

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stone Ranch Elementary School	37682960102822	10-29-19	11-14-19

School Vision and Mission

Stone Ranch Elementary School's Mission is to serve as the gateway to our students' future and to prepare them for success as members of the global society in alignment with the PUSD vision, core values, and LCAP goals. We are committed to all students learning as every member of our staff works to meet their individual student needs. We embrace and celebrate the cultural diversity of our school community as we involve parents as partners in their child's education. We recognize that effective elementary education, and meeting our student's academic and social emotional needs, is crucial to launching our students successfully on a path to college, career, and life readiness.

School Profile

Stone Ranch Elementary School is a dynamic learning community and home to over 850 eager, inquisitive, energetic Trailblazers (PreK - 5th) who are active participants in their learning. With a founding mission to Honor Our Past, Explore Our Present, Discover Our Future – and in the process realize that Our Stories Connect Us, our school remains committed to ensuring that all Trailblazers feel like an integral part of our diverse learning community. A focus on writing ensures that our students have numerous opportunities to write, share stories, and connect. We provide our learners with a rigorous, supportive culture that includes comprehensive instruction in basic skills, multiple pathways for learning and engagement, personalized learning and choice, and problem/project-based learning in a culturally responsive learning environment. A strong sense of community is built upon mutual respect and the meaningful contribution of all members. Our emphasis on Character Counts! and the pillars of Trustworthiness, Responsibility, Respect, Citizenship, Caring, and Fairness supports our efforts to develop citizens for both the present and the future.

Our Stone Ranch Trailblazers enjoy a rich learning environment and the respect and admiration of their teachers, support staff, and fellow students. They know that they are the center of our school and that decisions are made in their best interest, that the adults encourage them to learn, explore, and discover. Our children know that we respect their opinions and are committed to giving them voice and the tools they'll need to use their voice for the greater good. Our Multi-Tiered Systems of

Support (MTSS) provides appropriate interventions, whether academic, social-emotional, or behavioral, in order to help all of our students thrive. Our competent and caring staff are focused on the energetic learners who come every day to blaze a trail to their future!

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our staff began the annual update of our SPSA in August and September with in-depth review of academic achievement data from the previous school year including: MAP, CAASPP, and grade level Core Assessments. Survey data including the California Healthy Kids Survey, Speak Up Survey, and the PTA California School of Excellence surveys as well as our LCAP feedback through ThoughtExchange were also reviewed. Collaborative teams reflected on all aspects of student growth and achievement, identified our strengths and areas for growth, and developed new goals and strategies to work to close any achievement gaps identified.

Stone Ranch understands the importance of including all stakeholders in the process of developing and monitoring our SPSA. Parents are encouraged to be part of our site planning through:

- attending Back to School Nights in August
- as a member of our School Site Council/Site Safety Committee
- attending parent events (Parent Education, Family Nights, Schoolwide Events)
- attending Principal Coffees
- parents of EL students are invited and encouraged to attend English Language Advisory Committee (ELAC) meetings.

Parents are made aware of these opportunities through our weekly emailed "Blazer Bulletin," targeted call-out/emails, and classroom communications (email/call-out/newsletters).

During the spring 2019 and fall 2019 SSC meetings, members reviewed/evaluated programs, budgets and objectives in the SPSA. They were given opportunities to contribute to the development of the plan. The SSC reviewed the overall plan, budget, and goals before voting to approve. Once the SPSA is approved, the SSC will continue to review the action steps and budget throughout the school year. If any proposed modifications to the SPSA occur, they will be brought to the SSC to vote to accept or reject any changes.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	0.12%			1
African American	1.2%	1.08%	0.24%	11	10	2
Asian	35.1%	35.32%	35.22%	316	326	293
Filipino	4.6%	3.68%	4.33%	41	34	36
Hispanic/Latino	8.4%	8.34%	8.77%	76	77	73
Pacific Islander	0.3%	0.33%	0.48%	3	3	4
White	41.5%	39.54%	34.62%	374	365	288
Multiple/No Response	1.2%	4.12%	7.45%	11	38	62
	Total Enrollment			901	923	832

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	144	167	147
Grade 1	142	127	118
Grade 2	136	151	130
Grade3	129	141	155
Grade 4	186	142	140
Grade 5	164	195	142
Total Enrollment	901	923	832

Conclusions based on this data:

1. Overall enrollment is declining. A new school of choice opened in our neighborhood a few years ago.
2. Our subgroups remain mostly stable with a decline in our percentage of Caucasian students and an increase in multiple/no response. Our two largest subgroups remain Asian and Caucasian.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	170	188	163	18.9%	20.4%	19.6%
Fluent English Proficient (FEP)	114	127	133	12.7%	13.8%	16.0%
Reclassified Fluent English Proficient (RFEP)	44	53	23	21.4%	31.2%	12.2%

Conclusions based on this data:

1. Our percentage of students who are English Learners remained stable over the past 3 years.
2. Our percentage of students Reclassified Fluent English Proficient (RFEP) declined significantly to 12.2% (2018-2019) from 31.2% (2017-2018).

