collaboration structures focused on instructional planning and data analysis

2. Implemented walkthrough processes to monitor instructional practices and provide feedback
3. Began aligning professional development to district priorities and instructional expectations
4. Developed leadership team capacity to support instructional improvement and system alignment
5. Increased focus on Tier I instruction as the primary lever for improving student outcomes

These actions directly align to the measurable outcomes and implementation strategies identified in Goal 5.

Identified Need

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

Student achievement data indicate that a significant percentage of students are not yet meeting benchmark expectations in reading and mathematics, suggesting a need to strengthen Tier I instruction across classrooms. Walkthrough data and Professional Learning Team (PLT) artifacts indicate that while instructional structures and collaborative practices are in place, there is variability in the level of rigor, alignment to grade-level standards, and effectiveness of instructional strategies.

PLTs are engaging in collaborative work; however, instructional cycles are often extended over longer periods of time, limiting the ability to respond quickly to student needs. Additionally, opportunities exist to strengthen the depth of standards analysis, the use of student data to identify effective instructional practices, and the consistent implementation of those practices across classrooms.

Student subgroup data further indicate a need to strengthen professional development aligned to the needs of English Learners, Students with Disabilities, and African American students. English Learner Progress Indicator (ELPI) data suggest a need for increased focus on designated and integrated ELD strategies to support language development and access to grade-level content. Achievement data for African American students indicate a need to strengthen instructional practices in English Language Arts and Mathematics, including differentiation and targeted support within Tier I instruction. Additionally, data for Students with Disabilities indicate a need to strengthen instructional strategies that support access to core instruction, progress monitoring, and alignment between Tier I and intervention supports.

These data indicate a need to strengthen professional learning systems to ensure that collaboration results in improved instructional practice, increased instructional consistency, and higher levels of student learning, including the implementation of designated and integrated ELD and high-impact instructional strategies in ELA and Math to meet the needs of all student groups.

Significant areas of improvement include:

- Increasing consistency and rigor of Tier I instruction across classrooms
- Strengthening alignment to grade-level standards through deeper standards unpacking
- Improving the effectiveness and efficiency of PLT cycles to support timely instructional adjustments
- Increasing the use of student data to identify and replicate effective instructional practices
- Strengthening implementation of high-impact instructional strategies across classrooms

- Strengthening instructional strategies to support English Learners, Students with Disabilities, and African American students, including designated and integrated ELD and differentiated instruction

Steps taken to address these needs include strengthening PLT structures and expectations, increasing opportunities for collaborative planning and data analysis, implementing walkthroughs to monitor instructional practices, aligning professional development to instructional priorities, and building leadership team capacity to support instructional improvement and system coherence.

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
PLT team cycles	In Spring 2025, all PLT teams were completing both ELA and Math instructional cycles throughout the year.	By May 2027, all PLT teams will complete at least one ELA and one Math instructional cycle per quarter.
Walkthrough data	In Spring 2025, walkthrough data is be used by admin to monitor increased consistency in alignment to standards, instructional rigor, and student engagement.	By May 2027, generalized walkthrough data will be used by the Guiding Coalition to monitor increased consistency in alignment to standards, instructional rigor, and student engagement.
CAASPP ELA: Overall	In May 2025, all students were 52.7 points Below Standard.	By May 2027, all students will decrease the distance from standard (DTS) by 15 points on the ELA portion of the CA Dashboard.
Star Reading: Proficiency Rate: State Benchmark Overall (1st-6th grade)	2025-2026 BOY Screener Baseline: 62.9% SGP 2025-2026 MOY Screener Baseline: 54.6% SGP	By May 2027, all student will have and SGP of 60% on EOY STAR Reading.
CAASPP Math: Overall	In May 2025, all students were 93.6 points Below Standard.	By May 2027, all students will decrease the distance from standard (DTS) by 15 points on the Math portion of the CA Dashboard.
Star Math (State Benchmark): Overall	2025-2026 BOY Screener Baseline: 54.0%	By May 2027, all student will have and SGP of 60% on EOY STAR Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2025-2026 MOY Screener Baseline: 54.6%	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will strengthen Tier I instruction through structured grade-level and department-level collaboration focused on effective PLT cycles. Professional learning will center on improving instructional practice through the consistent use of standards-aligned planning, common formative assessments, data analysis, and instructional adjustment. PLTs serve as the primary structure for aligning instruction, intervention, and all support systems across this plan.

Teachers and support staff will engage in ongoing collaborative inquiry to deepen their understanding of grade-level standards, identify effective instructional practices, and respond to student learning needs in a timely manner. Professional reading and shared learning experiences will support staff in building collective efficacy and implementing high-impact instructional strategies across all curricular areas.

ACTIONS

To strengthen Tier I instruction through collaborative professional learning:

- Teachers will participate in regular PLT collaboration focused on unpacking standards, planning instruction, developing common assessments, and analyzing student data
- PLT teams will implement structured instructional cycles in both ELA and Math, including planning, assessment, analysis, and instructional adjustment

- Teachers will engage in collaborative discussions to identify and replicate effective instructional practices across classrooms
- Support staff will participate in collaboration opportunities aligned to instructional priorities and student support needs
- School leadership will provide guidance and support to ensure PLT meetings are focused, structured, and aligned to instructional goals
- The Guiding Coalition will monitor PLT implementation through agendas, artifacts, and team reflections
- Teachers will engage in professional reading and shared learning to strengthen instructional practices and deepen understanding of curriculum and standards

NEEDED RESOURCES

PROFESSIONAL LEARNING

- Training and support for effective PLT implementation (e.g., Solution Tree PLC model)
- Professional learning aligned to standards-based instruction, data analysis, and instructional strategies
- Access to professional reading and research-based resources to support instructional improvement

MATERIALS

- Professional texts and instructional resources aligned to PLT practices and curricular areas
- Materials to support collaboration, including planning tools, data protocols, and instructional resources

COLLABORATION AND PLANNING

- Scheduled time for PLT collaboration during the school day
- Time for extended collaboration (e.g., release days, planning sessions) to support instructional cycles
- Time for Guiding Coalition collaboration to support and monitor implementation

Proposed Expenditures for this Strategy/Activity

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

1000.00	Title I, Part A 4200-00: Books - Other Than Textbooks	The school will provide professional texts, manuals, and resources to support teacher learning and implementation of effective instructional practices aligned to professional development priorities. This includes but is not limited to manuals that are required for trainings, Book Club books, or reference materials.	March 2027
4087.99	LREBG 1100-02: Certificated Teachers - Extra Duty	The school will provide extra duty opportunities to support teacher participation in professional learning, collaboration, and training aligned to	May 2027

		instructional priorities outside of contract hours. (58 hours)	
18809.64	LREBG 1100-02: Certificated Teachers - Extra Duty	The school will provide extra duty opportunities to support teacher participation in professional learning, collaboration, and training aligned to instructional priorities outside of contract hours. (268 hours)	May 2027
998.86	Title I, Part A 4300-00: Materials & Supplies <\$1500	The school will provide materials and supplies to support professional learning, collaboration, and training aligned to instructional priorities.	April 2027

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Applicable During:

In Person (IP)

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

DESCRIPTION

Stine Elementary will utilize consultants, conferences, and external professional learning opportunities to strengthen instructional practices and build staff capacity across all curricular areas. Professional development will be aligned to district priorities and school goals, with a focus on improving Tier I instruction, increasing instructional rigor, and ensuring alignment to grade-level standards.

Consultants and conference opportunities will support teachers and instructional support staff in deepening their understanding of effective instructional strategies, curriculum implementation, and student engagement. Learning gained through these opportunities will be shared and implemented across teams to promote consistency and continuous improvement in instructional practice.

ACTIONS

To strengthen instructional practices through external professional learning opportunities:

- The school will provide access to consultants and external professional development aligned to instructional priorities in reading, mathematics, science, and other curricular areas

- Teachers and instructional support staff will participate in conferences and training opportunities to strengthen instructional practices and student support strategies
- Participants will share key learning, strategies, and resources with colleagues to support schoolwide implementation
- The Guiding Coalition will support the integration of new learning into PLT work and instructional practices
- School leadership will monitor the implementation of professional learning through walkthroughs and PLT artifacts
- The school will align consultant support and conference participation to identified student needs and instructional priorities

NEEDED RESOURCES

PROFESSIONAL LEARNING

- Consultant services aligned to instructional priorities and district initiatives
- Conference registration and training opportunities for teachers and instructional support staff
- Professional learning aligned to curriculum implementation, instructional strategies, and student engagement

MATERIALS

- Materials and resources provided through professional learning opportunities
- Instructional resources and tools aligned to training and consultant support

COLLABORATION AND PLANNING

- Time for staff to attend conferences and participate in professional learning
- Time for participants to share learning and support implementation through PLT collaboration
- Time for Guiding Coalition to plan, monitor, and align professional learning efforts

Proposed Expenditures for this Strategy/Activity

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

16900.00	LREBG 5800-00: Consultants/Professional Services	The school will provide consultant services and professional learning support (e.g., UFLI, Write From the Beginning, and other aligned providers) to strengthen Tier I and Tier II instruction in literacy and writing.	March 2027
9000.00	LREBG 5800-00: Consultants/Professional Services	The school will provide consultant services and professional learning support (e.g., UFLI, Write From the Beginning, and other aligned providers) to strengthen Tier I and Tier II instruction in literacy and writing.	March 2027
8000.00	LREBG	The school will provide consultant services and professional learning support (e.g., Solution Tree	March 2027

