Stone Lake Elementary

Local Control Accountability Plan (LCAP) 2024-2025

Principal: Mark Beard

County-District-School (CDS) Code: 34673146118053

Elk Grove Unified School District
Elk Grove, California

*Meets E.C. 64001 Requirements for a Single Plan for Student Achievement

Goal Setting (Icapid: 635)

State Priorities

Conditions of Learning:
- Priority 1 - Compliance with Williams criteria - instructional materials, teacher assignments and credentials, facilities
- Priority 2 - Implementation of SBE adopted academic content standards, including programs and services for ELs to access the Common Core and ELD standards
- Priority 7 - Access, including for subgroups, to a broad course of study

Pupil Outcomes:
- Priority 4 - Pupil Achievement - statewide assessments, API, completion of A-G requirements, CTE sequences and AP courses, EL progress toward proficiency, college preparation (EAP)
- Priority 8 - Pupil outcomes in specified subject areas

Engagement:
- Priority 3 - Parental involvement
- Priority 5 - Pupil engagement - attendance, dropout and graduation rates
- Priority 6 - School climate - suspension and expulsion rates, etc.

Strategic Goals

Goal 1: High-Quality Classroom Instruction and Curriculum
- All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

Goal 2: Assessment, Data Analysis, & Action
- All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Goal 3: Wellness
- All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

Goal 4: Family and Community Engagement
- All students will benefit from programs and services designed to inform and engage family and community partners.

Stakeholder Engagement

1. Involvement Process for LCAP and Annual Update

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

The process and planning of the 24-25 site LCAP starts during the 23-24 school year as you look at the goals that were set, the actions that were underway to meet those goals, and the analysis of what is working, what is not working, what needs to continue, what needs to be adjusted, and what migh even need to change.

Staff Meetings-January 3, February 7, March 6, April 3, May 1

Leadership Meetings-January 31, February 21, March 20, April 17, May 29
SSC Meetings: November 28, January 12, March 7, April 16, May 20
Parent Meetings-January 8, February 5, March 4, April 1, May 6
ELAC Meetings- November 16, January 16, March 14, May 2
 Parent Stone Lake LCAP Survey-Month of April
Site-based Student Survey on Assist-Month of April

2. Impact of LCAP and Annual Update

How did these consultations affect the LCAP for the upcoming year?

Consultations with stakeholders has brought some mixed information. First, Assist, one of our largest allocations of money, continues to be supported strongly by parents. 75% of Stone Lake parents that repsonded to our survey felt having two playground coaches facilitating and supervising students participating in games at recess would be a worthwhile expenditure to conintue. Our teacher group feels like the allocation is too much. Data has shown that there is a slight decrease in referrals when Assist is on the playground, but the numbers are not everwhelming. We are also in the process of surveying our students on their perceptions of Assist. We have asked our third through sixth grade students if they interact with Assist at recesses, do they fell comfortable going to Assist coaches if they have problems, and do they want Assist to return for the 24-25 school year. We will most likely continue to have Assist, but the support might have to decrease based on district support of the program (i.e., distrct helping with funds).

Next, there continues to be a strong consensus around the use of supplemental technology programs that connect school to home (e.g., Lexia, and IXL). Teachers and parents overwhelmingly find these supplemental programs to be beneficial for students.

Stone Lake has now become an AVID school, and the additional grade levels that were added this year (4th and 5th) are a large reason why our school met the qualifications to be an AVID school. We will continue to allocate repsources around AVID training and the supplies needed for it. This year our 3rd grade team will be added to the AVID mix, and we will allocate funds to make sure that teachers can continue to receive training.

Grade level teams (1st, 2nd, 3rd, 4th, and 5th) explicitly requested Scholastic News for their kids. This is an extremely high interest magazine both print and digital that supplements our school's passion for reading and helps students build fluency and expands students' world knowledge.

In addition, Reading Counts continues to be a high usage program at our school, and it is one of the cornerstones of our educational program since our school opened its doors. This porgram will continue to supplement our school's reading program, and is another program that we have that helps our students in building their literacy skills.

