**Stone Lake Elementary**

# Local Control Accountability Plan (LCAP) 2025-2026

**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 (lcapid: 793) | goalsComplete: 0

## 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 Curriculum, Instruction & Assessment**
- All students will receive high-quality classroom curriculum, instruction, and assessment to promote college, career, and life readiness and close achievement and opportunity gaps.

**Goal 2: Targeted Supports & Interventions**
- Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.

**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 25-26 site LCAP starts during the 24-25 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-February 7, 2025; March 5, 2025; April 2, 2025
Leadership Meetings-January 29, 2025; February 26, 2025; March 26, 2025; April 30, 2025; May 28. 2025
SSC Meetings: September 26, 2024; January 9, 2025; February 20, 2025; April 17, 2025; May 20, 2025
Parent Meetings- January 6, 2025; Feb 3, 2025; March 3, 2025; April 7, 2025; May 5, 2025
ELAC Meetings- October 24, 2024; January 23, 2025; May 19, 2025
Parent Stone Lake LCAP Survey-Month of April
Site-based Staff Survey-Month of April; K-2 grade specific survey April

## 2. Impact of LCAP and Annual Update

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

For the 25-26 school year, data from both our parent community and teachers brings consensus on supports that we fell benefit ALL students, but definitely benefit our students that need extra support. The use of two supplemental technology programs that connect school to home (e.g., Lexia, and IXL) continue to be strongly supported by teachers and parents. Data also shows that our students EASILY meet targeted answered question goals set by both programs that are proven to support student advancement.

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 resources 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.

Consultations with K-2 teachers have brought about a request for support with Illuminate assessments and with the new dyslexia screener.  Other Franklin Regions schools support their teachers, and will support our teachers this year with a roving sub that will teach for a 1/2 day while the teacher pulls students for assessments.

In addition, Accelerated Read continues to be a high usage program at our school.  While it has been a slow transition between Reading Counts and Accelerated Reader, this program 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.

Work with the Franklin Region has once again guided us to continue to focus on the Framework and FONT, with a focus on Success Criteria.

## Resource Inequities (ATSI, TSI 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 to improve support for your most at-risk students. This change could include reallocating resources such as staff, funding, time, space, etc.**

## Goals, Actions, and Progress Indicators

| District Strategic Goal 1: | District Needs and Metrics 1: |
|---|---|
| | |

## High-Quality Curriculum, Instruction & Assessment

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

**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
- Test Participation Rate on Districtwide Assessments

## Site Goal 1.1    (SiteGoalID: 8980) (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 1.1.1    (SiteGoalID: 8980) (DTS: 03/11/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| <u>**ACTION 1-2:**</u><br>**Aug-June**<br>Admin will monitor Illuminate data and communicate data with teachers, and admin will share | 1. One week after the assessment timeline has passed, Admin will identify that tracks and grade levels | |

reminders via the weekly staff bulletin.

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, and I will attempt to secure this resource for 25-26.

- We will allocate money to pay for a half day sub to support K-2 teachers to administer and score the Beginning of the Year Assessment battery. There will be nine teachers, and they will each receive two 1/2 sub days 9 x $105 = $1890 Certificated- Timesheets(7101/0000)

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.

- 21 teachers x $105=$2205 Certificated- Timesheets (7101/0000)
- 7 teachers timesheeted for 3.75 hoursx$50=$1312.50 Certificated- Timesheets(7101/0000)

**ACTION 3:**
K-1 Teachers will be repsonsible for administering a new dyslexia screener for ALL K-1 students. We will support this important endeavor by allocating money to provide a 1/2 sub to support teachers in this brand new task.

6 K-1 teachers x $105 for each half-day sub. $630 Certificated- Timesheets(7101/0000)

have met the 95% mark. Administration will also notify teachers who have not given and added scores to illuminate.
2. Grade level release will occur and agendas will be created and turned in.
3. All dyslexia screeners will be done for ALL students by district provided deadline.