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	144	156	131	142	152	131	142	152	97.8	98.6	97.4
Grade 4	194	140	142	190	139	138	190	139	138	97.9	99.3	97.2
Grade 5	164	194	144	163	192	141	163	192	141	99.4	99	97.9
All	492	478	442	484	473	431	484	473	431	98.4	99	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2472.	2488.	2478.	48.09	54.23	48.68	23.66	25.35	24.34	16.79	11.27	19.08	11.45	9.15	7.89
Grade 4	2542.	2533.	2539.	58.42	55.40	58.70	25.79	24.46	23.91	7.37	9.35	8.70	8.42	10.79	8.70
Grade 5	2579.	2588.	2581.	53.99	56.77	51.77	27.61	31.77	33.33	14.11	4.17	7.80	4.29	7.29	7.09
All Grades	N/A	N/A	N/A	54.13	55.60	52.90	25.83	27.70	27.15	12.19	7.82	12.06	7.85	8.88	7.89

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	44.27	52.11	48.68	36.64	39.44	42.11	19.08	8.45	9.21	
Grade 4	56.32	51.08	50.00	36.84	41.73	42.03	6.84	7.19	7.97	
Grade 5	50.92	52.60	55.32	42.94	40.63	39.01	6.13	6.77	5.67	
All Grades	51.24	52.01	51.28	38.84	40.59	41.07	9.92	7.40	7.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	47.33	45.07	33.55	40.46	43.66	54.61	12.21	11.27	11.84
Grade 4	53.68	51.80	48.55	40.00	36.69	42.75	6.32	11.51	8.70
Grade 5	59.51	63.02	54.61	33.74	31.77	36.17	6.75	5.21	9.22
All Grades	53.93	54.33	45.24	38.02	36.79	44.78	8.06	8.88	9.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.17	40.85	38.16	53.44	55.63	57.24	8.40	3.52	4.61
Grade 4	42.63	35.25	36.96	48.95	60.43	60.14	8.42	4.32	2.90
Grade 5	38.04	45.31	34.04	57.67	48.44	60.28	4.29	6.25	5.67
All Grades	39.88	41.01	36.43	53.10	54.12	59.16	7.02	4.86	4.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.17	52.82	34.87	50.38	39.44	51.32	11.45	7.75	13.82
Grade 4	54.74	46.04	46.38	37.37	44.60	44.93	7.89	9.35	8.70
Grade 5	60.74	67.19	55.32	33.13	26.56	39.72	6.13	6.25	4.96
All Grades	52.27	56.66	45.24	39.46	35.73	45.48	8.26	7.61	9.28

Conclusions based on this data:

1. High participation rate is steady over past three years.
2. We did not meet our 2018-2019 goal of ELA overall 85% of students "met or exceeded" standard.
3. Our most significant achievement gaps in ELA include English Learners with 28% and Students with Disabilities 43% at "met or exceeded" standard.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	134	144	156	133	142	155	133	142	155	99.3	98.6	99.4
Grade 4	194	140	142	191	139	138	191	139	138	98.5	99.3	97.2
Grade 5	164	194	144	164	193	143	164	193	143	100	99.5	99.3
All	492	478	442	488	474	436	488	474	436	99.2	99.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2497.	2497.	2490.	48.12	47.18	42.58	33.83	35.21	36.13	14.29	13.38	17.42	3.76	4.23	3.87
Grade 4	2556.	2543.	2554.	56.54	55.40	57.97	24.61	24.46	26.81	16.75	15.83	13.77	2.09	4.32	1.45
Grade 5	2595.	2593.	2584.	65.24	57.51	58.74	14.63	22.80	17.48	15.24	13.99	17.48	4.88	5.70	6.29
All Grades	N/A	N/A	N/A	57.17	53.80	52.75	23.77	27.00	27.06	15.57	14.35	16.28	3.48	4.85	3.90