	5800-00: Consultants/Professional Services	PLC Tier II) to strengthen the implementation of intervention systems, including targeted instruction, progress monitoring, and alignment between Tier I and Tier II practices.	
90000.00	LCRSET 5800-00: Consultants/Professional Services	The school may provide consultant services and job-embedded coaching (e.g., Solution Tree PLC support) to strengthen PLC implementation through modeling, facilitation, and feedback aligned to instructional priorities.	March 2027
2448.00	LREBG 5200-00: Travel & Conference	The school will provide conference registration and travel support for teachers and instructional support staff to participate in professional learning opportunities.	March 2027
1000.00	LREBG 4300-00: Materials & Supplies <\$1500	The school will provide materials and supplies (e.g., chart paper, markers, journals, and other resources) to support professional learning and implementation of instructional practices.	March 2027
5000.00	Title I, Part A 5200-00: Travel & Conference	The school will provide conference registration and travel support for teachers and instructional support staff to participate in professional learning opportunities.	May 2027

Goal 6 Staffing and Duties

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

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

COMPLETED BY FISCAL SERVICES						COMPLETED BY SCHOOL		
# of positions	FTE (for each funding source)	Position Title	Base Salary	Funding Source	Obj. code	Identified need	SPSA Goals Supported	Description of Duties and Responsibilities
1	.5	Instructional Intervention Teacher - Reading	58533	LCRSET	1100-00: Certificated Teachers - Salary	Results from the Comprehensive Needs Assessment indicate that a significant number of students are not yet meeting grade-level expectations in reading, with many performing below or near benchmark levels. While Tier I instruction is being strengthened through PLT collaboration and instructional alignment, student data show a continued need for targeted and intensive intervention to accelerate learning. These findings indicate a need for dedicated reading support, along with increased staff capacity to deliver effective, data-driven intervention aligned to core instruction.	Goal 1A, Goal 5	Provide targeted reading intervention aligned to student data, including small group and individual instruction focused on foundational skills and comprehension. Monitor student progress, analyze assessment data, and adjust instruction to accelerate learning. Collaborate with PLT teams and staff to ensure alignment between intervention and Tier I instruction.

3	.3750	Instructional Intervention Aide	37656	LCRSET	2100-00: Instructional Aide - Salaries	Results from the Comprehensive Needs Assessment indicate that a significant number of students require targeted reading intervention to address foundational skill gaps and improve overall literacy outcomes. To effectively implement small group instruction and increase the intensity and frequency of intervention, additional instructional support is needed. These findings indicate a need for instructional aides to support the reading intervention program by assisting with targeted instruction, progress monitoring, and reinforcing skills aligned to student needs.	Goal 1A, Goal 5	Support the implementation of targeted reading intervention by assisting with small group instruction, reinforcing foundational literacy skills, and supporting student practice. Assist in monitoring student progress and preparing instructional materials. Collaborate with the reading intervention teacher to ensure support is aligned to student needs and instructional goals.
1	1.000	Instructional Intervention Teacher - Math	106096	Title I, Part A	1100-00: Certificated Teachers - Salary	Results from the Comprehensive Needs Assessment indicate that a significant number of students are not yet meeting grade-level expectations in mathematics, with many performing below or near benchmark levels. While Tier I instruction is being strengthened through PLT collaboration and instructional alignment, student data show a continued need for targeted and intensive intervention to accelerate learning. These findings	Goal 1B, Goal 5	Provide targeted mathematics intervention aligned to student data, including small group and individual instruction focused on conceptual understanding and problem solving. Monitor student progress, analyze assessment data, and adjust instruction to accelerate learning. Collaborate with PLT teams and staff to ensure alignment between intervention and Tier I instruction.

						indicate a need for dedicated math support, along with increased staff capacity to deliver effective, data-driven intervention aligned to core instruction.		
1	.3750	Instructional Intervention Aide	11060	Title I, Part A	2100-00: Instructional Aide - Salaries	Results from the Comprehensive Needs Assessment indicate that a significant number of students require targeted reading intervention to address foundational skill gaps and improve overall literacy outcomes. To effectively implement small group instruction and increase the intensity and frequency of intervention, additional instructional support is needed. These findings indicate a need for instructional aides to support the reading intervention program by assisting with targeted instruction, progress monitoring, and reinforcing skills aligned to student needs.	Goal 1B, Goal 5	Support the implementation of targeted mathematics intervention by assisting with small group instruction, reinforcing conceptual understanding and problem-solving skills, and supporting student practice. Assist in monitoring student progress and preparing instructional materials. Collaborate with the math intervention teacher to ensure support is aligned to student needs and instructional goals.
1	1	Academic Coach	116043	LCFF- District	1100-00: Certificated Teachers - Salary	Results from the Comprehensive Needs Assessment indicate variability in the quality, rigor, and alignment of Tier I instruction, despite established PLT structures and collaborative practices. While teachers are engaging in PLT cycles, there is a need for ongoing support to deepen	Goal 1A, Goal 1B, Goal 5	Support the implementation of high-quality Tier I instruction by facilitating professional learning, coaching teachers, and strengthening PLC practices aligned to grade-level standards. Provide ongoing support in standards-based planning, data analysis, and the use of effective instructional

						standards-based planning, strengthen data-driven instructional decisions, and ensure effective instructional practices are implemented consistently across classrooms. These findings indicate a need for an academic coach to support professional learning, facilitate PLT effectiveness, and provide ongoing coaching to improve instructional practice and student outcomes.		strategies to improve rigor and student engagement. Collaborate with school leadership and staff to ensure consistent implementation of instructional practices that improve student outcomes..
1	1.0000	Elementary Assistant Principal	138261	LCFF- District	1300-00: Administrator's salaries, Certificated Supervisors	Results from the Comprehensive Needs Assessment indicate a need to strengthen schoolwide systems for behavior and attendance to reduce chronic absenteeism and maintain low suspension rates. While Tier I structures such as PBIS and attendance monitoring are in place, data indicate a need for increased consistency in implementation, progress monitoring, and timely response to student needs. These findings indicate a need for dedicated leadership to oversee PBIS implementation, monitor behavior and attendance data, and ensure alignment of Tier I, Tier II, and Tier III supports to improve student outcomes.	Goal 2, Goal 3, Goal 4	Lead the implementation and monitoring of schoolwide PBIS and attendance systems to promote positive behavior and reduce chronic absenteeism. Oversee the use of behavior and attendance data to guide decision-making, support Tier II and Tier III interventions, and ensure timely response to student needs. Collaborate with school leadership, PBIS and Attendance Councils, and staff to ensure consistent implementation of systems that support a positive school climate and improved student outcomes.

1	1.000	Principal	166516.38	LCFF- District	1300-00: Administrato r's salaries, Certificated Supervisors			
		Benefits - Title	44949.22	Title I, Part A	3000-00: Employee Benefits			
		Benefits - District	96334	LCFF- District	3000-00: Employee Benefits			
		Benefits - Variable	8280.72	LREBG	3100-00: Substitute/E xtra Duty Benefits (variable)			
		Benefits - Variable	2238.86	Title I, Part A	3100-00: Substitute/E xtra Duty Benefits (variable)			

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs		Allocation
(LCFF) – District Local Control Funding Formula (LCFF)		\$
(LCFF) – School Site Local Control Funding Formula (LCFF)		\$
LCFF - S&C		\$
X	LREBG	\$111133.97
Equity Multiplier		\$
Total amount of <u>state</u> categorical funds allocated to this school		\$111,133.97

Federal Programs under the Elementary and Secondary Education Action (ESEA)		Allocation
X	Title I, Part A: To improve basic programs operated by the District Schoolwide Program (Does not consolidate funds as part of an operating SWP)	\$205743.44
X	Title I, Part A: Parent Involvement	\$2698
ESSA Comprehensive Support & Improvement (CSI)		\$
Other:		\$
Total amount of <u>federal</u> categorical funds allocated to this school		\$208,441.44

Total amount of <u>state and federal</u> categorical funds allocated to this school		\$319,575.41
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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF- District		
LCFF- Base		
Title I, Part A	205743.44	367.00
Title I, Part A Parent Engagement	2698	-367.00
LREBG	97680	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF- Base	34,388.00
LCFF- District	517,154.38
LCRSET	255,189.00
LREBG	97,680.00
Title I, Part A	205,376.44
Title I, Part A Parent Engagement	3,065.00

Expenditures by Budget Reference

Budget Reference	Amount
1100-00: Certificated Teachers - Salary	280,672.00
1100-01: Certificated Teachers - Subs	4,414.78
1100-02: Certificated Teachers - Extra Duty	62,573.53
1300-00: Administrator's salaries, Certificated Supervisors	304,777.38
2100-00: Instructional Aide - Salaries	48,716.00
2200-01: Classified Support - Substitutes	1,733.98
2200-02: Classified Support - Extra Duty/Overtime	5,574.27
242400-420000: Library: books, supplies & equipment	5,000.00
2900-02: Other Classified - Extra Duty/Overtime	367.00
3000-00: Employee Benefits	141,283.22
3100-00: Substitute/Extra Duty Benefits (variable)	10,519.58
4200-00: Books - Other Than Textbooks	15,000.00
4300-00: Materials & Supplies <\$1500	57,593.08
4300-00: Supplies & Materials	6,780.00
5200-00: Travel & Conference	7,448.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	8,000.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	1,000.00
5800-00: Consultants/Professional Services	129,900.00
5800-72: Charter Buses	7,000.00
5800-89: Software	14,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4300-00: Materials & Supplies <\$1500	LCFF- Base	27,108.00
4300-00: Supplies & Materials	LCFF- Base	3,780.00
5800-89: Software	LCFF- Base	3,500.00
1100-00: Certificated Teachers - Salary	LCFF- District	116,043.00
1300-00: Administrator's salaries, Certificated Supervisors	LCFF- District	304,777.38
3000-00: Employee Benefits	LCFF- District	96,334.00
1100-00: Certificated Teachers - Salary	LCRSET	58,533.00
1100-02: Certificated Teachers - Extra Duty	LCRSET	25,000.00
2100-00: Instructional Aide - Salaries	LCRSET	37,656.00
2200-01: Classified Support - Substitutes	LCRSET	1,000.00
2200-02: Classified Support - Extra Duty/Overtime	LCRSET	3,500.00
4200-00: Books - Other Than Textbooks	LCRSET	14,000.00
4300-00: Materials & Supplies <\$1500	LCRSET	17,500.00
4300-00: Supplies & Materials	LCRSET	3,000.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	LCRSET	5,000.00
5800-00: Consultants/Professional Services	LCRSET	90,000.00
1100-02: Certificated Teachers - Extra Duty	LREBG	34,344.01
2200-02: Classified Support - Extra Duty/Overtime	LREBG	1,707.27
3100-00: Substitute/Extra Duty Benefits (variable)	LREBG	8,280.72
4300-00: Materials & Supplies <\$1500	LREBG	1,000.00
5200-00: Travel & Conference	LREBG	2,448.00
5710-00: Transfer of Direct Costs - Printing, District Bus Field Trips, etc.	LREBG	3,000.00
5800-00: Consultants/Professional Services	LREBG	39,900.00