## Site Goal 1.2    (SiteGoalID: 9019) (DTS: 03/19/25)

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:** Formative Assessment

---

## Action 1.2.1    (SiteGoalID: 9019) (DTS: 03/19/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>**Sept-June-**<br>Illuminate data will be monitored.<br><br>**ACTION 2:**<br>**July-Oct-**<br>Our library will be allocated $2000 for book additions.  Our TK-6 grades will be allocated $500 per grade level to purchase books. Any books that are ordered must include culturally inclusive titles. Book orders must be approved by admin.<br><br>• $6000 for library Materials Supplies Equipment (7101/0000)<br><br>1st, 2nd, 3rd, and 5th grades have requested Scholastic News to supplement their reading and the focus of having kids reading at grade level. | 1. After each of the four assessment windows, data will be pulled with the support of our Instructional Coach, and this data will be shared with the staff.<br><br>2. Library/book orders order must be submitted by October 31st.<br><br>3. A more complete tracking of students who receive push-in support, and tracking of students who recieve AIT support.<br><br>4. Utilize a new point goal based on the 2024-2025 ending point total. | |

- Four grade level subscriptions plus adding Science Spin is $3150.18 Contracts/Services/Subscriptions (7101/0000)

**ACTION 3:**
**July-June-**
AIT will meet the needs of students needing Tier 2 support based on identification via the MTSS process and Co-Op process. The main focus of this work will be with primary students.

**ACTION 4:**
**July-June-**
Utilize AR to enhance our students' exposure to reading. $10,410 Contracts/Services/Subscriptions (7101/0000)

$1000 for AR tags. Supplies Equipment (7101/0000)

## Site Goal 1.3    (SiteGoalID: 9020) (DTS: 03/19/25)

5% increase in ALL students meeting or exceeding standards in ELA
3% increase in ALL students meeting or exceeding standards in Math.
5% increase in ALL students meeting or exceeding standards in Science

**23-24 Progress:**
ELA: 69%        -5%
Math: 64%      +1%
Science: 60% +16%

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

**23-24 Progress:**
+38 ELA (-11 from previous year)
+24 in Math (+4 from previous year)
+1 in Science (+4 from previous year)

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

## Action 1.3.1    (SiteGoalID: 9020) (DTS: 03/19/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>**ACTION 1:**<br>**June-July-**<br>We will use Lexia and IXL as supplemental programs that stakeholders have agreed are worth continuing. We will monitor and celebrate usage of Lexia and IXL for ALL students.<br><br>• Site license for Lexia is $9,450 Contracts/Services/Subscriptions  (7101/0000)<br>• Site license for IXL is $10,070 Contracts/Services/Subscriptions  (7101/0000)<br><br>**ACTION 2:**<br>**June-July-**<br>Teachers will supplement Camp Hawks with an off-track academic support, called Hawks Scholar Camp. This camp will focus on students that are struggling with academic concepts. $7000 Certificated-Timesheets(7101/0000) | **Progress Monitoring**<br><br>1. 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.<br><br>• 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. | **Evaluation** |

## Site Goal 1.4    (SiteGoalID: 9149) (DTS: 04/11/25)

Based on the California Dashboard, 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%
23-24 67.2%

**Metric:** Progress toward English Proficiency - Percent Increasing ELPI Level

## Action 1.4.1 (SiteGoalID: 9149) (DTS: 04/11/25)

**Targeted Student Group(s)**

• EL

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>**July-June-**<br>A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC based on mandated timelines.<br><br>**ACTION 2:**<br>**Aug-June**<br>Under the direction of the VP, a certificated teacher 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.<br><br>EL Tutoring and testing support: $9212 (TBD based on cost of ELPAC testing) Certificated- | 1. Students will be tested and timelines will be met for initial and summatives with all completion rates met. VP and principal will be responsible for monitoring.<br>2. Students will be measured based on their progress on the ELPAC.<br><br>• 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.<br><br>3. We will measure effectivness of ELD instruction by looking at FONT scores in Active Participation and Student talk.<br><br>4. We will utilize staff surveys on the usefullness of the information they have received from the PD. | |

Timesheets (7150/0000). $7000 Supplemental funds

**ACTION 3:**
**July-June-**
Admin will utilize FONT visits during ELD time to provide feedback for teachers around the Framework for High Quality Instruction. Teachers will be notified about this during preservice.