Parents continue to ask for additional library time, with 93% of our parents that responded to our survey asked for more library time. Unfortunately, during the 23-24 school year our librarian had issues that caused her to miss a large portion of the year. Next year we will once again strive to have the doors of our library open more, and our librarian has agreed to increase her hours.

Stone Lake had a state identified additional targeted support and improvement (ATSI) designation this year. Stone Lake's African American population met ATSI in chronic absenteeism. Since numerous groups and the overall amount of students at Stone Lake the met chronic absenteeism reached the 25% threshold, this plan identifies some specific steps we will take to try and reduce these numbers.

Resource Inequities (ATSI and CSI designated schools only)

Briefly describe any resource inequities identified by the site needs assessment.
Definition: A resource inequity is a change you will make from your past practice to a new innovation

A monitoring of our 23-24 LCAP and plan evaluation did not identify any resource inequities.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will receive high quality classroom instruction and curriculum to promote college, career and life readiness and close achievement and opportunity gaps.

District Needs and Metrics 1:

Students need high quality classroom instruction and curriculum as measured by:

- **A-G Completion - Percent of Graduates Completing A-G Requirements**
- **AP/IB Exams - Percent of Graduates Passing an AP/IB Exam**
- **CAASPP (ELA, Math, Science) - Distance from Standard**
- **CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded**
- **CTE Sequence Completion - Percent of Graduates Completing a CTE Sequence**
- **Progress toward English Proficiency - Percent Increasing ELPI Level**
- **Reclassified - Percent of English Learners Reclassified**

Site Goal 1.1   (SiteGoalID: 7471) (DTS: 12/13/23)

We will see a 5% increase in students meeting or exceeding standards in ELA
We will see a 3% increase in students meeting or exceeding standards in Math.
We will see a 5% increase in students meeting or exceeding standards in Science

22-23 Progress:
ELA: Even
Math: -1%
Science: -4%

The **All Student** group will make a +10 point growth in DFS in ELA, Math, and Science

22-23 Progress:
+2 in ELA
-9 in Math
no growth in Science

Distance from Standard(DFS) Subgroups:

	ELA	Math
African American subgroup:	-3	-9
Hispanic subgroup:	-3	-9
EL subgroup:	-3	-9
Foster Youth:	-3	-9

22-23 Progress

Scores ELA: (AA -57; H 33; EL -23; FY -1)
Math:(AA -86; H 2; EL -27; FY -47)

24-25 Goal MIGHT be adjusted after 23-24 CAASPP Results

Metric: CAASPP (ELA, Math, Science) - Percent Standard Met or Exceeded

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Action 1.1.1   (SiteGoalID: 7471) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: RTI focus on supporting and intervening with students that are struggling with grade level concepts. Provide teachers the opportunity to report via a Co-Op process struggling students and progress being made. Round one starts in Aug-Oct and round two starts in Jan-Feb. Our instructional coach is always part of this process. • 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=$210x8=$1,680 Certificated- Timesheets (7101/0000) **ACTION 2:** Now that Stone Lake is an AVID elementary school, we will add 3rd grade to our AVID trained teachers. Our 4th, 5th, and 6th grade teams will continue their AVID training and continue	1. We will measure the overall effectiveness of our actions in this area based on the California Dashboard presented to the public each year or the general release of CAASPP scores. • We will monitor 3rd-6th grade level teams via Illuminate data. • SMART Goals turned in from each grade level as way to strengthen PLC work. In addition, calendaring specific dates for vertical articulation throughout the year and adding them on our At a Glance document. • Admin becoming more consistent utilizing FONT to measure FHQI. We will increase our FONT visits by 50%, and we will start utilzing the rating part of FONT and share with teachers the Description of Practice	

implementing AVID strategies in their classrooms. In order for AVID to be implemented, trainings, PD, and supplies are needed. • $15000 for AVID trainings. (7101/0000) • $5000 for subs Certificated-Timesheets (7101/0000)	document during Preservice and revisit during the year. • We will measure the effectiveness of the Co-Op process based on the meetings indeed happening during the first six-ten weeks of school for each track and teachers bringing all assessment data. 2. Fidelity of implementation of AVID in 3rd-6th grade for the 24-25 school year based on classroom visitations, and district/AVID created fidelity measurement tools.	