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	66.92	62.68	56.13	25.56	31.69	38.71	7.52	5.63	5.16	
Grade 4	68.06	66.91	68.84	24.61	22.30	25.36	7.33	10.79	5.80	
Grade 5	71.95	66.32	62.94	18.29	21.76	26.57	9.76	11.92	10.49	
All Grades	69.06	65.40	62.39	22.75	24.89	30.50	8.20	9.70	7.11	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.14	59.15	51.61	40.60	35.92	41.94	5.26	4.93	6.45
Grade 4	62.83	55.40	65.94	31.94	40.29	28.26	5.24	4.32	5.80
Grade 5	57.32	56.99	50.35	37.80	35.75	40.56	4.88	7.25	9.09
All Grades	58.61	57.17	55.73	36.27	37.13	37.16	5.12	5.70	7.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.89	57.04	49.03	38.35	35.92	43.23	6.77	7.04	7.74
Grade 4	63.87	56.83	59.42	26.70	35.97	31.16	9.42	7.19	9.42
Grade 5	53.66	51.81	51.75	37.20	39.38	40.56	9.15	8.81	7.69
All Grades	57.99	54.85	53.21	33.40	37.34	38.53	8.61	7.81	8.26

Conclusions based on this data:

1. High participation rate remains steady over past 3 years.
2. We did not meet our overall goal of 83% of students at "met or exceeded" standard.
3. Our most significant achievement gaps in Math include English Learners with 49% and Students with Disabilities 56% at "met or exceeded" standard.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1460.1		1457.3		1466.8		56	
Grade 1	1507.8		1497.7		1517.3		38	
Grade 2	1563.2		1554.6		1571.3		24	
Grade 3	1529.1		1532.2		1525.6		18	
Grade 4	1522.8		1517.0		1528.2		21	
Grade 5	*		*		*		*	
All Grades							167	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	58.93	*	21.43	46.88	*	*	*	*	56	32
1	81.58	60	*	34.29	*	*		*	38	35
2	83.33	61.76	*	32.35		*		*	24	34
3	*	*	*	*	*	*	*	*	18	13
4	*	*	*	*	*	*	*	*	21	11
5	*	*	*	*	*	*	*	*	*	13
All Grades	63.47		22.16		10.18		*		167	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	57.14	37.5	28.57	40.63	*	*	*	*	56	32
1	78.95	62.86	*	31.43		*	*	*	38	35
2	95.83	70.59	*	*				*	24	34
3	66.67	*	*	*	*		*	*	18	13
4	57.14	*	*	*		*	*	*	21	11
5	*	*	*	*	*	*	*	*	*	13
All Grades	69.46		21.56		*		*		167	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	60.71	*	*	40.63	23.21	*	*	*	56	32
1	76.32	48.57	*	45.71	*	*	*	*	38	35
2	79.17	41.18	*	47.06		*			24	34
3	*	*	*	*	*	*	*	*	18	13
4	*	*	52.38	*	*	*	*	*	21	11
5	*	*	*	*	*	*	*	*	*	13
All Grades	55.69		24.55		14.37		*		167	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.79	46.88	19.64	46.88	*	*	56	32
1	86.84	88.57	*	*			38	35
2	91.67	67.65	*	32.35			24	34
3	*	*	*	*	*	*	18	13
4	*	*	*	*	*		21	11
5	*	*		*	*	*	*	13
All Grades	73.65		22.16		*		167	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.64	43.75	42.86	46.88	*	*	56	32
1	76.32	48.57	*	48.57	*	*	38	35
2	91.67	70.59	*	*		*	24	34
3	83.33	*	*	*		*	18	13
4	66.67	*	*	*	*	*	21	11
5	*	*	*	*	*	*	*	13
All Grades	67.66		26.35		*		167	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	*	44.64	81.25	*		56	32
1	84.21	82.86	*	*		*	38	35
2	87.50	38.24	*	61.76			24	34
3	*	*	*	*	*	*	18	13
4	*	*	61.90	*	*	*	21	11
5	*	*	*	*	*	*	*	13
All Grades	55.69		36.53		7.78		167	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	67.86	65.63	23.21	*	*	*	56	32
1	50.00	34.29	47.37	62.86	*	*	38	35
2	75.00	50	*	47.06		*	24	34
3	*	*	61.11	*	*	*	18	13
4	*	*	*	*	*	*	21	11
5	*	*	*	*		*	*	13
All Grades	58.08		37.13		*		167	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Our reclassification rate of Students Redesignated Fluent English Proficient (RFEP) dropped to 12% (2018-2019) from 34% (2017-2018).
2. Staff will benefit from increased understanding of ELPAC results and implications for best targeted teaching strategies.
3. Scale scores and levels were adjusted from 2017-2018 to 2018-2019. Further analysis of data after the 2019-2020 school year will help us to identify trends and reach additional conclusions.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	11	*	*	0	1	*	0.0	*	*
American Indian or Alaskan			*			*			*
Asian	333	338	299	6	12	4	1.8	3.6	1
Filipino	46	37	30	1	3	2	2.2	8.1	5
Hispanic or Latino	80	82	79	2	5	4	2.5	6.2	5
Did not Report	22	39	66	1	2	3	4.5	5.3	8
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	72	71	81	2	4	1	2.8	5.8	1
White	385	381	293	11	27	13	2.9	7.2	4
Male	506	514		10	31		2.0	6.2	
Female	447	448		13	22		2.9	4.9	
English Learners	194	196	163	5	12	8	2.6	6.2	6
Students with Disabilities	110	127		6	10	3	5.5	7.9	3
Socioeconomically	66	80	55	3	8	11	4.5	10.0	17
Migrant									
Foster	*			1			*		
Homeless	*	*		1	1		*	*	
Kindergarten	154	178		9	24		5.8	13.5	
Grades 1-3	431	440		6	20		1.4	4.6	
Grades 4-6	368	344		8	9		2.2	2.6	
Grades 7-8									
Grades K-8	953	962		23	53		2.4	5.6	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	953	962	855	23	53	27	2.4	5.6	3

