



Stone Lake Elementary

Local Control Accountability Plan (LCAP) 2022-2023

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

IV. Goals, Actions and Services

Stone Lake Elementary | Focused Work: 2022-2023

Goal Setting

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 have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

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 have an equitable opportunity to learn in a 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 involve family and community partners.

Stakeholder Engagement

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?

Staff Input:

- Leadership meetings on March 30th and April 27th.
- Admin visits to Early out Wed meetings the entire month of April.
- Staff survey done during the month of April.
- 2021 EGUSD LCAP Needs Survey

School Site Council Meetings:

- March 1st and April 14th and 28th

Parent Input:

- Parent meetings March 7th and April 4th
- Stone Lake Admin Parent Survey administered during the months of March and April garnering over 100 responses.
- 2021 EGUSD LCAP Parent Needs Survey

ELAC: 4/27

Student Input:

- Students were surveyed in Mar 2022 about the school climate.
- Student SEL Survey
- Ca. Healthy Kids survey
- 5th grade students were given the Health Kid Survey in the fall of 2021, which also informed the creation of this LCAP.
- 2021 EGUSD LCAP Needs Survey

Impact of LCAP and Annual Update

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

Consultations with our school site council, ELAC, site leadership and school staff helped give us feedback on initiatives we must continue due to their successful outcomes, and which ones to eliminate or modify for the upcoming 22-23 school year as well as an opportunity to suggest new ideas. Additionally, stakeholders were made aware of goals that could not be accomplished due to on-going pandemic constraints.

Some goals, like utilizing supplemental technology programs that connect learning with home and school must continue based on parent and teacher feedback. Providing teachers release days for data driven instruction and programmatic development must be continued in order to support students. New programs like Assist have proven to be well-received with all stakeholders, and a full year of implementation will hopefully help reduce referrals and suspensions and connect students with other role models on the campus. An increase in our Supplemental Concentration funding will hopefully provide us an opportunity to allow teachers some outside PD opportunities. AVID will be new for our 6th grade team this year, and we will provide energy and effort into implementing this for our 6th grade students.

Resource Inequities

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

There weren't any resource inequities discovered. With LCFF, ESSER and general funding our current students' academic needs were met to the greatest extent possible.

There were opportunity inequities. COVID and the impact it had this year on student attendance has been troublesome to watch. Students missing multiple days multiple times has created a disjointed year for students and teachers. Moreover, the impact that distance learning has had on students, which has been clearly apparent with this year's full return of school, will most likely continue to impact academic progress for some students for years to come.

Goals, Actions, and Progress Indicators

District Strategic Goal 1:

All students will have access to standards aligned curriculum and receive high quality instruction to promote college, career, and life readiness and eliminate the achievement gap.

District Needs and Metrics 1:

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

- A-G Completion
- Access to Courses (Honors, AP/IB, CTE)
- AP/IB Exams
- CAASPP
- Content Standards Implementation
- CTE Sequence Completion
- EAP
- Other (Site-based/local assessment)
- Progress toward English Proficiency
- Redesignation
- Teacher Assignment

Site Goal 1.1

Based on 20-21 CAASPP results:

75% of students met or exceeded standards in ELA.

68.7% of students met or exceeded standards in Math.

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.

Distance from Standard(DFS) goals will be set for targeted subgroups in EL and Math, always focusing on the achievement gap:

Math: All subgroups will meet the goal of not being greater than -9 from DFS.

ELA: All subgroups will be +20 or greater from DFS.

Based on the 21-22 CAASPP scores this will be adjusted and NEW goals will be set.