Site Goal 1.2   (SiteGoalID: 7473) (DTS: 12/13/23)

100% of our 1st, 2nd and 3rd grade students will be reading at grade level by the end of the year based on minimum standards in the areas of fluency and accuracy as measured by Illuminate data on end of 3rd trimester assessment (students in Green).

Metric: Other

Action 1.2.1   (SiteGoalID: 7473) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American • Foster Youth • Hispanic or Latino • Low Income

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?

Action Plan	Progress Monitoring	Evaluation
ACTION 1: Stakeholder input continued to show the value and need of IXL for site-based support in math and ELA. - Site license for IXL is $10,070 Contracts/Services/Subscriptions (7101/0000) **ACTION 2:** We will Lexia is also a supplemental program that stakeholders have agreed is worth continuing. We will monitor and celebrate usage of Lexia for ALL students. - Site license for Lexia is $9,450 Contracts/Services/Subscriptions (7101/0000) **ACTION 3:** K-1 Push-In Support plan will be submitted, if approved, the focus will be on supporting teachers and students in kinder and first grade. **ACTION 4:** We will timesheet our library tech an additional hour each day she works (3 days) to provide additional time for the library to be open for students before and after school. Mrs. Bush will be allocated money to add new titles and culturally relevant books to the library to further expand student access to books. - $20/hr x 4.75 hours= $95 per week x46 weeks=$4,370 Classified Timesheet (7101/0000). - Increase the amount of district approved library books in our school with an emphasis on purchasing library books that increase the equity, diversity and inclusion of our	1, 2, and 3. Illuminate fluency assessments will measure the effectiveness of our actions. - We will monitor usage rates for IXL and Lexia and also monitor impact on 3rd-6th grade students in the area of math on the CAASPP. We will continue to celebrate top Lexia classes during assemblies and share usage information with families via the Hawker's Herald. - All students that have been identified as reading below grade level heading into 1st grade will meet identified usage rates in IXL and Lexia. This will be monitored by our computer lab teacher, VP, and classroom teacher. 2. To have the library open all the additional time that we have scheduled. 3. We will continue to celebrate and hand out medals to our students, and we could possibly look to do a school-wide point challenge with an already identified 16,000 point goal. 4. Classroom libraries being expanded. 6. A more complete tracking of students who receive push-in support, and tracking of students who recieve AIT support. 7. Utilize AR as a new supplemtal reading support for our school.	

school library. $1000
Supplies
Equipment (7101/0000).

ACTION 5:
Grade level teams (TK-6) will be allocated $500 to purchase grade level novels or books to bolster their classroom libraries to assist in making sure that every child is reading at grade level. Any books that are ordered must include culturally inclusive titles. Book orders must be approved by admin.

- $4000 for all grade levels. Materials Supplies Equipment (7101/0000)

1st, 2nd, 3rd, and 5th grades have requested Scholastic News to supplement their reading and the focus of having kids reading at grade level.

- Four grade level subscriptions plus adding Science Spin is $3018.00 Contracts/Services/Subscript ions   (7101/0000)

ACTION 6:
We will continue to utilize our AIT to meet the needs of students needing Tier 2 support based on identifucation via the MTSS process and Co-Op process. The main focus of this work will be with primary students.

ACTION 7:
Purchase AR to replace Reading Counts. Get teachers familiar with the new program and learn how the program can continue to support students in reading. $10,538
Contracts/Services/Subscriptions (7101/0000)

Site Goal 1.3   (SiteGoalID: 7782) (DTS: 04/15/24)

Implementation of effectively communicated success criteria amongst the Franklin Region Schools will increase from 64.2% to 74.2% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Implementation of effectively communicated success criteria amongst Stone Lake Elementary will increase from 61.1% to 90% by the end of the year as measured by the Teaching and Learning Program Implementation Continuum (PIC).