Conclusions based on this data:

1. Absenteeism is spread across all subgroups and grades, with higher rates in primary grades historically. Chronic absentees went down from 57 (6% in 2017-2018) to 27 (3% in 2018-2019).
2. Our attendance rate remained the same at 97% for past two years.
3. Socioeconomically Disadvantaged students have the highest absence rate of our subgroups.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.3	0.1

Conclusions based on this data:

1. Our suspension rate remains very low with implementation of restorative justice practices and increasing social emotional supports in place.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Stone Ranch Elementary, our students promote to middle school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Based upon Spring of 2020 California Assessment of Student Performance and Progress report, 83% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of Math.

Identified Need

This need was identified by analysis of Stone Ranch's data from the California Assessment of Student Performance and Progress (CAASPP) report, which shows that currently there are 20% of students who are below proficiency levels as measured by the Math portion of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP Math test shows 80% of all students are "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 3 percentage points, from 80% in 2019 to 83% in 2020.
English Learner Data from the Math portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP Math test shows 49% of EL students are "Standard Met" or "Standard Exceeded."	The percentage of EL students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 6 percentage points, from 49% in 2019 to 55% in 2020.
EDY/Title I Data from the Math portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP Math test shows 86% of EDY/Title I students are "Standard Met" or "Standard Exceeded."	The percentage of EDY/Title I students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 1 percentage point, from 86% in 2019 to 87% in 2020.
Student with Disabilities Data from the Math portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP Math test shows 56% of Students with Disabilities "Standard Met" or "Standard Exceeded."	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion will increase by 6 percentage points, from 56% in 2019 to 62% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students identified as EDY and ELL.

Strategy/Activity

Targeted small group math instruction to include pre-teaching of skills and building math vocabulary will be provided to EDY and ELL students to support access and engagement in rigorous math tasks. Support will be provided by classroom teacher, instructional aide, and/or impact teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2800.00

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Impact Teacher

12340.00

English Learners
2000-2999: Classified Personnel Salaries
Instructional Aide

37,200.00

Foundation
1000-1999: Certificated Personnel Salaries
Impact Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will utilize Science, Technology, Engineering, and Math (STEM) tasks to increase student ability to find multiple solutions to a wide variety of open-ended problems. STEM activities may include Project Lead The Way (PLTW) units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No additional budgeted expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will utilize appropriate Depth of Knowledge questioning strategies and have students articulate their reasoning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No additional budgeted expenditures.

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students Grades TK-2

Strategy/Activity

Students will engage in collaborative conversations and utilize sentence frames to explain and justify their mathematical thinking.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades 3-5

Strategy/Activity

Students will engage regularly in Number Talks to articulate and explain their mathematical thinking and problem-solving with multiple solutions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 2: English Language Arts

Based upon Spring of 2020 California Assessment of Student Performance and Progress report, 83% of all students will score at "Standard Met" or "Standard Exceeded" in the overall area of English Language Arts.