**ACTION 4:**
**Aug-June-**
Admin and our EL coach will focus on PD centered around the following three topics:

- EL instructional strategies
- ELPAC test knowledge and what our EL students are being asked to perform
- ELPAC level knowledge, and what do students need to be able to do in order to be moved from one ELPI (English Learner Progress Indicator) to the next.

## Site Goal 1.5    (SiteGoalID: 9150) (DTS: 04/11/25)

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

**22-23 Data**
96.7% of students met or exceeded ELA standards

**23-24 Data**
86.7% of students met or exceeded ELA standards

**Metric:** Reclassified - Percent of English Learners Reclassified

## Action 1.5.1    (SiteGoalID: 9150) (DTS: 04/11/25)

**Targeted Student Group(s)**

• EL

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>**ACTION 1:**<br>**Aug-June-**<br>Redesignated students will be monitored throughout the year and continue to receive high quality instruction.<br><br>*NO FUNDING REQUIRED | **Progress Monitoring**<br><br>1.  Student progress on the CAASPP in the area of ELA.<br><br>• Ongoing progress in the classroom in all academic subject areas. | **Evaluation** |

---

**Site Goal 1.6     (SiteGoalID: 9384) (DTS: 04/22/25)**

Teachers will increase their use of success criteria from 22% to 50%  as measured by FONT Data at the end of Trimester 2 in 2025-2026 looking at the FONT report "Derived Implementation Levels" and specifically the band of "Success Criteria - Explicit".

**Metric:** Success Criteria

---

**Action 1.6.1     (SiteGoalID: 9384) (DTS: 04/22/25)**

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>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.<br><br>• 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.<br>• 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.<br>• FONT data will be shared with staff and there will be a continuation of PD around Success Criteria | 1. We will utilzie Font data to monitor this goal, sharing data in PLC and staff meetings monthly. | |

## Funding Sources for District Goal 1 (DEV - LCAP ID: 793)

| Funding Source | Amount | Description of Use |
|---|---:|---|
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 20033 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 7000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 33080 | Contracts/Services/Subscriptions |
| | | |
| EL Supplemental (7150/0000) | 0 | Certificated- Salaries |
| EL Supplemental (7150/0000) | 9212 | Certificated- Timesheets |
| EL Supplemental (7150/0000) | 0 | Classified- Salaries |
| EL Supplemental (7150/0000) | 0 | Classified- Timesheets |
| EL Supplemental (7150/0000) | 0 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |

---

**District Strategic Goal 2:**

**Targeted Supports & Interventions**

**Students who identify as Black/African American, students with disabilities, students in foster care or experiencing homelessness, and students who identify as Native American will benefit from targeted programs and services that leverage their assets, affirm their identities, and address their needs to close achievement, opportunity, and relationship gaps.**

**District Needs and Metrics 2:**

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

- **African American Disparity**
- **Homeless Student Disparity**
- **Native American Disparity**
- **Students with Disabilities Disparity**
- **Students in Foster Youth Disparity**

---

**Site Goal 2.1    (SiteGoalID: 8875) (DTS: 02/13/25)**

Based on CAASPP scores, the following subgroups will improve their Distance from Standard(DFS) by the following amounts:

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

**23-24 Progress**
Scores ELA: (**AA -54**; **H +39**; EL -30; FY -136)
Math:(**AA -69**; **H +17**; EL -47; FY -204)

**\*\*BOLDED NUMBERS SHOW PREVIOUS YEAR'S GOAL WAS MET\*\***

---

**Metric:** African American Disparity

---

**Action 2.1.1    (SiteGoalID: 8875) (DTS: 02/13/25)**

**Targeted Student Group(s)**

• American Indian or Alaska Native • Black or African American • Foster Youth • Homeless • SWD