5800-72: Charter Buses	LREBG	7,000.00
1100-00: Certificated Teachers - Salary	Title I, Part A	106,096.00
1100-01: Certificated Teachers - Subs	Title I, Part A	4,414.78
1100-02: Certificated Teachers - Extra Duty	Title I, Part A	3,229.52
2100-00: Instructional Aide - Salaries	Title I, Part A	11,060.00
2200-01: Classified Support - Substitutes	Title I, Part A	733.98
2200-02: Classified Support - Extra Duty/Overtime	Title I, Part A	367.00
242400-420000: Library: books, supplies & equipment	Title I, Part A	5,000.00
3000-00: Employee Benefits	Title I, Part A	44,949.22
3100-00: Substitute/Extra Duty Benefits (variable)	Title I, Part A	2,238.86
4200-00: Books - Other Than Textbooks	Title I, Part A	1,000.00
4300-00: Materials & Supplies <\$1500	Title I, Part A	10,287.08
5200-00: Travel & Conference	Title I, Part A	5,000.00
5800-89: Software	Title I, Part A	11,000.00
2900-02: Other Classified - Extra Duty/Overtime	Title I, Part A Parent Engagement	367.00
4300-00: Materials & Supplies <\$1500	Title I, Part A Parent Engagement	1,698.00
5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc.	Title I, Part A Parent Engagement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1A	38,000.00
Goal 1B	29,896.22
Goal 2	88,933.65
Goal 3	9,745.28
Goal 4	3,065.00
Goal 5	157,244.49
Goal 6	785,968.18

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	Date(s)	<u>4/21/26</u>
X	Title I Review Committee	Date(s)	<u>3/18/26</u>
X	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		<u>2/2/26, 3/2/26, 4/13/26</u>
	Leadership Team		

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Shelly Tiffin	N/A	N/A	Principal	
2.	Mark Majewski	Fall 2024	Fall 2026	Classroom Teacher	
3.	Jakob Del Toro	Fall 2025	Fall 2027	Classroom Teacher	
4.	Elizabeth Ortega Vargas	Fall 2024	Fall 2026	Classroom Teacher	
5.	Marcos Heredia	Fall 2025	Fall 2027	Other Staff	
6.	Bianca Rold	Fall 2024	Fall 2026	Parent	
7.	Yazmin Bastida	Fall 2024	Fall 2026	Parent	
8.	Viridiana Perez	Fall 2025	Fall 2027	Parent	
9.	Abigail Morales Martinez	Fall 2025	Fall 2027	Parent	
10.	Raquel Navarro	Fall 2025	Fall 2027	Parent	

The SPSA was adopted by the SSC at a public meeting on: 04/22/26

SPSA Annual Review: for School Year 2025-26

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

Goal 1A, English Language Arts/Literacy/ELD

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Students have the opportunity to have access to class book sets, core literature titles, and group reading material in their classroom to participate in literature circles, book studies, and core literature activities. Opportunities for leveled reading printed materials will also be provided for primary students to use in class and at home to reinforce core reading concepts. All students will have the opportunity to develop their reading skills by having access to Guided Reading leveled reading materials in their classroom that is at and above their individual reading level as determined by their running record data and Star Reading assessment scores. Assessment materials for Next Steps to Guided Reading will be provided to support data collection of student progress. All students will focus on language acquisition and spelling patterns through the use of reading/phonics manipulatives, sound	The strategies and activities for Goal 1A were largely implemented as planned, including the distribution of classroom libraries, leveled readers, and guided reading materials, as well as the use of small group instruction and Tier II intervention supported by instructional aides. Walkthrough and PLC evidence indicate that all classrooms implemented small groups, with most consistently utilizing guided reading structures; however, there was variability in instructional delivery and progress monitoring practices across grade levels. STAR Reading data indicates that proficiency decreased from 23.3% at Beginning-of-Year (BOY) to 17% at Middle-of-Year (MOY), and Student Growth Percentile (SGP) decreased from 62.9% to 53.4% . This suggests that while the structural systems for literacy instruction were in place, inconsistent implementation and progress monitoring	4300-00: Supplies & Materials Title I, Part A 5000	
		5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A 3000	

spelling cards, academic conversations, and other related strategies. Instructional aides support classes by supporting small groups of students that have an identified need in foundations of balanced literacy, supporting guided reading, and supporting ELA intervention.	limited overall effectiveness and did not yet result in improved student outcomes. There were no significant differences between planned and actual expenditures, as all materials, resources, and instructional aide supports were implemented as intended. The primary differences occurred in the fidelity of implementation, including inconsistent use of progress monitoring tools, variability in guided reading instruction, and uneven PLC practices in adjusting groups based on data. While the system successfully ensured access to materials and structures, the lack of consistent instructional practices across classrooms prevented full realization of the intended impact. As a result of this analysis, the focus for Goal 1A will shift from establishing structures to ensuring consistent and high-quality implementation aligned to identified student outcome needs. Given the decline in STAR Reading proficiency (23.3% to 17%) and SGP (62.9% to 53.4%) from BOY to MOY , the site will prioritize strengthening Tier I instruction, standardizing progress monitoring practices, and ensuring consistent use of data to adjust instruction across all grade levels. PLCs will implement defined data protocols tied to STAR	
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	Reading and foundational literacy data, and walkthroughs will focus on the quality of guided reading and small group instruction. These adjustments directly align to the 2026–27 Goal 1A focus on increasing proficiency rates, improving student growth percentiles, and strengthening outcomes for all students and identified subgroups.	
All EL students will receive 30 minutes of designated ELD daily in groups of 4 to 6 students. Teachers will also provide EL students with integrated ELD instructional strategies throughout all core subjects to support student success in Reading. Teachers will use evidence-based strategies such as sentence frames, graphic organizers, visual aids, peer collaboration, and group discussions to provide students with support and promote the language. Core instruction provided by the teacher will also include integrated ELD strategies, a focus on listening, speaking, academic language, content vocabulary, comprehension, writing, and reading strategies.	The strategy to provide 30 minutes of daily designated ELD instruction in small groups of 4–6 students, along with integrated ELD strategies across core instruction, was implemented schoolwide. English Learners consistently received designated ELD support, and teachers incorporated strategies such as sentence frames, academic conversations, and structured language supports during core instruction. Walkthroughs conducted by an external expert identified ELD instruction as a site strength, with positive feedback on the structure and delivery of small group instruction. In addition, professional learning days were provided to support teacher capacity in ELD practices. While implementation was strong and consistent across the school, the overall effectiveness cannot be fully determined due to limited progress monitoring data specific to English Learner language development.	4300-00: Supplies & Materials Title I, Part A 3000

	There were no significant differences between planned and actual expenditures or scheduling, as students received the intended ELD instructional time and grouping structures. The strategy was implemented with a high level of fidelity, supported by professional learning and positive walkthrough feedback. The primary difference occurred in the area of progress monitoring, as there was not a consistent system in place to track English Learner language growth and use that data to inform instructional adjustments. As a result of this analysis, the focus will be on strengthening progress monitoring systems to match the strong implementation of ELD instruction. Clear expectations will be established for tracking English Learner language development, including the use of common data sources and regular review cycles within PLCs. This will ensure that instructional strengths are paired with data-driven decision-making to accelerate student outcomes. These adjustments align to the 2026–27 SPSA focus on accelerating English Learner progress and strengthening language development across all content areas.	
As part of the effort to support Tier II Reading and Literacy instruction, Stine will implement small	The strategy to implement Tier II small group instruction for students needing additional support	2100-01: Instructional Aide - Subs Title I, Part A 5000