Metric: A-G Completion - Percent of Graduates Completing A-G Requirements

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Action 1.3.1   (SiteGoalID: 7782) (DTS: 04/15/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: Each week, provide teachers with opportunities to collaborate through PLC's focusing on the four PLC questions and utilize Illuminate as one way to monitor the process of progress monitoring. • Continue the focus on the use of Learning Targets, Success Criteria, Student Talk, Active Participation, and Formative Assessment. High quality instruction comes with lifelong learners, and the Franklin Region team will work with instructional coaches to help with PD around the Framework.	The Franklin Region will use initial FONT data from the 24/25 school year, separating out scores for the areas of relevant, explicit, and accessible and compare those scores to FONT Data pulled at the end of each trimester. The Franklin Region will work with their CPL coaches to create common professional development modules delivered to staff on the topic of Success Criteria during the 24/25 school year. Survey teachers on effectiveness of the vertical articulations.	

- We will continue to specifically calendar vertical articulation dates during Early Out Wed. to create 1-6 alignment of expectations around learning targets and success indicators from one grade level to the next.

Funding Sources for District Goal 1 (DEV - LCAP ID: 635)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	6680	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	4370	Classified- Timesheets
Supplemental/Concentration (7101/0000)	48076	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	5000	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 2:	District Needs and Metrics 2:

All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.

Students need high quality programs and services driven by assessment, data analysis, and action as measured by:

- **Test Participation Rate on Districtwide Assessments**

Site Goal 2.1   (SiteGoalID: 7481) (DTS: 01/01/10)

95% of eligible students will be administered all of the required EGUSD assessments designed for their grade level or course

Metric: Test Participation Rate on Districtwide Assessments

Action 2.1.1   (SiteGoalID: 7481) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1-2: Admin will monitor Illuminate data. 1. *Weekly:* Early Out Wednesday meetings are periods of time set aside for teachers to specifically create, maintain, and examine student data from assessments. It is considered our PLC time. In addition, K/1 push-in support is also done to help teachers administer assessments. 2. *April - June:* We will provide release days at the end of the year to help teachers review the year and plan for the next year.	1. One week after the assessment timeline has passed, Admin will identify that tracks and grade levels have met the 95% mark. 2. Grade level release days occurred and agendas were created and turned in.	

- 21 teachers x $210=$4,410 Certificated-Timesheets (7101/0000)
- 7 teachers timesheeted for 7.5 hoursx$50=$2,625 Certificated-Timesheets(7101/0000)

Site Goal 2.2   (SiteGoalID: 7475) (DTS: 12/13/23)

Based on the California Dashboard or district data, 70% of our EL students will demonstrate progress by moving one proficiency level as measured by the ELPAC or at least maintain English Level Proficiency Indicator (ELPI) 4.

21-22 36.25%
22-23 47.3%

Metric: Test Participation Rate on Districtwide Assessments

Action 2.2.1   (SiteGoalID: 7475) (DTS: 12/13/23)

Targeted Student Group(s)

• EL

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June-A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC based on mandated timelines. The teacher will be on a hourly timesheet for her work if	1. 100% of students will be tested and timelines will be met for initial and summatives. VP and principal will be responsible for monitoring.	

this occurs when she is off-track, or since she is our TK teacher, this support often occurs during her non-direct teaching time. **ACTION 2:** Aug-June Under the direction of the VP, a certificated teacher or classified staff will help deliver intensive support to newcomers and struggling EL students that have been identified via testing, Illuminate data or LTEL data. This will occur during the instructional day as well as possible support in reclassification, EL/RFEP monitoring. This will be possibly supplemented with Supplemental funds. **ACTION 3:** Our site will focus on implementing Imagine Learning as a key supplemental digital resource. Purchase of supplemental materials for EL instruction including digital curriculum for intervention and enrichment from the district approved list will be used to help support our EL tutoring. EL Tutoring: $7500 (TBD based on cost of ELPAC testing) Certificated- Timesheets (7150/0000). $5000 Supplemental funds	• Students will be measured based on their progress on the ELPAC. • Students will also be monitored by admin based on the information presented in the California Dashboard, and this information will be shared with staff and SSC.

Site Goal 2.3   (SiteGoalID: 7476) (DTS: 12/13/23)

100% of redesignated students will be proficient in ELA as measured by CAASPP scores that meet or exceed standards.