Metric: CAASPP

Actions/Services 1.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <p>RTI-A focus on supporting an 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.</p> <ul style="list-style-type: none">• 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=\$246x8=\$1,968 Certificated- Timesheets (7101/0000) <p>Our 6th grade team will be AVID trained and begin implementing AVID strategies in their classrooms. In order for AVID to be implemented, trainings, PD, and supplies are needed.</p> <ul style="list-style-type: none">• \$3,500 for supplies (7101/0000)• \$1,000 for SCOE trainings (7101/0000)• \$2,000 for subs for SCOE trainings. (7101/0000) <p>Allocate funds to allow teachers to attend PD and conferences. With a focus on Framework for High Quality Instruction. All PD requests by grade level teams will be handled on a first come first served with Leadership approving any PD opportunities outside of the district. \$6,784 will be allocated to cover registration fees and possible travel expenses.</p> <p>Contracts/Services/Subscriptions</p>	<p>Hattie and multiple researchers have identified teachers as having the greatest impact on student learning.</p> <p>According to Hattie, RTI has 1.07 effect size.</p>	<p>1. We will measure effectiveness based on the California Dashboard presented to the public each year or the general release of CAASPP scores.</p> <ul style="list-style-type: none">• We will monitor and discuss 3rd-6th grade level teams via Illuminate data.• SMART Goals turned in from each grade level as way to strengthen PLC work.• We will measure the Co-Op process based on the meetings indeed happening during the first six weeks of school for each track and teachers bringing all assessment data. <p>2. Fidelity of implementation of AVID in 6th grade for the 2022-2023 school year based on classroom visitations, and district/AVID created fidelity measurement tools.</p> <p>3. Teacher PD opportunities will be measured based on teacher surveys and utilizing a TOT approach of sharing what was learned with the staff.</p>

(7101/0000)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$3500	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$1000	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$2000	Certificated- Timesheets	
Supplemental/Concentration (7101/0000)	\$6784	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$1968	Certificated- Timesheets	

Site Goal 1.2

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

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

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

Metric: Other (Site-based/local assessment)

Actions/Services 1.2.1

Principally Targeted Student Group

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

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Stakeholder input clearly continued to show the value and need of IXL for site-based support in math.</p> <ul style="list-style-type: none">• Site license for IXL in math is \$7,125 Contracts/Services /Subscriptions (7101/0000) <p>Three year site license for Lexia Core 5 (ESSER funded)</p> <p>Stone Lake will utilize an AIT to support ALL students that have been identified as reading below grade level (ESSER funded)</p>	<p>This study investigated thousands of public schools in the state of California that used IXL mathematics and English language arts (ELA) between 2012 and 2015. We examined the impact of IXL Math and IXL ELA as measured by the California Assessment of Student Performance and Progress (CAASPP). Analysis required that schools have both pretest and posttest scores, so only schools with valid 2013 Academic Performance Index (API) and 2015</p>	<p>1. Illuminate fluency assessments will measure the effectiveness of our actions.</p> <ul style="list-style-type: none">• 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.• All students that have been identified as reading below grade level heading into 1st grade will meet identified usage rates in IXL and Lexia.

Stone Lake will use a dedicated support for K-1 support (ESSER funded)

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)

Grade level teams will be allocated \$1,000 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.

- \$8,000 for all grade levels (including the LC). Materials
Supplies
Equipment (7101/0000)

CAASPP test scores were included. IXL usage by the schools in this study ranged from less than one minute per student, per week, to over 100 minutes per student, per week. Our researchers found, even with the wide range in usage, strong positive correlation between IXL usage and schools' performance on the CAASPP in both math and ELA. These findings are statistically significant.

Lexia Core 5 is a research based reading intervention program proven to accelerate the development of fundamental literacy skills.

One study showed at-risk students made substantial progress in Core5 in the last few months of school. One-third of nearly 10,000 students ended the year working on skills in or above their grade level.

Based on research from the School Library Journal, Quality school library programs significantly impact the most vulnerable students. For the first time, the impact of library programs on selected student groups that tend to experience achievement gaps was examined directly. The Pennsylvania System of School Assessment (PSSA), which measures how well schoolchildren are doing in reading, writing, math, and science according to the state's education standards, maintains separate test scores for subgroups of students who are economically disadvantaged, black, Hispanic, and have Individualized Education Programs (IEPs). PSSA scores range from "Advanced," which indicates an in-depth understanding of the subject and superior academic performance, to "Below Basic," which reflects poor understanding and inadequate academic performance.