group instruction in class for students needing extra support in reading comprehension, reading fluency, phonics, and phonemic awareness. To support African-American students scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use data from common formative assessments and Star Reading to determine the identified gaps and support the students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Reading.	in reading was implemented with a high level of fidelity across classrooms. Teachers utilized data from STAR Reading and common formative assessments to group students and provide targeted instruction in reading comprehension, fluency, phonics, and phonemic awareness, supported by instructional aides and structured intervention cycles. African American students were included within Tier II groups; however, they were not consistently identified or monitored as a distinct subgroup within PLC processes. Evidence from the Comprehensive Needs Assessment indicates that African American students demonstrated an overall increase of approximately 8% in STAR Reading, with most grade levels showing growth and some meeting or exceeding the goal. This reflects moderate to strong effectiveness of the strategy, although the subgroup did not fully meet the 10% growth target. There were no significant differences between planned and actual expenditures or access to intervention supports, as instructional aides, materials, and small group structures were implemented as intended. The primary difference occurred in the level of specificity and intentionality of subgroup support. While African	
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	American students received intervention through general Tier II structures, they were not consistently identified as a focus group within PLC data analysis or instructional planning. This limited the ability to ensure that interventions were strategically targeted to address the specific needs and achievement gaps of this subgroup. As a result of this analysis, the strategy will be strengthened by increasing intentionality and accountability for subgroup-focused intervention. African American students will be explicitly identified and monitored within PLCs using a structured tracking system that includes current performance, supports, and progress over time. Intervention cycles will continue, but with clearer expectations for data review, progress monitoring, and instructional adjustments specific to identified student groups. These changes build on an already strong Tier II system and are designed to ensure that targeted supports result in measurable gains, aligning with the 2026–27 SPSA focus on improving outcomes for all students and closing subgroup achievement gaps.	
Data from students' Individualized Education Plan (IEP), observation, teacher surveys, and academic data identifies a need for students with disabilities to have	Implementation of the strategy was consistent, with students with disabilities receiving additional reading and literacy support through both pull-out and push-in	1100-01: Certificated Teachers - Subs Title I, Part A 1500

additional support in the area of Reading and Literacy. Students with disabilities will have extra academic support in the form of pull-out or push-in services. Pull-out services consists of students receiving one-on-one or small group instruction in Reading and Literacy with an Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional to achieve their identified IEP goals. Push-in services consist of the Intensive Intervention Center (IIC) Teacher and/or their designated paraprofessional providing instructional support to the student in their general education classroom.	services as outlined in their Individualized Education Plans (IEPs). Intensive Intervention Center (IIC) teachers and paraprofessionals provided small group and one-on-one instruction during pull-out sessions and supported students within the general education classroom during push-in services. These structures ensured that students had access to targeted literacy instruction aligned to their identified needs. While the delivery of services was consistent and aligned to IEP goals, the effectiveness of the strategy was partially demonstrated, as ongoing academic data indicate a continued need for additional support in reading and literacy. There were no major differences between the intended implementation and the actual delivery of services. Push-in and pull-out supports were implemented as planned, and staffing structures, including IIC teachers and paraprofessionals, were utilized to provide services. There were no significant variances in budgeted expenditures, and resources were used as intended to support students with disabilities in reading and literacy. As a result of this analysis, the school will strengthen the effectiveness of reading and literacy support for students with disabilities by refining existing	
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	structures already outlined in the SPSA. This includes increasing consistency of small-group instruction, strengthening progress monitoring practices, and improving alignment between Tier I instruction and intervention supports. The plan also reflects a more structured approach to targeted intervention, including clearer systems for monitoring student progress and adjusting instruction based on data. These changes are embedded in the SPSA through strengthened Tier I and Tier II strategies, including more defined expectations for small-group instruction, progress monitoring, and alignment of supports to student needs.	
Total Amounts:		

Goal 1B, Mathematics

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
All teachers will use the adopted Math curriculum, GO Math, during core instruction. As part of the effort to increase Math achievement amongst all students, Stine will utilize math related materials (e.g., manipulatives, whiteboards, wipeboards, expo markers, number lines, spiral notebooks, binders, etc.) to support the accessibility of Math instruction, improve student achievement in math and reinforce student learning at the strategic and intensive levels of the core. Supplemental material including (but not limited to) Eureka Math Workbooks, Kinder Math materials, and Ready Common Core Math workbooks may be available, upon approval, to support student achievement in math and reinforce student learning at the strategic level. The school will monitor the effectiveness of this strategy by conducting walkthroughs and analyzing Math assessment data. To support African-American students scoring below grade level, teachers will identify students in need of strategic and intensive intervention. They will use data from common formative assessments and Star Math to determine the identified gaps and support the	The strategy was implemented with consistency in the use of the adopted math curriculum (GO Math) and the availability of instructional materials to support student access to mathematics instruction. Teachers utilized manipulatives, visual supports, and supplemental materials to reinforce learning and support conceptual understanding. Walkthroughs confirmed that core instruction and small-group structures were present across classrooms. Teachers also used assessment data, including STAR Math and common formative assessments, to identify students in need of additional support, including African American students performing below grade level. While implementation of materials and structures was consistent, the effectiveness of the strategy was partially realized, as data indicate that a significant number of students, including African American students, continue to perform below grade-level expectations. Variability in the depth of small-group instruction and consistency of intervention cycles impacted the overall effectiveness.	4300-00: Supplies & Materials Title I, Part A 1103.86	

students in intervention cycles with differentiated instruction to fill those gaps and meet the students' academic need in Math.	There were no major differences between the intended implementation and the use of materials and resources. Teachers utilized the adopted curriculum and supplemental materials as planned, and instructional resources were available to support core and small-group instruction. However, while walkthrough data indicated that small-group instruction was occurring, there was variation in how consistently intervention cycles were implemented and how effectively data were used to adjust instruction. Budgeted expenditures for instructional materials aligned to the intended use and supported access to mathematics instruction. As a result of this analysis, the school will strengthen the implementation of Tier I mathematics instruction and targeted intervention by refining systems already outlined in the SPSA. This includes increasing consistency and clarity in small-group instruction, strengthening the use of data to inform instructional decisions, and ensuring more structured and consistent intervention cycles. The plan reflects a stronger emphasis on conceptual understanding, mathematical discourse, and problem-solving, as well as clearer expectations for differentiation and progress monitoring.	
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	These changes are embedded in the SPSA through strengthened Tier I and Tier II strategies, including more defined structures for small-group instruction, use of assessment data, and alignment of supports to meet the needs of African American students and other students performing below grade level.		
Teachers will use academic language and conversations, manipulatives, and sentence unpacking as well as other evidence-based strategies such as sentence frames, graphic organizers, visual aides, peer collaboration, and group discussions to provide EL students with support and promote language.	The strategy was implemented consistently, with teachers incorporating academic language development strategies into instruction to support English Learners. Instructional practices such as academic conversations, sentence frames, graphic organizers, visual supports, and peer collaboration were observed during classroom walkthroughs. Designated ELD structures were also in place, and feedback from instructional walkthroughs and external support indicated that ELD instruction was a strength at the site. These practices supported student access to content and language development across subject areas. While implementation was strong and consistent, continued focus is needed to ensure that these strategies result in measurable gains in language acquisition and academic achievement. There were no major differences between the intended implementation and the delivery of	4300-00: Supplies & Materials Title I, Part A 2000	

	instructional strategies. Teachers consistently utilized academic language supports and integrated ELD strategies within instruction. Professional learning and instructional support aligned to the intended use of evidence-based strategies, and there were no significant variances in expenditures related to this strategy. As a result of this analysis, the school will continue to build on the strength of ELD implementation by refining and strengthening systems already outlined in the SPSA. This includes maintaining consistent use of designated and integrated ELD strategies, increasing focus on academic language development across content areas, and strengthening the use of data to monitor English Learner progress. The SPSA reflects a continued emphasis on designated and integrated ELD, as well as increased alignment between language development strategies and core instruction to support improved outcomes for English Learners.	
Total Amounts:		

Goal 2, Comprehensive Educational Experience

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
To support the instructional learning and language acquisition of our all students, we will purchase 10 Redcats. In addition, to support teachers with forming deeper connections with EL students and parents, we will purchase a language translator for each teacher and the office. This resource will be used to teachers and staff member with eliminating language barriers that may impede the academic performance of students and parent participation in their child's education.	The strategy was not implemented as originally planned, as it was determined that the intended resources were already in place. All classrooms were equipped with Redcat systems, eliminating the need for additional purchases. Additionally, the need for language translators was mitigated by the presence of bilingual staff across the campus and the availability of technology-based translation tools that provide accessible and effective communication support. As a result, the effectiveness of the originally planned strategy could not be evaluated. Instead, the school utilized existing resources and staff capacity to support student learning and communication with English Learners and their families. There was a significant difference between the intended implementation and actual expenditures. Funds allocated for Redcats and language translators were not used for those purposes, as the resources were already available or accessible through existing systems. Additionally, advances in technology provided alternative, cost-effective solutions for translation. As a result, funds were redirected to support other instructional priorities,	4400-74: Title 1 - Technology > \$500 Title I, Part A 3000	

	including the purchase of iPads to enhance Tier II instruction and increase student access to targeted academic support. As a result of this analysis, the school will revise the strategy to better reflect current site capacity and instructional priorities. The SPSA reflects a shift away from purchasing redundant equipment and toward a more flexible approach to instructional technology that supports both Tier I instruction and Tier II reading intervention. The plan emphasizes leveraging existing resources, including classroom audio systems, bilingual staff, and technology-based translation tools, while prioritizing the use of instructional technology to increase student access to small-group instruction, differentiated learning, and progress monitoring during intervention cycles. Future technology needs, including additional devices and supporting equipment, will be addressed through alternative funding sources to ensure alignment of resources with student needs and instructional goals.					
The schoolwide educational software and licensing uses in addition to what is provided by the district include Scholastic (Scholastic News and Science Spin), Explore Learning products (Reflex Math, Frax, Gizmos and Science4us), Mystery	The strategy was largely implemented as planned, with the school utilizing a range of educational software and digital resources to support student learning in reading, mathematics, and science. Programs such as Scholastic News,	<table><tr><td>5800-89: Software Title I, Part A 17000</td><td></td></tr><tr><td>4300-00: Supplies & Materials Title I, Part A 5000</td><td></td></tr></table>	5800-89: Software Title I, Part A 17000		4300-00: Supplies & Materials Title I, Part A 5000	
5800-89: Software Title I, Part A 17000						
4300-00: Supplies & Materials Title I, Part A 5000						