Metric: Test Participation Rate on Districtwide Assessments

Action 2.3.1   (SiteGoalID: 7476) (DTS: 12/13/23)

Targeted Student Group(s)

• R-FEP

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ACTION 1:** Redesignated students will be monitored throughout the year and continue to receive high quality instruction. *NO FUNDING REQUIRED	**Progress Monitoring** 1. Student progress on the CAASPP in the area of ELA. • Ongoing progress in the classroom in all academic subject areas.	**Evaluation**

Funding Sources for District Goal 2 (DEV - LCAP ID: 635)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	12035	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment

EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	7500	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 3:

All students will learn in an equitable, culturally responsive, physically, and emotionally healthy and safe environment.

District Needs and Metrics 3:

Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:

- **Cohort Graduation Rate**
- **School Climate - Average Favorability Rating**
- **Social Emotional Learning - Average Favorability Rating**
- **Suspension Rate: Percent of Students Suspended**

Site Goal 3.1   (SiteGoalID: 7474) (DTS: 12/13/23)

Stone Lake will address disproportionality by having the percentage of referrals and suspensions for our African American subgroup equal or less than the percentage of African American students enrolled.

Stone Lake will decrease referrals for ALL students by 5%.

22-23 Referral Total-101
23-24 Referral Total-104

22-23 Suspensions AA
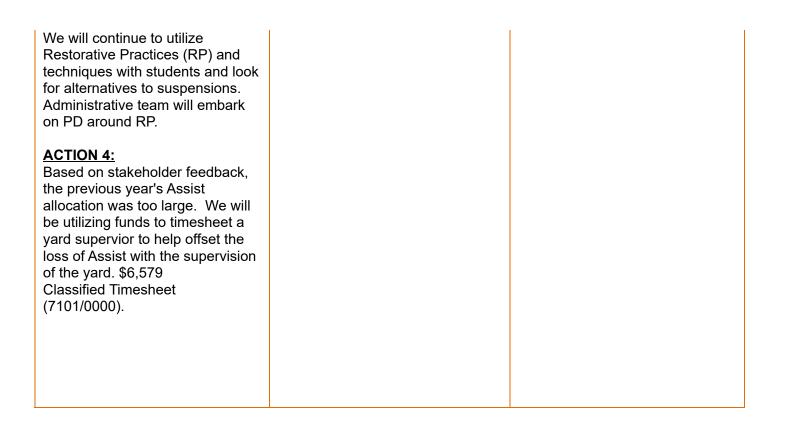8.8% total AA population 3 suspensions 27.3% of total suspensions

23-24 Suspensions AA
9.4% total AA population 3 suspensions 37.5% of total suspensions

Metric: Cohort Graduation Rate

Action 3.1.1   (SiteGoalID: 7474) (DTS: 12/13/23)

Targeted Student Group(s)

• All • Black or African American

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: July-June We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school. We identify students all year and each week. • $1,000 We will purchase allowable, reasonable and necessary supplies to complete the Action Plan for this goal. As well as updated signage around our school. PTO will supplement this with their budget allocation. Materials-Supplies-Equipment (7440/0000) **ACTION 2:** Aug-June Starting in August, we will utilize an RTI model with our Tiered Support Team leading the way in supporting students that might need additional support and rise to Tier 2 and 3 support. **ACTION 3:** July-June Throughout the year the VP and principal will monitor subgroups and look at alternatives to suspension for every subgroup.	1. The number of HAWKS tickets that we collect each week. TFI will also be used to monitor PBIS, referral and suspension data will also be used. 2. TST effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup. This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings. 3. The Ca. Dashboard data will be used to monitor effectiveness of suspension data. Our SIS will be used to measure referrals. 4. School connectedness data via Student Perspective survey and referrals on the playground	

We will continue to utilize Restorative Practices (RP) and techniques with students and look for alternatives to suspensions. Administrative team will embark on PD around RP.

ACTION 4:
Based on stakeholder feedback, the previous year's Assist allocation was too large. We will be utilizing funds to timesheet a yard supervior to help offset the loss of Assist with the supervision of the yard. $6,579 Classified Timesheet (7101/0000).

Site Goal 3.2   (SiteGoalID: 7478) (DTS: 12/13/23)

Stone Lake wants students to feel safe and connected to their school and with their classroom teacher and ALL adults. Based on the EGUSD Student Perspective Survey given to students, Stone Lake students will yield an 80% or higher average favorability rating for ALL students.