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |

| Action Plan | Progress Monitoring | Evaluation |
|---|---|---|
| **ACTION 1:**<br>**June-July-**<br>Stone Lake is an AVID elementary school, and our teams will continue AVID training and continue implementing AVID strategies in their classrooms.  In order for AVID to be implemented, trainings, PD, and supplies are needed.<br><br>• $8000 for AVID support (trainings and supplies)<br>  ○ $5000 for trainings (timesheets)<br>  ○ $3000 for supplies<br><br>**ACTION 2:**<br>**July-June-** | 1. Fidelity of implementation of AVID in 2nd-6th grade for the 25-26 school year based on classroom visitations, and district/AVID created fidelity measurement tools.<br><br>2. 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.<br><br>• We will monitor 3rd-6th grade level teams via Illuminate data. |  |

| | | |
|---|---|---|
| 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.<br><br>• 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=$210x8=$1,680 Certificated- Timesheets (7101/0000)<br><br>**ACTION 3:**<br>**July-June-**<br>Lexia and IXL are researched based programs designed to support learners that need academic support, as both programs meet studetns where they are. | • Co-Op scheduled and completed | |

## Site Goal 2.2     (SiteGoalID: 9239) (DTS: 04/16/25)

Based on CAASPP results, we will increase by 5% the percentage of students with disabilities meeting or exceeding standards on the CAASPP in the following subject areas:

|      | **2024** |
|------|------|
| ELA  | 30%  |
| Math | 33%  |

**Metric:** Students with Disabilities Disparity

## Action 2.2.1     (SiteGoalID: 9239) (DTS: 04/16/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results. |

| | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Based on your summary, what will you adapt/adopt/abandon? |
|---|---|---|
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>**July-June-**<br>Stone Lake is an AVID elementary school, and our teams will continue AVID training and continue implementing AVID strategies in their classrooms.  In order for AVID to be implemented, trainings, PD, and supplies are needed.<br><br>• AVID support (trainings)<br><br>**ACTION 2:**<br>**July-June-**<br>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.<br><br>• 2 Sessions of 4 Track Co-ops<br><br>**ACTION 3:**<br>**July-June-**<br>Lexia and IXL are researched based programs designed to support learners that need academic support, as both programs meet studetns where they are. | 1. 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.<br><br>2. 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.<br><br>• We will monitor 3rd-6th grade level teams via Illuminate data.<br>• Co-Op scheduled and completed | |

| Funding Sources for District Goal 2 (DEV - LCAP ID: 793) | | |
|---|---|---|
| **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) | 0 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 3000 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |

| | | |
|---|---|---|
| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |

**District Strategic Goal 3:**

**Wellness**

**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: 8876) (DTS: 01/01/10)**

Decrease recess referrals by 10% through the implementation of Tier I PBIS supports.

Based on current 2024-2025 data, approximately 77 incident referrals have occured on the playground.

**Metric:** Other

## Action 3.1.1 (SiteGoalID: 8876) (DTS: 02/13/25)

**Targeted Student Group(s)**

• All

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>**July-June**<br>Appropriate supplies, equipment and resources (i.e., signs on the playground with rules for games, various game options, adequate supervision) to establish a well maintained and organized recess.<br><br>**ACTION 2:**<br>**July - June**<br>PBIS Rotations at the beginning of the school year to discuss behavior expectations and refresh throughout the year (upon return from all breaks).<br><br>**ACTION 3:**<br>**July-June**<br>Designated areas for specific games on the playground with adequate supervision.<br><br>**ACTION 4**:<br>**July-June**<br>Explicitly teach rules and expectations of recess games and activities to all students, ongoing throughout the year.<br><br>**ACTION 5:**<br>**July-June**<br>PD for yard supervisors regarding active yard supervision, de- | 1. Administration to monitor and review synergy incident /referral data, yard staffing levels, regular upkeep and ordering of supplies and share with PBIS team monthly.<br><br>2. PBIS Tier I to monitor incident data and share with staff monthly.<br><br>3. Yard supervisors to monitor incident location data, share with administration monthly and adjust recess activity locations as needed.<br><br>4. Administration to schedule monthly Yard Supervisor meetings to support understanding of PBIS behavior expectations, Restorative Practices, de-escalation skills, and game/activity rules and expectations. | |

escalation skills, restorative practices, and game and activity rules and expectations.

## Site Goal 3.2    (SiteGoalID: 9127) (DTS: 04/09/25)

100% of our teaching staff will attend Restorative Practice Training during the 25-26 school year.