Science, and ESGI (in kindergarten grades). The supplemental strategies currently in place include Moby Max for students that have been identified during the SST process to need additional support and Lexia English for newcomers and EL students in need of support with English language acquisition. For the 2025-2026 school year, the programs listed above will continue and will also purchase and implement Learning A-Z (Raz Kids) schoolwide. This will provide all students with access to interactive leveled eBooks in English and Spanish and provide teachers with access to online running records that let teachers digitally assess their students and monitor their progress. As funds allow, other educational software and licensing may be explored. The school will monitor the effectiveness of these programs by checking the usage rates and by monitoring the Star Reading and Star Math assessments results during the district's assessment windows.	Explore Learning products, ESGI, Moby Max, and Lexia English were used to support core instruction and targeted intervention for identified student groups, including English Learners. These tools provided opportunities for differentiated instruction, skill development, and increased student engagement. The school monitored usage and student performance through STAR Reading and STAR Math data. While most programs were implemented as intended, Learning A-Z (Raz Kids) and Mystery Science were not implemented. Overall, the strategy supported access to instructional resources; however, continued monitoring of program usage and impact is needed to ensure effectiveness across all classrooms. There were some differences between the intended implementation and actual use of resources. While most educational software programs were implemented as planned, Learning A-Z (Raz Kids) and Mystery Science were not purchased or utilized during the implementation period. As a result, expenditures associated with those programs did not occur. All other programs were implemented and used as intended, and resources were aligned to support both core instruction and targeted intervention.	
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	As a result of this analysis, the school will continue the implementation of existing educational software while refining the strategy to better align with instructional priorities and student needs. The SPSA reflects the continued use of digital tools to support Tier I instruction and Tier II intervention, with an increased focus on ensuring consistent usage and monitoring of effectiveness. The plan includes the addition of Learning A-Z (Raz Kids) to support reading instruction and progress monitoring, as well as the continued use of programs that support English Learners and targeted intervention. Additionally, the strategy will expand to include software to support Tier II social-emotional learning and behavior, potential tools to support Tier II mathematics implementation, and professional learning platforms such as Solution Tree Global PD and Education Week to strengthen instructional practices. These adjustments ensure that technology resources are aligned to both student learning and staff development needs.	
Stine will increase library book circulation to supplement core reading instruction by including the purchase of high-interest books, AR books, increase the number of non-fiction books, increase the number of	The strategy was fully implemented, with the school increasing access to high-interest and diverse reading materials to supplement core instruction. The library expanded its collection to include AR books, non-	242400-420000: Library: books, supplies & equipment Title I, Part A 5000

high-level books in English and Spanish, as well as increase book series completions. Stine will also explore, implement, and increase student and family access to literature through digital lending libraries such as but not limited to myON premium, EPIC, or other digital lending libraries that can be used with a computer, tablet, or smartphone. Specifically focusing on ELs, non-readers, beginning readers, and students with disabilities with audio read-along options and materials in other languages.	fiction texts, high-level books in both English and Spanish, and completed book series to support student engagement and independent reading. Digital lending libraries were also explored and utilized to increase student and family access to literature beyond the school day. These resources supported English Learners, beginning readers, non-readers, and students with disabilities by providing access to audio-supported texts and materials in multiple languages. The strategy was effective in increasing access to reading materials and supporting student engagement in literacy. There were no significant differences between the intended implementation and actual expenditures. Funds were used as planned to expand library resources and increase access to both physical and digital reading materials. The strategy was implemented as intended, and resources were aligned to support student literacy development. As a result of this analysis, the school will continue to build on this successful strategy by maintaining and expanding access to diverse and high-interest reading materials. The SPSA reflects a continued emphasis on increasing student access to literature through both physical and digital	
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	resources, with ongoing attention to supporting English Learners, students with disabilities, and students at varying reading levels. Future efforts will include maintaining updated library collections, continuing the use of digital lending platforms, and ensuring that resources support independent reading, language development, and literacy growth for all students.		
As part of the effort to improve science education and access to STEAM activities, Stine will provide opportunities for teachers to extend student learning through the virtual exploration of scientific events and material related to the core curriculum to increase interest and strengthen reading, writing, and language skills. Teachers will provide all students with opportunities to connect NGSS, the scientific process, and writing to real life by providing hands-on scientific experiments. Opportunities will be explored to partner with STEM Taught to provide 2 hands on science themed experience for families and students.	The strategy was partially implemented. Teachers provided students with opportunities to engage in science instruction aligned to NGSS through hands-on experiments and activities connected to the core curriculum, supporting student understanding of the scientific process and strengthening reading and writing connections. Opportunities for virtual exploration and real-world application of scientific concepts were incorporated into instruction. While the school did not partner with STEM Taught as originally planned, a STEM Night was provided through the Extended Learning Opportunity Program (ELOP), offering students and families access to hands-on STEM experiences. Additional STEAM activities were incorporated into the school's Spring Family Engagement event, further increasing opportunities for student and family participation. These efforts supported	4300-00: Supplies & Materials Title I, Part A 1500 5800-00: Consultants/Professional Services Title I, Part A 5000	

	student engagement and interest in science and STEAM activities. There was a difference between the intended implementation and actual execution of the strategy. The planned partnership with STEM Taught did not occur; however, funds were reallocated to support STEAM-related activities through alternative approaches. Resources were used to provide a STEM Night through ELOP and to incorporate STEAM activities into the Spring Family Engagement event. Classroom-based science instruction and hands-on learning opportunities were implemented as planned, and expenditures remained aligned to the overall goal of increasing student access to science and STEAM experiences. As a result of this analysis, the school will continue to provide hands-on science learning opportunities and real-world connections through classroom instruction and schoolwide events. The SPSA reflects a continued emphasis on integrating NGSS-aligned instruction, hands-on experiments, and opportunities for students to engage in scientific thinking and writing. The plan also includes continuing STEM Night through ELOP and incorporating STEAM activities into existing family engagement events as sustainable approaches to providing	
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	STEM experiences for students and families, while continuing to explore future partnerships as appropriate. These adjustments ensure that students continue to have access to engaging and meaningful science and STEAM opportunities.		
All EL students will access the curriculum through the use of integrated ELD instructional strategies throughout all core subjects to support student success. Teachers will use evidence-based strategies that focus on listening, speaking, language acquisition, vocabulary development, comprehension, writing, and reading strategies. Ongoing progress monitoring along with the implementation of rubrics and success criteria will provide students with additional support in reaching learning targets. ELs, LTEL, and RFEP students will be monitored using quarterly Star scores and reclassification criteria. Explore opportunities for EL students (specifically newcomers and LTELs) to receive additional tutoring before or after school 2 times per week to help support students' ability to reclassify.	The strategy was implemented with consistency, with teachers incorporating integrated ELD instructional strategies across all core subjects to support English Learners. Instructional practices focused on listening, speaking, language acquisition, vocabulary development, comprehension, writing, and reading, and were supported through the use of rubrics, success criteria, and ongoing progress monitoring. English Learners, including Long-Term English Learners (LTELs) and Reclassified Fluent English Proficient (RFEP) students, were monitored using STAR data and reclassification criteria. Additionally, the school provided before- and after-school tutoring in both reading and mathematics, in which English Learners participated. These supports increased student access to instruction and provided additional opportunities for practice and reinforcement. While implementation was consistent, continued focus on monitoring	1100-02: Certificated Teachers - Extra Duty Title I, Part A 1500	

	student progress toward reclassification is needed. There were minimal differences between the intended implementation and actual execution of the strategy. Integrated ELD strategies and progress monitoring were implemented as planned. While tutoring opportunities were provided, they were offered to a broader group of students based on academic need rather than exclusively targeting English Learners. Resources and staffing were utilized to support both core instruction and supplemental tutoring opportunities, and expenditures aligned to the overall goal of supporting student learning and language development. As a result of this analysis, the school will continue to strengthen integrated ELD instruction and maintain tutoring opportunities to support student learning and language development. The SPSA reflects a continued emphasis on the consistent implementation of integrated ELD strategies across content areas, as well as ongoing progress monitoring using assessment data and reclassification criteria. The plan also includes continuing after-school tutoring to provide additional academic support, with attention to ensuring that English Learners, including	
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	newcomers and LTELs, have access to these opportunities. These efforts support increased access to instruction and continued progress toward English proficiency and academic success.	
Before the first day of school, Stine will provide opportunities for TK and incoming Kindergarten students to meet their teacher, participate in classroom activities, and tour the campus to help with the transition of students.	The strategy was partially implemented. TK and incoming Kindergarten students were provided the opportunity to meet their teacher and tour the campus the day before the start of school, which supported initial student transition and familiarity with the school environment. However, the full implementation of a structured series of activities prior to the start of the school year did not occur as originally planned. While the opportunity provided supported basic transition needs, the effectiveness of a more comprehensive transition program could not be evaluated. There was a difference between the intended implementation and actual execution of the strategy. While a single transition opportunity was provided prior to the start of school, the planned series of pre-entry activities was not implemented. As a result, any resources or time associated with a more extended transition program were not utilized for that purpose. As a result of this analysis, the strategy has been removed from the SPSA to ensure alignment with site priorities and capacity. The school will	4300-00: Supplies & Materials Title I, Part A 1500