- Our African American subgroup will be equal to or greater than the 80% favorability rating.
- 90% of our students will answer they feel respected at this school most of the time or almost all of the time?
    - Our African American subgroup will be equal to or more than the % of all students
- 90% of our students will answer they feel physically safe on campus most of the time or almost all of the time?
    - Our African American subgroup will be equal to or more than the % of all students.

22-23 Progress:
All Students: 78% AA: 68%
Respected: 76% AA: 69%
Safe: 86% AA: 69%

Metric: School Climate - Average Favorability Rating

Action 3.2.1   (SiteGoalID: 7478) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: We will provide unique after school opportunities for students in the area of STEAM/STEM. With a focus making sure that the programs serve the widest range of age groups. An outside vendor will be a partner in this endeavor, and we will allocate GATE money for students to participate. In addition, we will plan to continue our participation in mathletes. • $3,397 for outside vendor Contracts/Services/Subscriptions (7105/0000)	1, 2, 3, and 4. We will utilize the EGUSD Student Perspective Survey Results 2. Survey staff on PD. 3. The number of students participating in GATE activities.	

Stone Lake will provide a safe, caring, nurturing environment where all kids feel cared for, connected to our school and ready to learn. Based on the EGUSD Student Perspective Survey given to 3rd-6th grade students, Stone Lake students will yield the following results (90% favorability is the district standard for 23-24):

An overall SEL score of 90% or higher (will be growth of 13%)
Self-Awareness score of 90% or higher (will be growth of 5%)
Social Awareness score of 90% or higher (will be growth of 16%)
Self Management score of 90% or higher (will be growth of 19%)
Relationship Skills score of 90% or higher (will be growth of 19%)
Responsible Decision Making 90% or higher (will be growth of 5%)

22-23 Progress:

Overall: 77%
SA: 85%
So A:74%
SM: 71%
R DM: 85%
RS: 71%

Metric: Social Emotional Learning - Average
Favorability Rating

Action 3.3.1   (SiteGoalID: 7480) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system. • Utilize our MHT and school psychologist to run student support groups. **ACTION 2:** Utilize district SEL curriculum to support students. Continue and expand further our Community Circles.	1. EGUSD SEL Survey and the outcomes of our TST meetings. This will be monitored by administration and results will be shared with staff and parents in multiple forums and formants. 2. Fidelity of implementation of Second Steps monitored by administration.	

Site Goal 3.4   (SiteGoalID: 7812) (DTS: 04/23/24)

Based on the Tiered Fidelity Inventory, Stone Lake will improve its Tier 1 and Tier 2 scores by at least 5% as measured by the yearly TFI towards the end of the year.

	Tier 1	Tier 2
3/29/2023	87%	92%
3/27/2024	77%	81%

Metric: School Climate - Average Favorability Rating

Action 3.4.1   (SiteGoalID: 7812) (DTS: 04/23/24)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ACTION 1:** We will conduct our monthly Tier 1 and Tier 2 meetings with the necesaary componets of the meetings.	**Progress Monitoring** Monthly check-ins with the VP will be done to monitor this work. This work will be shared and advised by our PBIS coach.	**Evaluation**

Funding Sources for District Goal 3 (DEV - LCAP ID: 635)		
Funding Source	**Amount**	**Description of Use**
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	0	Certificated- Timesheets

Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	6579	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

District Strategic Goal 4:

All students will benefit from programs and services designed to inform and engage family and community partners.

District Needs and Metrics 4:

Students need parent, family and community stakeholders as direct partners in their education as measured by:

- **Attendance Rate**
- **Parents indicating a respectful and welcoming school environment**
- **Parents indicating opportunities for parent input in making decisions**
- **Parents indicating opportunities for parent involvement**
- **Percent Chronically Absent**

Site Goal 4.1   (SiteGoalID: 7472) (DTS: 12/13/23)

We will provide our parents with opportunities to participate in family friendly school-wide activities. With a focus this year that 90% of our parents will attend our Back to School night and Open House as measured by sign-in logs that will be at each class.