**Metric:** Other

## Action 3.2.1    (SiteGoalID: 9127) (DTS: 04/09/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>__ACTION 1:__<br>**April 2024-June 2026-**<br>We will identify RP trainings early in the 24-25 school year and send calendar invtes to staff for the trainings.<br><br>• Off-track teachers will have the option to be time-sheeted for the training. (Supplemental/Concentratio n (7101/0000 $1000) | **Progress Monitoring**<br><br>1. RP trainings being identified and scheduled.<br><br>2. Staff sign-ins | **Evaluation**<br><br>*Calendar invites were sent out on 4/10/25 |

## Site Goal 3.3    (SiteGoalID: 9152) (DTS: 04/11/25)

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:** Suspension Rate: Percent of Students Suspended

## Action 3.3.1   (SiteGoalID: 9152) (DTS: 04/11/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| <u>**ACTION 1:**</u><br>**July-June-**<br>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 students feel connected to their school.  We identify students all year and each week.<br><br>• $1,723 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 | 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.<br>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. | |

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. 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.

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

---

## Site Goal 3.4     (SiteGoalID: 9153) (DTS: 04/11/25)

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%

**23-24 Progress**
All Students: 77% AA: 72%

Respected: 76% AA: 78%
Safe: **86% AA: 91%**

**\*\*BOLDED NUMBERS SHOW GOAL WAS MET**

| **Metric:** School Climate - Average Favorability Rating |
|---|

---

| **Action 3.4.1     (SiteGoalID: 9153) (DTS: 04/11/25)** |
|---|

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What ***formative student data*** will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan**<br><br>__ACTION 1:__<br>**Aug-June**<br>Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system.<br><br>• Utilize our MHT and school psychologist to run student support groups.<br><br>__ACTION 2:__<br>**July-June**<br>Utilize district SEL curriculum to support students.  Continue and expand further our Community Circles.<br><br>__ACTION 3:__<br>**Aug-June**<br>Conduct student focus groups to elecit students thoughts and perspectives (e.g., Pizza with Principal, student groups). | **Progress Monitoring**<br><br>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.<br><br>2. Fidelity of implementation of Second Steps monitored by administration. | **Evaluation** |

## Site Goal 3.5   (SiteGoalID: 9156) (DTS: 04/11/25)

Based on the EGUSD Student Perspective Survey given to 5th and 6th grade students, Stone Lake students will have an overall SEL score of 85% or higher based on the average of the following areas: Social Awareness, Self Management, Self Awareness, Responsible Decision Making, and Relationship Skills.

|  | 22-23 Progress | 23-24 Progress: |
|---|---|---|
| **Overall**: | 77% | 77% |

## Metric: Social Emotional Learning - Average Favorability Rating

## Action 3.5.1   (SiteGoalID: 9156) (DTS: 04/11/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it. <br> • In March, summarize your data collection results. <br> • Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:** <br> **Aug-July** <br> Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system. <br><br> • Utilize our MHT and school psychologist to run student support groups. <br><br> **ACTION 2:** <br> **July-June** <br> 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. <br><br> 2. Fidelity of implementation of Second Steps monitored by administration. | |

| Funding Sources for District Goal 3 (DEV - LCAP ID: 793) | | |
|---|---|---|
| **Funding Source** | **Amount** | **Description of Use** |
| Supplemental/Concentration (7101/0000) | 0 | Certificated- Salaries |
| Supplemental/Concentration (7101/0000) | 2500 | Certificated- Timesheets |
| Supplemental/Concentration (7101/0000) | 0 | Classified- Salaries |
| Supplemental/Concentration (7101/0000) | 1500 | Classified- Timesheets |
| Supplemental/Concentration (7101/0000) | 1723 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

**District Strategic Goal 4:**

**Family & Community Engagement**

**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**

## Site Goal 4.1     (SiteGoalID: 8877) (DTS: 02/13/25)

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-94.7%**
**CA-15.2%**
**AA CA-18.4%**

**Metric:** Attendance Rate

## Action 4.1.1     (SiteGoalID: 8877) (DTS: 02/13/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| - Describe your step by step plan for intervention, for at-risk students, as related to your goal. | - Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | - Throughout the year, report the results of the formative data as you collect it.<br>- In March, summarize your data collection results.<br>- Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| <u>**ACTION 1:**</u><br>*July - June:*<br>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 | 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. | |

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:**
**July-June:**
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 24-25 school year it was gift cards purchased by PTO).