	continue to provide basic transition opportunities, such as allowing students to meet their teacher and become familiar with the campus prior to the start of school, while focusing resources on strategies that directly impact instructional programs and student outcomes.		
As part of the effort to support academic achieve, Stine will implement small group instruction in class for students needing extra support in all core subjects and foundational skills. As part of the instruction support for learning, we will provide additional academic support through tutoring. Student will be identified for tutoring by identifying students that score below grade level on the Star Math, Star Reading, and Star Early Literacy assessment or have consistently scored below 60% on the grade level's common formative assessments. Selected students will participate in a 4 week cycle of tutoring. At the end of the 4 week cycle, students will be given a post test and exited from tutoring. This additional support will take place outside of the regular school day and will supplement any interventions that take place during the regular school day. The school will monitor the effectiveness of this program by collecting student sign-in sheets and tracking student progress.	The strategy was fully implemented, with teachers providing small-group instruction during the school day to support students in core subjects and foundational skills. In addition, the school implemented a structured tutoring program in both reading and mathematics. Students were identified using STAR Math, STAR Reading, STAR Early Literacy, and common formative assessment data. Students participated in tutoring cycles, and their progress was monitored through post-assessments and attendance tracking. This approach provided targeted academic support and increased opportunities for students to strengthen skills outside of the regular school day. The strategy was effective in providing additional instructional support and reinforcing learning for students performing below grade level. There were minimal differences between the intended implementation and actual execution of the strategy. Small-group instruction and tutoring cycles in both reading and mathematics were	1100-02: Certificated Teachers - Extra Duty Title I, Part A 10000	

	implemented as planned, and students were identified using assessment data. Tutoring was provided outside of the regular school day using a pull-out model. Resources and staffing were utilized as intended to support the program, and expenditures aligned to the goal of providing additional academic support. As a result of this analysis, the school will expand and refine the strategy to increase its effectiveness and alignment to instructional priorities. The SPSA reflects a shift from a pull-out tutoring model to a push-in model to provide more direct support during instruction and increase access for students. The plan also includes continuing tutoring in both reading and mathematics, with an adjustment to longer instructional cycles of six to eight weeks to allow for deeper learning and more sustained progress. These adjustments strengthen alignment between core instruction and intervention, increase opportunities for targeted support, and ensure that additional academic support is integrated more effectively into the instructional day.	
As part of the need to improve reading and math scores and to reinforce science and historical content, we will be providing transportation for all grade levels to	The strategy was fully implemented, with all grade levels provided access to off-campus educational experiences aligned to core academic subjects, including	5800-72: Charter Buses Title I, Part A 20000

educational experiences off campus. These opportunities will support the reinforcement of academic core subjects by supporting the Science Discipline such as but not limited to Life Science, Earth Science, Physical Sciences, Engineering, and Technology as well as History such as but not limited to California History, Ancient Civilizations, US History, Geography and a Child's in Time and Space. Educational Experiences may include, but are not limited to the California Missions, The Science Center, Murry Farms, CALM, the Zoo, Museum of Art, Museum of Tolerance, and the La Brea Tar Pits. Prior to attending attending, teachers will support the learning by connecting the unit of focus with intended destination through a series of lessons. While at these destinations, students will journal what they have learned. To extend students' learning after the event, students will complete a culminating project. We will survey students to assess the value of the experience upon completion of the trip.	science and history. Students participated in field trips that supported learning in areas such as life science, earth science, engineering, California history, and geography. Instruction was intentionally connected to these experiences, with teachers providing pre-teaching aligned to units of study, opportunities for student journaling during the experience, and culminating projects to extend learning. Student surveys were also used to gather feedback on the value of the experiences. This approach supported student engagement and reinforced academic content through real-world connections, making the strategy effective in enhancing student learning across subject areas. There were no significant differences between the intended implementation and actual execution of the strategy. Transportation and access to educational experiences were provided as planned, and expenditures aligned to the intended purpose of supporting academic learning through field-based experiences. Resources were used to ensure that all students had equitable access to these opportunities. As a result of this analysis, the school will continue to provide off-campus educational experiences to support student learning and	
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	engagement; however, the strategy will be funded through non Title 1 funding. The 26-27 SPSA reflects a continued emphasis on connecting classroom instruction to real-world applications through hands-on learning experiences, while ensuring that funding sources are aligned to prioritize core instructional needs. This adjustment allows the school to sustain high-quality learning experiences for students while maintaining alignment between resources and instructional priorities.	
Total Amounts:		

Goal 3, Student Engagement & Campus Climate

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
Stine will increase student attendance and promote positive behavior by creating a school culture that focuses on building relationships with students, parents, staff, and community members. Stine will also shift its focus from negative reinforcement to restorative practices and teaching students relevant coping strategies, and appropriate responses to conflict. Stine's core values (Safe, Trustworthy, Respectful, On Task, and Nice to Others) will be the center of behavior expectations exhibited by all staff and students. As a part of the effort to improve school culture and address behaviors that may impact attendance and suspension rates, Stine will establish a diverse Positive Behavioral Interventions and Supports (PBIS) team (under the leadership of the assistant principal) to co-create Stine's PBIS system and practices for Tier I support. The team will meet monthly and be responsible for uncovering the school's strengths and needs by monitoring school and community data, ensuring students receive equitable access to supports, and evaluating the overall effectiveness of the PBIS foundational system. At the end of every quarter the team will meet for a	The strategy was partially implemented, with a focus on strengthening Tier I systems to support a positive school culture, improve attendance, and promote appropriate student behavior. Staff participated in collaborative structures through monthly "Councils," including PBIS and attendance-focused teams, where schoolwide data were reviewed and systems were developed. In addition, the district-adopted Tier I social-emotional learning curriculum, Character Strong, was fully implemented across the school to support relationship-building, character development, and student self-awareness. These efforts supported the establishment of consistent expectations and practices across the campus. While Tier I systems were strengthened, components such as the implementation of a PBIS management system were not completed during the implementation period. There were differences between the intended implementation and actual execution of the strategy. While the school researched PBIS management software, including Navigate 360 (PBIS Rewards), the program was not purchased or	5800-89: Software Title I, Part A 3000 1100-01: Certificated Teachers - Subs Title I, Part A 2000 2200-01: Classified Support - Substitutes Title I, Part A 800 1100-02: Certificated Teachers - Extra Duty Title I, Part A 1750 2200-02: Classified Support - Extra Duty/Overtime Title I, Part A 800 4300-00: Supplies & Materials Title I, Part A 2000	

day to monitor progress toward the school's identified goals. The school will monitor the effectiveness of the team by collecting meeting agendas, minutes, and PBIS action plan. As a part of the effort to increase attendance and lower suspension rates, Stine will purchase Navigate 360 (PBIS Rewards) software to be used as a schoolwide PBIS management system. This tool will be used to collect data such as referrals, major/minor behaviors, the frequency of positive reinforcements, and students that may need Tier II supports such as check in/check out. The incorporation of this system will also allow for communication to happen between teachers, administrators, students, staff members, and parents. that analyze and support the implementation of the PBIS systems on the campus and help promote a positive and safe school climate. The school will monitor the effectiveness of this program by monitoring the usage rate of the program and reviewing attendance and suspension rates monthly. As a part of the effort to increase attendance and promote a positive school culture, Stine will purchase and implement The Positivity Project schoolwide. This program will be used by teachers and staff members everyday to teach	implemented during the school year. Additionally, the Positivity Project was not implemented, as the district selected Character Strong as the Tier I SEL curriculum, which was fully implemented instead. Resources were utilized to support staff collaboration and the implementation of Tier I SEL through release time and team structures. These adjustments ensured alignment with district direction and supported the development of a cohesive Tier I system. As a result of this analysis, the school will continue to strengthen Tier I systems to support school culture, attendance, and behavior. The SPSA reflects continued implementation of the Character Strong Tier I SEL curriculum to build positive relationships and reinforce schoolwide expectations. The plan also includes refining PBIS Tier I structures, including consistent expectations, data review practices, and staff collaboration through established team structures. These adjustments ensure a more coherent and aligned Tier I system that supports all students through consistent practices and a positive school climate.	
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students and parents how to build positive relations by focusing on character strengths that help develop self-awareness and empathy. The school will monitor the effectiveness of the implementation of this program by tracking its usage through walkthrough data. Additional materials that may be needed to support implementation include, but are not limited to, instruction signage throughout the campus that would serve a tool for all staff to use to teach Stine's core values, poster boards, chart paper, markers, binders, dividers, highlighters, etc.			
As a part of the effort to decrease suspensions and increase attendance rates at a Tier II level, Stine will provide students with de-escalation spaces located in neutral areas on the campus (e.g., Library, BIA room, etc.) with access to technology such as iPads with calming apps, materials that align to the Multi-Tiered System of Supports (MTSS) model for building self-regulation strategies, targeted social skills lessons, activities to provide students with support in the area of anger management, restorative practices, mindfulness, and other proactive interventions. As a part of the effort to decrease suspensions amongst Students With Disabilities, Stine will establish a diverse Tier II	The strategy was partially implemented, with the school establishing Tier II systems to support students in the areas of behavior and attendance. The MTSS team and other collaborative teams met regularly and included diverse staff representation to review student data, including suspension rates and absenteeism. These teams identified students in need of additional support and conducted outreach to families to address barriers to attendance. In addition, de-escalation spaces were established in designated areas across the campus to provide students with access to supports for self-regulation, mindfulness, and social-emotional needs. While these structures were in place,	1100-02: Certificated Teachers - Extra Duty Title I, Part A 1750 4300-00: Supplies & Materials Title I, Part A 1000	