Consistently, reading and writing scores are better for students who have a full-time certified librarian than those who don't. Students

This will be monitored by our computer lab teacher, VP, and classroom teacher.

2. AIT will track and monitor student progress.

3. We will monitor the number of books checked out from the library at the end of 2022 and set a goal to increase the number of books checked out for the 2022-2023 school year.

who are economically disadvantaged, black, Hispanic, and have IEPs (i.e., students with disabilities) benefit proportionally more than students generally. These findings suggest that staffing libraries with certified librarians can help close achievement gaps.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$4357	Classified- Salaries	
Supplemental/Concentration (7101/0000)	\$8000	Materials/Supplies/Equipment	
Supplemental/Concentration (7101/0000)	\$7125	Contracts/Services /Subscriptions	

<p>District Strategic Goal 2:</p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p>	<p>District Needs and Metrics 2:</p> <p>Students need high quality programs and services driven by assessment, data analysis, and action as measured by:</p> <ul style="list-style-type: none"> • Assessment System • Data and Program Evaluation • Other (Site-based/Local assessment)
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Site Goal 2.1

Stone Lake has a high usage rate for Illuminate assessments, but for the 22-23 school year, 100% of our teachers will utilize Illuminate diagnostic and interim assessments. 100% of grade level teams will submit SMART goals based on 1st and 2nd trimester Interim assessments in ELA and Math, utilizing 21-22 scores as baseline scores.

Metric: Assessment System

Actions/Services 2.1.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
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<p>1. 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.</p> <p>2. If allowed, we will return to grade level release days at the end of the year to help teachers review the year and plan for the next year.</p> <ul style="list-style-type: none"> • 22 teachers x \$246=\$5,412 Certificated-Timesheets (7101/0000) • 7 teachers timesheeted for 7.5 hoursx\$50=\$2,625 Certificated-Timesheets(7101/0000) 	<p>Hattie's work shows that professional development has a 0.51 ES. Teachers learn best practices from each other via PLC time.</p> <ul style="list-style-type: none"> • Collective teacher efficacy 1.57 • Teacher clarity .75 • Formative evaluation .68 <p>Rick DuFour, Becky DuFour, and Bob Eaker September 2007 Authors of Learn By Doing Importance of Common Assessments</p>	<ol style="list-style-type: none"> 1. Illuminate data 2. Teacher agendas and notes for the meetings. 3. SMART Goals set and results turned in.
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Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$8037	Certificated- Timesheets	

Site Goal 2.2

Based on the California Dashboard, 80% 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.

20-21 results show that 58% met the goal.

Metric: Assessment System

Actions/Services 2.2.1

Principally Targeted Student Group

- EL

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC. The teacher will be on a hourly	Rosetta Stone and Reading Wonders are both researched based curriculums for ELL's. In addition, IXL is also shown to be an effective research based program for EL students.	<ol style="list-style-type: none"> 1. Students will be measured based on their progress on the ELPAC. 2. 100% of students will be tested and timelines will be met for initial and summatives

timesheet for her work. Under the direction of the VP, the teacher will also help deliver intensive support to newcomers and struggling EL students during the instructional day as well as support in re-designation, RFEP monitoring.

EL Tutoring: \$6,759 (TBD based on cost of ELPAC testing)
 Certificated- Timesheets (7150/0000)

The authors examined the implementation of a blended learning program for literacy instruction across kindergarten through Grade 5 in a Title I urban elementary school, including a population of students (18%) who are English learners. Student progress in the online component of the blended learning program was a significant predictor of growth in reading performance on a standardized reading assessment (Group Reading Assessment and Diagnostic Evaluation, Pearson Assessment, Boulder, CO) when controlling for student grade level, initial student skill level, and English learner status; however, students in kindergarten through Grade 2 showed more substantial gains than students in later grades. These results suggest there is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades. (Prescott, J., Bundschuh, K., Kazakoff, E.R. & Macaruso, P. (2017) **Elementary school-wide implementation of a blended learning program for reading intervention.** Journal of Educational Research