Metric: Attendance Rate

Action 4.1.1   (SiteGoalID: 7472) (DTS: 12/13/23)

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan **ACTION 1:** July-June-Utilize multiple communication platforms to notify parents of school events. This is an all year endeavor. **ACTION 2:** July-June-Provide Stone Lake families the opportunity to participate in family friendly events. This is an all year endeavor.	**Progress Monitoring** 1. Parent surveys on effectiveness of admin/school communication 2. Back to School Night and Open House attendance sign-in. 3. End of year parent survey that specifically focuses on the questions that elicit parent feelings on opportunities offered to their families at Stone Lake. Progress on goal will be shared with staff and parents via staff meetings, Coffee Kaltches, PTO meetings, and monthly newsletters.	**Evaluation**

Site Goal 4.2   (SiteGoalID: 7477) (DTS: 12/13/23)

Based on the EGUSD Parent Survey, Stone Lake families will have a 95% average favorability rating in all areas of the survey: Overall Climate, Sense of Belonging, Support of Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms, and Safety.

22-23
Overall Climate: 95%
Sense of Belonging: 97%
Support of Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms: 91%

Safety: 96%

<div style="background-color: #8cc63f; color: white; padding: 10px;">
Metric: Parents indicating a respectful and welcoming school environment
</div>

<div style="background-color: #8cc63f; color: white; padding: 10px;">
Action 4.2.1   (SiteGoalID: 7477) (DTS: 12/13/23)
</div>

Targeted Student Group(s)

• All

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data? • Who will collect the data, how often, and who will it be shared with?	• Are you making progress towards your desired outcome? • What is working or what is not working? • How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: Starting August-June, provide parents with the opportunities to provide input via multiple platforms. The main one being the monthly Coffee Klatches via Zoom. Surveys will also be utilized. **ACTION 2:** *July - June:* Utilize Talking Points as one of the primary communication tools with parents. **ACTION 3:** Collaborate with our EL population via our ELAC and DELAC meetings and continue to receive feedback from this stakeholder group at our school regarding programs and services for our EL students. **ACTION 4:** *July - June:* Once a month we will hold a day to have our Tiered	1. Utilize the 23-24 Admin. Effectiveness survey given at the end of the year via Google Forms and also utilize the EGUSD Parent Survey 2. Survey parent feedback on use of Talking Points and its effectiveness. 3. We will measure with attendance documents. 4. Monitor progress of identified students each month, as well measure the fact that the meetings occur. Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.	

Support Team meet in order to review present levels and make adjustments accordingly for identified struggling students (academically and behaviorally). A roving sub will be provided for teacher to provide input. • 10 days x $210 = $2,100 Certificated Timesheets(7101/0000)		

Site Goal 4.3   (SiteGoalID: 7479) (DTS: 12/13/23)

Stone Lake will have a 95% attendance rate or better.

Stone Lake's chronic absenteeism rate, as measured by students missing more than 10% of their enrolled school days will meet the district goal being 8% or lower.

Our African American subgroup will decrease its chronic absenteeism by 5%.

22-23 Attendance Rate-94.4%
CA-17.3%
AA CA-27.5%

23-24 Attendance Rate(as of April 26)-94.5%
CA-13.9%
AA CA-19.2%

Metric: Attendance Rate

Action 4.3.1   (SiteGoalID: 7479) (DTS: 12/13/23)

Targeted Student Group(s)

• Black or African American

Action Plan	Progress Monitoring	Evaluation
• Describe your step by step plan for intervention for at-risk students.	• How will you measure implementation? • How will you measure student improvement using formative data?	• Are you making progress towards your desired outcome? • What is working or what is not working?