team to examine existing informal and formal school disciplinary practices as well as current laws, policies, and regulations. The team will monthly to examine the impact of existing disciplinary policies and practices on students, especially the most vulnerable. The school will monitor the effectiveness of this effort by monitoring the attendance and suspension rates amongst all students but specifically Students With Disabilities. The team will research and recommend evidence based strategies to address the suspension rates of Students With Disabilities. As a part of the effort to increase attendance and decrease chronic absenteeism schoolwide, Stine's administration and MTSS team will meet monthly to identify students that show signs of entering the medium absenteeism range as determined by the School Status Attend system used districtwide. The team will conduct outreach efforts to parents to determine barriers to that may be impeding regular attendance and provide access to supports and/or resources that may be available to help mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the changes in attendance rates.	the implementation of a formal Tier II curriculum was delayed to allow for alignment with the newly adopted Tier I social-emotional learning program. Overall, these efforts contributed to a more proactive and responsive system, though continued development is needed to ensure consistency and full implementation of Tier II supports. There were some differences between the intended implementation and actual execution of the strategy. While MTSS structures, data monitoring systems, and de-escalation spaces were implemented, the purchase and implementation of a formal Tier II curriculum did not occur during the implementation period. The school prioritized alignment with the newly adopted Tier I SEL curriculum (Character Strong) and engaged in research to identify appropriate Tier II supports for future implementation. Resources were used to support team collaboration, data review, and the establishment of intervention spaces. As a result, full implementation of all Tier II components was delayed but intentionally planned for future alignment. As a result of this analysis, the school will continue to strengthen Tier II systems by building on the structures already	
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	in place and implementing a more defined and aligned set of supports. The SPSA reflects the planned implementation of a Tier II curriculum to support behavior and social-emotional needs, ensuring alignment with the Character Strong Tier I program. The plan also includes continued use and refinement of de-escalation spaces, ongoing MTSS team collaboration, and regular monitoring of attendance and suspension data. These adjustments ensure a more cohesive and aligned system in which Tier II supports build directly upon Tier I instruction and provide targeted, consistent support for students based on identified needs.					
As a part of the effort to decrease suspension and increase attendance at a Tier III level, Stine's administration and MTSS team will meet monthly to identify students that show signs of entering into the chronic absenteeism range as determined by the School Status Attend system used districtwide and identify students that have a high number of suspensions. The team will identify trends, possible barriers and recommend evidence based strategies as well as district resources that may be available to mitigate those barriers. The school will monitor the effectiveness of this effort by monitoring the	The strategy was partially implemented, with the administration and MTSS team meeting during several months to review attendance and suspension data and identify students in need of Tier III support. In addition to these meetings, students requiring intensive support were identified through existing Tier I and Tier II structures, including Council meetings and the Student Study Team (SST) process. Students who required Tier III interventions received support through these systems, including identification of barriers and connection to appropriate resources. While formal Tier III meetings were not held	<table><tr><td>1100-01: Certificated Teachers - Subs Title I, Part A 2000</td><td></td></tr><tr><td>4300-00: Supplies & Materials Title I, Part A 2000</td><td></td></tr></table>	1100-01: Certificated Teachers - Subs Title I, Part A 2000		4300-00: Supplies & Materials Title I, Part A 2000	
1100-01: Certificated Teachers - Subs Title I, Part A 2000						
4300-00: Supplies & Materials Title I, Part A 2000						

changes in attendance and suspension rates.	consistently on a monthly basis, the school was still able to identify and support students with the highest levels of need. Continued development of a more consistent and structured Tier III process is needed to strengthen overall effectiveness. There were differences between the intended implementation and actual execution of the strategy. While the plan called for monthly Tier III meetings, these meetings were held inconsistently throughout the year. However, existing systems, including Council meetings and the SST process, were utilized to identify and support students requiring Tier III interventions. Resources were used to support student needs through these alternative structures, and no significant differences in expenditures were noted. The primary difference was in the consistency and structure of Tier III team meetings. There were differences between the intended implementation and actual execution of the strategy. While the plan called for monthly Tier III meetings, these meetings were held inconsistently throughout the year. However, existing systems, including Council meetings and the SST process, were utilized to identify and support students requiring Tier III interventions. Resources were used to support	
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	student needs through these alternative structures, and no significant differences in expenditures were noted. The primary difference was in the consistency and structure of Tier III team meetings.	
Total Amounts:		

Goal 4, Parent & Family Engagement

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
As part of the effort to increase parent education and increase the opportunities for parents to provide two-way communication, Stine will offer at least one parent engagement activity per month. These planned events include (but are not limited to): Meet the Teacher (before the first day of school), Back to School Night, Family Math/STEM Activities, Family Reading/Literacy Activities, CAASPP Informational workshops, Coffee with a Principal, Parent Conferences, Title I Annual Meeting, Open House, and guest speakers. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys. During the school year, Stine will explore opportunities to develop an African-American Advisory Committee led by the principal with the support of the academic coach and teachers. The purpose of this strategy is to increase parent involvement and inform parents about subgroup-specific educational data and trends, how to become active participants in their child's education and provide strategies to promote student academic success. Meetings will be	The strategy was largely implemented, with the school providing multiple family engagement opportunities throughout the year to support two-way communication and parent involvement. Events included Meet the Teacher, Back to School Night, STEM Night, Parent Conferences, the Title I Annual Meeting, Open House, and Coffee with the Principal sessions. Four Coffee with the Principal events were held, consistently attended by 11–12 parents, and included classroom walkthroughs to increase parent understanding of instruction. Additionally, the school hosted a 125th anniversary event that included multiple Title I-funded booths focused on reading, mathematics, art, and STEM, providing families with resources and strategies to support student learning. These efforts increased opportunities for engagement and strengthened connections between families and the school. There were some differences between the intended implementation and actual execution of the strategy. While a wide range of family engagement activities was successfully implemented, the development of an African American Advisory Committee did not occur.	5800-00: Consultants/Professional Services Title I, Part A Parent Engagement 1511 4300-00: Supplies & Materials Title I, Part A Parent Engagement 700 5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 500	

offered once a quarter during the school year. To monitor this goal we will collect sign-in sheets, meeting agendas, meeting calendar, and track the percentage of parent participation. Parent surveys will be used to collect feedback.	Resources were instead focused on providing inclusive, schoolwide engagement opportunities that supported all families. Expenditures were aligned to the implementation of family engagement events and activities, and resources were used to support participation and access across multiple events. As a result of this analysis, the school will continue to provide a variety of family engagement opportunities that promote two-way communication and support student learning. The SPSA reflects a continued emphasis on hosting events aligned to instructional priorities and increasing family access to information and resources. The plan also includes maintaining successful practices such as Coffee with the Principal and integrating engagement opportunities within larger school events to increase participation. The strategy related to the African American Advisory Committee has been removed to better align with current site needs and student demographics. These adjustments ensure that family engagement efforts remain responsive, inclusive, and aligned to supporting student outcomes.	
As part of the effort to increase opportunities for EL parent participation in parent engagement activities, Stine will	The strategy was partially implemented, with the school providing increased access for English Learner (EL)	2900-02: Other Classified - Extra Duty/Overtime Title I, Part A Parent Engagement 500

provide EL parents with parent workshops in (English and Spanish) that would focus on a variety of topics including (but not limited to) how to navigate school apps, using classroom programs, parent-teacher communication, guest speakers, college prep, EL Re-designation, ELPAC assessments, and transitions to junior high school. Interpreters will be made available for parents as requested. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through parent surveys.	families to participate in engagement opportunities through language support and bilingual communication. Coffee with the Principal sessions were offered in both English and Spanish, and interpreters were provided for key events such as Back to School Night, the Title I Annual Meeting, and upon parent request. These efforts supported improved access to information and increased opportunities for EL families to engage with the school. While formal EL-specific workshops were not consistently implemented as originally planned, the use of interpreters and bilingual communication contributed to strengthening family access and participation. There were some differences between the intended implementation and actual execution of the strategy. While the plan included offering targeted workshops specifically for EL parents on a variety of topics, these workshops were not fully implemented during the school year. Instead, resources were used to support language access through interpreters and bilingual communication across existing school events. Expenditures aligned to providing translation and interpretation services to support parent participation. As a result of this analysis, the school will	5710-00: Transfer of Direct Costs - Printing, district vehicle use, etc. Title I, Part A Parent Engagement 500	
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	continue and expand efforts to support English Learner parent engagement. The SPSA reflects a continued emphasis on providing interpreters and bilingual communication to ensure access for EL families. The plan also includes increasing the number of targeted workshops and engagement opportunities specifically designed for EL parents, focusing on topics such as school systems, academic programs, and student progress. These adjustments ensure that family engagement efforts are more intentional and responsive, increasing opportunities for EL parents to actively participate in their child's education.	
Total Amounts:		

Goal 5, Professional Learning/Professional Development

Strategy/Action #	Analysis	Budgeted Expenditures	Actual Expenditures
To support teachers' ability to meet the diverse needs of all students, Stine will provide each grade level scheduled collaboration days every quarter for the purpose of analyzing district and common formative assessment data to develop a strategic plan on how to best support students at, near, and below grade level. As funds allow, additional opportunities for grade level training and collaboration that align with the identified professional development need in this plan will be explored. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, agendas, and through informal walkthroughs. At the beginning (August) and end (June) of the school year as funds allow, teachers will be offered the opportunity to participate in 10 hours or more of grade-level collaboration time to evaluate the overall success of the academic year, participate in curriculum/assessment development, align supplemental materials to core curriculum, and to and make adjustments to their instructional practices for the new year. In the effort to build teacher capacity and inform teachers of best	The strategy was fully implemented and expanded beyond initial expectations, with teachers participating in multiple professional learning opportunities aligned to strengthening Tier I instruction in reading and mathematics. Trainings included ELD professional development, Math Talks training, and Write From the Beginning training focused on building student thinking and writing skills. These opportunities supported teachers in strengthening instructional delivery, use of academic language, and integration of strategies that promote critical thinking and student engagement. Additional training was provided on accessing and using STAR assessment data to inform instruction. These efforts increased teacher capacity and supported more consistent and effective instructional practices across classrooms.. There were no significant differences between the intended implementation and actual execution of the strategy. In fact, the scope of professional learning exceeded what was originally planned. Additional training opportunities were provided beyond district offerings, including expanded sessions in ELD, mathematics, and	4200-00: Books - Other Than Textbooks Title I, Part A 8000 1100-01: Certificated Teachers - Subs Title I, Part A 5000 1100-02: Certificated Teachers - Extra Duty Title I, Part A 15000 4300-00: Supplies & Materials Title I, Part A 1000	