3. Students will also be monitored based on the information presented in the California Dashboard.

Funding Source	Amount	Description of Use	
EL Supplemental (7150/0000)	\$6759	Certificated- Timesheets	

Site Goal 2.3

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

20-21: 90% of reclassified students met or exceeded standards in ELA

Metric: Assessment System

Actions/Services 2.3.1

Principally Targeted Student Group

- R-FEP

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Redesignated students will be monitored and continue to receive high quality instruction. *NO FUNDING REQUIRED	Students that are redesignated must be monitored for four years after they are reclassified.	1. Student progress on the CAASPP in the area of ELA.

Funding Source	Amount	Description of Use	

<p>District Strategic Goal 3:</p> <p>All students will have an equitable opportunity to learn in a culturally responsive, physically/ and emotionally healthy and safe environment.</p>	<p>District Needs and Metrics 3:</p> <p>Students need a safe and engaging academic, social-emotional, and physical school environment as measured by:</p> <ul style="list-style-type: none"> • Cohort Graduation • Expulsion • HS Dropout • MS Dropout • Other (Site-based/local assessment) • School Climate • Social Emotional Learning • Suspension
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Site Goal 3.1

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%.

Metric: Suspension	
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Actions/Services 3.1.1

Principally Targeted Student Group

- All • Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>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.</p> <ul style="list-style-type: none"> • \$1,000 for school-related supplies (e.g., pencils, pens, binders, folders, etc.) that students will earn based on the HAWKS tickets that they earn each week. Materials-Supplies-Equipment (7440/0000) <p>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.</p> <p>The VP and principal will monitor this subgroup and look at alternatives to suspension for every subgroup. We will continue to utilize Restorative Practices and techniques with students and look for alternatives to suspensions. VP and Principal will utilize the "Alternative Discipline Menu" shared in the book <i>Don't Suspend Me</i></p> <p>Referral data shows that the playground continues to be the location where most behaviors occur. We will implement the Assist team to support students on the playground and facilitate games and activities.</p> <p>Based on feedback from staff and parents, we will continue to utilize recess support on the playground as a way to help supervise students and reduce playground disagreements. The district is allocating \$30,000 for Assist, and we will basically match that amount to provide Assist services 3 days a week. 67 days x \$457.80=\$30,672.60 Contracts/Services/Subscriptions</p>	<p>Hattie's research shows that RTI has a 1.07 effect size.</p> <p>School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. PBIS is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies.</p> <p>https://www.pbis.org/resource/is-school-wide-positive-behavior-support-an-evidence-based-practice</p> <p>Bradshaw, C., Debnam, K., Koth, C., & Leaf, P. (2009). Preliminary validation of the implementation phases inventory for assessing fidelity of school-wide positive behavior supports. <i>Journal of Positive Behavior Interventions</i>, 11 (3), 145-160.</p>	<p>1. Effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup.</p> <ul style="list-style-type: none"> • This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings. • The Ca. Dashboard data will be used to monitor effectiveness of suspension data. Our SIS will be used to measure referrals. • School connectedness data via Culture Climate student survey. • TFI will be used to monitor PBIS

(7101/0000)

Funding Source	Amount	Description of Use
PBIS (7440/0000)	\$1000	Materials/Supplies/Equipment
Supplemental/Concentration (7101/0000)	\$30672	Contracts/Services /Subscriptions

Site Goal 3.2

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 Climate 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.

Metric: School Climate

Actions/Services 3.2.1

Principally Targeted Student Group

- Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
Admin will be starting a monthly Pizza With the Principals where groups of intermediate students will meet with the principals to discuss topics that impact our school and get suggestions from the group about what can be better or improved. Work with CPL and the Equity Team to provide PD around Culturally Responsive Practices.	School Climate and the CCRPI : Dennis A. Kramer II, Senior Research and Policy Analyst; Jeff Hodges, Program Specialist, Safe and Drug-Free Schools; Marilyn Watson Program Manager, Safe and Drug-Free Schools Research has demonstrated that a positive school climate is associated with: •Academic achievement •Student engagement in school •Positive social skills development	1. We will utilize the EGUSD Culture/Climate Student Survey Results 2. Survey staff on PD. 3. The number of students participating in GATE activities. 4. Number of students participating in after school activities (of all ages).