	• Who will collect the data, how often, and who will it be shared with?	• How will you modify your plan if you are not making progress?
Action Plan	**Progress Monitoring**	**Evaluation**
ACTION 1: *July - June:* Our school SOA and VP will closely monitor the attendance of students all year. A team that includes a member from Family and Community Engagement, administration, and our SOA's will monitor the progress of students with attendance concerns, and our office will be proactive in working with and notifying families with attendance problems or potential attendance issues based on the 10% of the enrolled days formula. Our regional attendance support person will continue with her bi-weekly visits to our school to support attendance concerns as well. • We will closely monitor our African American subgroup as this subgroup had high chronic absenteeism, and they will be a part of the above plan and specific students will be monitored. **ACTION 2:** *Monthly:* We will continue identifying students with perfect attendance and outstanding attendance during our awards assemblies. In addition, we will continue to identify monthly perfect attendance students, and with the support of PTO, these students will receive a reward (during the 23-24 school year it was gift cards purchased by PTO). *NO FUNDING REQUIRED	1. We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance (each month). This data will continue to be monitored by the office and admin teams continuously. Utilizing the California Dashboard will also serve as a data point and Power BI. 2. Awards assemblies each trimester that identify and celebrate students with perfect and excellent attendance. Monthly celebration of students Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.	

Funding Sources for District Goal 4 (DEV - LCAP ID: 635)

Funding Source	Amount	Description of Use
Supplemental/Concentration (7101/0000)	0	Certificated- Salaries
Supplemental/Concentration (7101/0000)	2100	Certificated- Timesheets
Supplemental/Concentration (7101/0000)	0	Classified- Salaries
Supplemental/Concentration (7101/0000)	0	Classified- Timesheets
Supplemental/Concentration (7101/0000)	0	Contracts/Services/Subscriptions
Supplemental/Concentration (7101/0000)	0	Materials/Supplies/Equipment
EL Supplemental (7150/0000)	0	Certificated- Salaries
EL Supplemental (7150/0000)	0	Certificated- Timesheets
EL Supplemental (7150/0000)	0	Classified- Salaries
EL Supplemental (7150/0000)	0	Classified- Timesheets
EL Supplemental (7150/0000)	0	Contracts/Services/Subscriptions
EL Supplemental (7150/0000)	0	Materials/Supplies/Equipment

Funding Source Summary for All District Goals

Supplemental/Concentration (7101/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$6680	$12035	$0	$2100	$20815
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$4370	$0	$6579	$0	$10949
Contracts/Services/Subscriptions	$48076	$0	$0	$0	$48076
Materials/Supplies/Equipment	$5000	$0	$0	$0	$5000

EL Supplemental (7150/0000)

Description of Use	District Goal 1	District Goal 2	District Goal 3	District Goal 4	Total
Certificated- Salaries	$0	$0	$0	$0	$0
Certificated- Timesheets	$0	$7500	$0	$0	$7500
Classified- Salaries	$0	$0	$0	$0	$0
Classified- Timesheets	$0	$0	$0	$0	$0
Contracts/Services/Subscriptions	$0	$0	$0	$0	$0
Materials/Supplies/Equipment	$0	$0	$0	$0	$0

Justification of School-Wide Use of Funds

For sites below 40 percent of enrollment of unduplicated pupils, when using supplemental and concentration (LCAP) funds in a school-wide manner, the site must additionally describe how the services provided are the most effective use of funds to meet the site's goals for unduplicated pupils in the state priority areas. Include a description and justification for the use of any funds in a school-wide manner as described in **Actions, Services, and Expenditures** above.

N/A

V. Funding

Stone Lake Elementary (377) | 2024-2025

Fund Source Mgmt. Code / *Description* Resc. Code / *Description*	Allocation	EGUSD Strategic Goals				Balance
		1. Curriculum and Instruction	2. Assessment	3. Wellness	4. Family Engagement	
4900 School Improvement Support **3010** ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	$0	$0	$0	$0	$0	$0
7101 LCFF Supplemental Concentration TK-6 **0000** Unrestricted	$84,840	$64,126	$12,035	$6,579	$2,100	$0
7150 EL Supplemental Program Services TK-6 **0000** Unrestricted	$7,500	$0	$7,500	$0	$0	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,340	$64,126	$19,535	$6,579	$2,100	

Fund Subtotals

Subtotal of additional federal funds included for this school	$0
Subtotal of state or local funds included for this school	$92,340

Title I Centralized Services

Title I Foster Youth	$0	Title I Homeless	$0
Title I Centralized Services	$0	Title I Preschool	$0

		Signatures: (Must sign in blue ink)	Date
Principal	Mark Beard		
School Site Council Chairperson	Tony DelGavio		
EL Advisory Chairperson	Miki Yoneyama		