practices, Stine will provide teachers with at least 2 opportunities to participate in professional learning through book studies or professional readings outside of their contracted hours during the school year. These opportunities will be used to support teachers with learning and implementing evidence based strategies and practices to reach the various needs of all students. Book titles may include (but are not limited to) Impact Teams, Building Thinking Classrooms, Collaborative Teams that Transforms Schools, Number Talks, Principles in Action, Culturally Responsive Teaching and the Brain, Street Data, The Human Side of Change, and the PBIS Tier One Handbook. The school will monitor the effectiveness of this strategy by keeping sign-in sheets, tracking the participation rates of teachers and staff, and through informal walkthroughs.	writing. Resources were used to support training participation, materials, and staff learning, and expenditures aligned to the goal of strengthening Tier I instructional practices. As a result of this analysis, the school will continue to build on this work by expanding professional learning opportunities aligned to reading, mathematics, and language development. The SPSA reflects continued implementation of ELD training, additional Write From the Beginning professional development, and upcoming training such as UFLI to strengthen foundational literacy instruction. The plan also includes continued focus on strengthening instructional practices through the use of data, academic language development, and structured instructional strategies. These efforts ensure continued growth in teacher capacity and alignment of Tier I instruction to support improved student outcomes.		
To support the site's need to strengthen Reading and Math instruction, Stine's teachers will participate in training provided by district partners that focuses on strengthening Tier I instructional practices. Training will focus on a structured approach to lesson planning that incorporates clear	The strategy was implemented, with the school providing multiple opportunities for teacher collaboration and professional learning to strengthen instructional practice. Teachers were provided with structured planning time, including dedicated time each quarter to develop ELA consensus maps.	5800-00: Consultants/Professional Services/Licensing Title I, Part A 18000	
		5200-00: Travel & Conference Title I, Part A 10776.75	
		4300-00: Supplies & Materials Title I, Part A 1000	

learning objectives, differentiated instruction, and the use of manipulatives to deliver high-quality instruction to maximize student learning and minimize the need for reteaching. The training will also focus on ways to enhance instructional delivery through engaging and interactive teaching methods that promote student understanding and participation as well as facilitate meaningful discussions that promote critical thinking, communication, and collaboration among students. Teachers will also develop proficiency in designing and administering assessments that accurately measure student learning and inform instructional decisions and strengthen skills in collecting, analyzing, and interpreting data to evaluate student progress and inform instructional practices. The school will monitor the effectiveness of this strategy by monitoring student assessment data, collecting sign-in sheets, agendas, and collecting informal walkthrough data. As a part of the need to build teachers' capacity in how to help students build the cognitive skills needed to become better thinkers, Stine will also explore opportunities to have a certified Write From the Beginning and Beyond trainer provide professional development	supporting alignment of instruction across grade levels. In addition, staff engaged in collaborative learning opportunities such as a voluntary book study, which supported professional reflection and instructional growth. Members of the Instructional Leadership Team also participated in external professional learning through the PLC Cohort with Solution Tree, strengthening site-level leadership and instructional coherence. These efforts supported teacher collaboration, alignment of instructional practices, and increased capacity to support student learning. There were minimal differences between the intended implementation and actual execution of the strategy. While conference attendance and external training opportunities were explored, the primary focus was placed on site-based professional learning, collaboration, and leadership development. Resources were utilized to support planning time, professional learning materials, and participation in selected training opportunities. Expenditures aligned to building staff capacity and supporting instructional improvement. As a result of this analysis, the school will continue to strengthen professional learning systems by maintaining	1100-01: Certificated Teachers - Subs Title I, Part A 3000 2200-01: Classified Support - Substitutes Title I, Part A 1000	
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in the implementation of Thinking Maps. This strategy will support the need to help students build foundational critical thinking, problem-solving, comprehension, and communication skills necessary for academic success. The school will monitor the effectiveness of this strategy by collecting sign-in sheets, agendas, and collecting informal walkthrough data. As funds allow, Stine will explore the opportunity to send representatives to various conferences and trainings for the purpose of training the staff. The subjects of these conferences and trainings may include (but are not limited to) Math, Science, Technology, VAPA, PBIS, UDL, PLC, Equity, Inclusion, Diversity, SEL, ELA, ELD, Literacy, Leadership Development, and supporting students with disabilities and/or English learners (PIQE).	structured collaboration time and expanding opportunities for staff to engage in both site-based and external professional development. The SPSA reflects continued participation in professional learning aligned to instructional priorities, including leadership development, collaboration through PLTs, and opportunities for staff to attend or participate in targeted trainings and conferences. These efforts ensure sustained growth in teacher capacity and support a coherent system of continuous improvement.	
Total Amounts:		

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that 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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

SCHOOL SITE COUNCIL RECOMMENDATIONS, ASSURANCES AND MEMBERSHIP

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☒	English Learner Advisory Committee	Date(s)	4/21/26
☒	Title I Review Committee	Date(s)	3/18/26
☒	Other committees established by the school or district (list): <i>Committee/Group Name & Date(s)</i>		2/2/26, 3/2/26, 4/13/26
-----	Leadership Team		

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan and the local control accountability plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council.

Attested by the following SSC members present:

	Member Name	Term		Role	Signature
		Begin	End		
1.	Shelly Tiffin	N/A	N/A	Principal	<i>Shelly Tiffin</i>
2.	Mark Majewski	Fall 2024	Fall 2026	Classroom Teacher	<i>Mark W. Majewski</i>
3.	Jakob Del Toro	Fall 2025	Fall 2027	Classroom Teacher	<i>Jakob Del Toro</i>
4.	Elizabeth Ortega Vargas	Fall 2024	Fall 2026	Classroom Teacher	<i>Elizabeth Ortega Vargas</i>
5.	Marcos Heredia	Fall 2025	Fall 2027	Other Staff	<i>Marcos Heredia</i>
6.	Bianca Rold	Fall 2024	Fall 2026	Parent	
7.	Yazmin Bastida	Fall 2024	Fall 2026	Parent	
8.	Viridiana Perez	Fall 2025	Fall 2027	Parent	<i>Viridiana Perez</i>
9.	Abigail Morales Martinez	Fall 2025	Fall 2027	Parent	
10.	Raquel Navarro	Fall 2025	Fall 2027	Parent	

The SPSA was adopted by the SSC at a public meeting on: 04/22/26

Panama-Buena Vista Union School District Preliminary Title 1 Budget 2026-27

School: Stine Stine

Site Council Review Date:

5.13.26

Principal's Signature

Date

[Signature] 5.13.26

Number of Eligible Students:	592
Title 1 Allocation per Student	347.54
2026-27 Basic Allocation	205,743.44
2025-26 Carryover	-
Parent Involvement	2,698.00
Preliminary 2026-27 Allocation	208,441.44

Staffing Salary & Benefit Costs		2025-26 YTD as of 12/31/25	25-26 Budget	Preliminary 26-27 Budget
1100-00	Certificated Teachers - Salaries	49,947.00	49,947.00	106,096.00
1100-01	Certificated Teachers - Substitutes	417.50	13,500.00	4,414.78
1100-02	Certificated Teachers - Extra Duty	11,156.39	63,463.00	3,229.52
1200-01	Certificated Support - Substitutes			
1200-02	Certificated Support - Extra Duty/Overtime			
1900-01	Other Certificated Staff - Substitutes			
1900-02	Other Certificated Staff - Extra Duty/Overtime			
2100-00	Instructional Aides - Salaries	22,114.00	22,114.00	11,060.00
2100-01	Instructional Aides - Substitutes	-	5,000.00	
2100-02	Instructional Aides - Extra Duty/Overtime	36.90	-	
2200-00	Classified Support Staff - Salaries			
2200-01	Classified Support Staff - Substitutes		1,800.00	733.98
2200-02	Classified Support Staff - Extra Duty/Overtime	-	800.00	367.00
2900-00	Other Classified Staff - Salaries			
2900-01	Other Classified Staff - Substitutes			
2900-02	Other Classified Staff - Extra Duty/Overtime		-	
2495-2900-02	Parent Engagement-Other Classified Staff - Extra Duty/Overtime	25.00	500	367
3000-00	Employee Benefits (Contracted)	24,026.00	24,026.00	44,949.22
	Employee Benefits (22.3% of CE, 36.4% of CL)	2,586.77	20,106.86	2,238.86

Other Operational Costs		2025-26 YTD as of 12/31/25	25-26 Budget	Preliminary 26-27 Budget
2424-4200	Library - Books	4,945.10	5,000.00	5,000.00
4200-00	Books Other Than Textbooks	-	8,000.00	1,000.00
4300-00	Materials & Supplies < \$1500	9,863.56	24,104.17	10,287.08
2495-4300	Materials & Supplies < \$1500	60.92	700.00	1,698.00
4300-74	Title 1 Technology < \$1500	-	13,000.00	
4400-00	Materials & Supplies > \$1500		-	
4400-74	Title 1 Technology > \$1500			
5200-00	Travel & Conference	8,242.84	15,776.75	5,000.00
5600-29	Repairs			
5710-00	Printing	418.00	5,000.00	
2495-5710	Printing- Parent Engagement		1,000.00	1,000.00
5800-00	Consultants & Professional Services		8,000.00	
2495-5800	Parent Engagement-Consultants & Professio		1,511.00	
5800-89	Publications & Software Licenses	9,742.00	20,000.00	11,000.00
Total		143,581.98	303,348.78	208,441.44

(0.00)

Salaries & Benefits should be limited to 80% of the overall net allocation, which is: \$ 166,753

The current budgeted Salaries & Benefits are a total of: 162,105.22

Which represents an allocation of: 77.77%

MAY 13 '26 RCVD