We will provide unique after school opportunities for our students in the area of GATE by working with outside vendors like EDMO. Look to add two students for GATE recognition based on portfolio.

[Effective Teaching is Culturally Responsive, Culturally Responsive Teaching: A Guide to Evidence-Based Practices for Teaching All Students Equitably, Basha Krasnoff, March 2016](#)

We will provide unique after school opportunities for students in the area of STEAM/STEM. With a focus making sure that the programs service the widest range of age groups. EDMO will be a partner in this endeavor. Based on EDMO's cost, we will allocate GATE money for students to participate in EDMO.

- \$3,397 for EDMO Contracts/Services /Subscriptions (7105/0000)

We will also allocate funds to continue GATE students participating in Mathletes in the Franklin Region or on a national scale via a distance learning model.

- \$100 fee for Franklin Mathletes
- \$625 Teacher stipend (benefits included). Certificated Stipend (7101/0000)

We will allocate \$6071 to partner with entities that will help to provide VAPA, STEM, Coding after school opportunities for students. Contract-Services (7101/0000)

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$725	Certificated-Stipends	
GATE (7105/0000)	\$3397	Contracts/Services /Subscriptions	
Supplemental/Concentration (7101/0000)	\$6071	Contracts/Services /Subscriptions	

Site Goal 3.3

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 Social Emotional Learning Survey given to 4th-6th grade students, Stone Lake students will yield the following results:

- An overall SEL score of 80% or higher (will be growth of 3%)
- Self-Awareness score of 75% or higher (will be growth of 5%)
- Social Awareness score of 90% or higher (will be growth of 7%)
- Self Management score of 80% or higher (will be growth of 7%)
- Relationship Skills score of 75% or higher (will be growth of 3%)
- Responsible Decision Making 90% or higher (will be growth of 4%)

Metric: Social Emotional Learning

Actions/Services 3.3.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system.</p> <p>Utilize district SEL curriculum to support students. Continue and expand further our Community Circles.</p> <p>Utilize our MHT and school psychologist to run student support groups.</p>	<p>A meta-analysis of 213 programs, primarily covering three decades of research, found that social and emotional learning interventions that address the competencies listed above (in the site goal) increased students' academic performance by 11 percentile points, as compared to students who did not participate in such SEL programs (Durlak et al., 2011). https://www.edutopia.org/sel-research-learning-outcomes</p>	<p>1. EGUSD SEL Survey</p>

Funding Source	Amount	Description of Use	

<p>District Strategic Goal 4:</p> <p>All students will benefit from programs and services designed to inform and involve family and community partners.</p>	<p>District Needs and Metrics 4:</p> <p>Students need parent, family and community stakeholders as direct partners in their education as measured by:</p> <ul style="list-style-type: none"> • Attendance Rate
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- Chronic Absentee Rate
- Family and Community Engagement
- Input in Decision Making
- Other (Site-based/local assessment)
- Partnerships for Student Outcome
- Relationships Between Staff and Families

Site Goal 4.1

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.

21-22 87% of our families attended Back to School Night

Metric: Family and Community Engagement

Actions/Services 4.1.1

Principally Targeted Student Group

- School-wide

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Utilize multiple communication platforms to notify parents of school events.</p> <p>Provide Stone Lake families the opportunity to participate in family friendly events.</p>	<p>Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.</p>	<ol style="list-style-type: none"> 1. Back to School Night and Open House attendance sign-in. 2. Parent surveys on effectiveness of admin/school communication 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.