*NO FUNDING REQUIRED

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.

---

## Site Goal 4.2    (SiteGoalID: 9157) (DTS: 04/11/25)

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%

**23-24**
Overall Climate: 96%
Sense of Belonging: 96%
Support of Academic Learning, Knowledge & Fairness of Discipline, Rules, and Norms: 94%
Safety: 98%

## Action 4.2.1    (SiteGoalID: 9157) (DTS: 04/11/25)

**Targeted Student Group(s)**

| Action Plan | Progress Monitoring Plan | Data Collection & Evaluation |
|---|---|---|
| • Describe your step by step plan for intervention, for at-risk students, as related to your goal. | • Describe your step by step plan for progress monitoring your action plan. What *formative student data* will you collect and how often? | • Throughout the year, report the results of the formative data as you collect it.<br>• In March, summarize your data collection results.<br>• Based on your summary, what will you adapt/adopt/abandon? |
| **Action Plan** | **Progress Monitoring** | **Evaluation** |
| **ACTION 1:**<br>**August-June**<br>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.<br><br>**ACTION 2:**<br>**July - June:**<br>Utilize Talking Points as one of the primary communication tools with parents.<br><br>**ACTION 3:**<br>**Aug-June**<br>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.<br><br>**ACTION 4:**<br>**July - June:**<br>Once a month we will hold a day to have our Tiered Support Team meet and collaborate with our families in order to review present levels and make adjustments | 1. Utilize the 24-25 Admin. Effectiveness survey given at the end of the year via Google Forms and also utilize the EGUSD Parent Survey<br>2. Survey parent feedback on use of Talking Points and its effectiveness.<br>3. We will measure with attendance documents.<br>4. Monitor progress of identified students each month, as well measure the fact that the meetings occur.<br><br>Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.<br><br>The ultimate progress on this goal will be measured by the EGUSD Parent Perspective Survey | |

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)

## Funding Sources for District Goal 4 (DEV - LCAP ID: 793)

| 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 | Materials/Supplies/Equipment |
| Supplemental/Concentration (7101/0000) | 0 | Contracts/Services/Subscriptions |
| | | |
| 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 | Materials/Supplies/Equipment |
| EL Supplemental (7150/0000) | 0 | Contracts/Services/Subscriptions |
| | | |

# 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 | $20033 | $6680 | $2500 | $2100 | $31313 |
| Classified- Salaries | $0 | $0 | $0 | $0 | $0 |
| Classified- Timesheets | $0 | $0 | $1500 | $0 | $1500 |
| Materials/Supplies/Equipment | $7000 | $3000 | $1723 | $0 | $11723 |
| Contracts/Services/Subscriptions | $33080 | $0 | $0 | $0 | $33080 |

**Supplemental/Concentration (7101/0000) Total:** **$77,616**

## 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 | $9212 | $0 | $0 | $0 | $9212 |
| Classified- Salaries | $0 | $0 | $0 | $0 | $0 |
| Classified- Timesheets | $0 | $0 | $0 | $0 | $0 |
| Materials/Supplies/Equipment | $0 | $0 | $0 | $0 | $0 |
| Contracts/Services/Subscriptions | $0 | $0 | $0 | $0 | $0 |

**EL Supplemental (7150/0000) Total:** **$9,212**

## 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) | 2025-2026

| Fund Source *Mgmt. Code / Description* *Resc. Code / Description* | Allocation | EGUSD Strategic Goals | | | | Balance |
|---|---|---|---|---|---|---|
| | | 1. Curriculum and Instruction | 2. Targeted Supports & Interventions | 3. Wellness | 4. Family Engagement | |
| **4900** Director of 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 | $77,616 | $60,113 | $9,680 | $5,723 | $2,100 | $0 |
| **7150** EL Supplemental Program Services TK-6 **0000** Unrestricted | $9,212 | $9,212 | $0 | $0 | $0 | $0 |
| **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA** | $86,828 | $69,325 | $9,680 | $5,723 | $2,100 | |

### Fund Subtotals

| | |
|---|---|
| Subtotal of additional federal funds included for this school | $0 |
| Subtotal of state or local funds included for this school | $86,828 |

### Title I Centralized Services

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