Funding Source	Amount	Description of Use

Site Goal 4.2

Based on the end of the year Administrative Effectiveness Survey that parents take, 85% of our parents will either Agree or Strongly Agree that they are provided opportunities for parent input in making decisions at Stone Lake

Metric: Input in Decision Making

Actions/Services 4.2.1

Principally Targeted Student Group

- All

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Provide parents with the opportunities to provide input via multiple platforms. Coffee Klatches, that will probably continue via Zoom, surveys, and social media.</p> <p>Utilize Talking Points as one of the primary communication tools with parents.</p> <p>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.</p> <p>Once a month we will hold a day to have our Tiered Support Team meet in order to review present levels and make adjustments accordingly for identified struggling students (academically and behaviorally).</p> <ul style="list-style-type: none">• 10 days x \$246 = \$2,460 Certificated Timesheets(7101/0000)	<p>Research is clear, parents that are involved in their child's education provide their children a better chance to be academically successful. Hattie's research assigns a 0.49 ES on parental involvement.</p>	<ol style="list-style-type: none">1. Utilize the 20-21 Admin. Effectiveness survey given at the end of the year via SurveyMonkey as well as to provide input on other things at Stone Lake.2. Survey parent feedback on use of Talking Points and its effectiveness.3. We will measure with attendance documents.

Funding Source	Amount	Description of Use	
Supplemental/Concentration (7101/0000)	\$2460	Certificated- Timesheets	

Site Goal 4.3

Stone Lake will maintain an attendance rate of above 96%, with the district goal being 95% or higher.

Stone Lake's chronic absenteeism rate, as measured by students missing more than 10% of their enrolled school days, will not exceed 5%, with the district goal being 8% or lower.

Metric: Chronic Absentee Rate	
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Actions/Services 4.3.1

Principally Targeted Student Group

- Black or African American

What Specific Actions/Services will you Provide to this Student Group?	What is the Research Confirming this is an Effective Practice?	How will you Measure the Effectiveness of each Action/Service?
<p>Our school SOA and VP will closely monitor the attendance of students. A team that includes a member from Family and Community Engagement 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.</p> <p>We will closely monitor our African American subgroup as this subgroup was orange in the 2019 dashboard.</p> <p>*NO FUNDING REQUIRED</p>	<p>Students cannot learn if they are not in school. The research for the Dept of Education is clear. Children who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by the third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.</p>	<ol style="list-style-type: none"> 1. We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance. This data will continue to be monitored by the office and admin teams continuously. 2. Utilizing the California Dashboard will also serve as a data point.

Funding Source	Amount	Description of Use

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.

V. Funding

Stone Lake Elementary (377) | 2022 - 2023

Fund Source Mgmt. Code/Description Resc. Code/Description	FTE	Carry Over	Allocation	Subtotal	EGUSD Strategic Goals				Balance
					1 - Curriculum and Instruction	2 - Assessment	3 - Wellness	4 - Family Engagement	
1510 Regular Education (TK-6) 0000 Unrestricted	0.0000	\$0	\$18,037	\$18,037	\$18,037	\$0	\$0	\$0	\$0
7101 LCFF Supplemental Concentration TK-6 0000 Unrestricted	0.0000	\$0	\$82,700	\$82,700	\$34,734	\$8,037	\$37,469	\$2,460	\$0
7105 Gifted and Talented Education (GATE) TK-6 0000 Unrestricted	0.0000	\$0	\$3,397	\$3,397	\$0	\$0	\$3,397	\$0	\$0
7150 EL Supplemental Program Services TK-6 0000 Unrestricted	0.0000	\$0	\$6,759	\$6,759	\$0	\$6,759	\$0	\$0	\$0
7440 Positive Behavior Incentive Supports 0000 Unrestricted	0.0000	\$0	\$1,000	\$1,000	\$0	\$0	\$1,000	\$0	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.0000	\$0	\$111,893	\$111,893	\$52,771	\$14,796	\$41,866	\$2,460	

Total Funds Provided to the School Through the Consolidated Application	TBD
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Subtotal of additional federal funds included for this school	\$0
Subtotal of state or local funds included for this school	\$111,893

Signatures: (Must sign in blue ink)

Date

Principal

School Site Council Chairperson

EL Advisory Chairperson