Identified Need

This need was identified by analysis of Stone Ranch's data from the California Assessment of Student Performance and Progress (CAASPP) report, which shows that currently there are 20% of students who are below proficiency levels as measured by the English Language Arts portion of the CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 80% of all students have "Standard Met" or "Standard Exceeded."	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 3 percentage points, from 80% in 2019 to 83% in 2020.
English Learner Data from the English Language Arts portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 28% of EL students have "Standard Met" or "Standard Exceeded."	The percentage of EL students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increased by 6 percentage points, from 28% in 2019 to 34% in 2020.
EDY/Title I Data from the English Language Arts portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 77% of EDY/Title I students have "Standard Met" or "Standard Exceeded."	The percentage of EDY/Title I students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 4 percentage points, from 77% in 2019 to 81% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the English Language Arts portion of the 2020 CAASPP	Data from the Spring 2019 CAASPP English Language Arts test shows 43% of Students with Disabilities have "Standard Met" or "Standard Exceeded."	The percentage of all Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion will increase by 6 percentage points, from 43% in 2019 to 49% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All teachers will administer universal core assessments and utilize student data and observations to create meaningful groupings of students in order to individualize instruction to meet the needs of each student. All teachers will utilize appropriate Depth of Knowledge questioning strategies and have students articulate their reasoning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth
0	English Learners
0	No additional budgeted expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students identified as EDY

Strategy/Activity

Classroom teacher and/or Impact teacher will utilize appropriate depth of knowledge questioning strategies and support students in articulating their thinking. Supports to include pre-teaching key vocabulary and small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
See Goal 1 for budgeted expenditures for
Impact Teacher.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Classroom teacher and/or Impact teacher will utilize appropriate depth of knowledge questioning strategies and support students in articulating their thinking. Supports to include pre-teaching key vocabulary and small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

English Learners
2000-2999: Classified Personnel Salaries
See Goal 1 for budgeted expenditure for
Instructional Aide

700.00

English Learners
4000-4999: Books And Supplies
Purchased as needed to support small group
instructional strategies.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK and Kindergarten Students

Strategy/Activity

Small group targeted early literacy skills instruction will be provided to all TK and K students identified in need of intervention through CORE assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000.00

Source(s)

Foundation
2000-2999: Classified Personnel Salaries
TK/K Instructional Aides

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students Grades 1-2

Strategy/Activity

Teachers will integrate reading and writing instruction with Social Studies and Science themes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students Grades 3-5

Strategy/Activity

Students will engage regularly in close reading of a wide variety of complex texts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

By June 2020, Stone Ranch Elementary students will show an increase in their perception of their ability to identify their emotional state as measure by Zones of Regulation. Baseline will be set in fall 2019.

Identified Need

This need was identified by analyzing data from staff surveys and behavior referrals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Post survey of both staff and students.	Staff will analyze findings from our Fall 2019 PBIS Pre-survey and our Spring 2020 PBIS Post-survey.	We are seeking increased understanding and utilization of Positive Behavior Supports across all grades.
English Learner		
EDY/Title I		
Student with Disabilities		
Evidence from Synergy discipline data on referrals logged by administration.	Baseline will be established from Spring 2019 data.	Decrease in number of discipline referrals Spring 2019 to Spring 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students will learn our 4 expectations through the matrix of positive behavior and presentation by all teachers of the "First 20 Days" of the school year detailing behavioral expectations in all areas of our campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All staff will participate in professional development to develop Multi-Tiered Systems of Support (MTSS) for our students including Zones of Regulation, Whole Body Listening, Big Problem/Small Problem, and Expected/Unexpected Behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional funds necessary.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counselor or Student Services Assistant will teach the grade level appropriate Second Step series of lessons to each classroom during the 2019-2020 school year. All students will start each school day with a "Mindful Moment" for quiet personal reflection.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

No additional funds necessary.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$73,040.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$2,800.00
English Learners	\$13,040.00
Foundation	\$57,200.00

Subtotal of state or local funds included for this school: \$73,040.00

Total of federal, state, and/or local funds for this school: \$73,040.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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English Learners	13,040.00	0.00
Educationally Disadvantaged Youth	2,800.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	2,800.00
English Learners	13,040.00
Foundation	57,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	40,000.00
2000-2999: Classified Personnel Salaries	32,340.00
4000-4999: Books And Supplies	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	2,800.00
	English Learners	0.00
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	12,340.00
4000-4999: Books And Supplies	English Learners	700.00
1000-1999: Certificated Personnel Salaries	Foundation	37,200.00

2000-2999: Classified Personnel Salaries

Foundation

20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,340.00
Goal 2	20,700.00
Goal 3	0.00

School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Lisa Danzer	Principal	10-29-19	
Christa McIntosh	Other School Staff	10-29-19	
Sandra Hudson	Classroom Teacher	10-29-19	
Donna Mueller	Classroom Teacher	10-29-19	
Laureen Tuey	Classroom Teacher	10-29-19	
Mala Dudani	Parent or Community	10-29-19	
Sheila Bakhtar	Parent or Community	10-29-19	
Samir Kanade	Parent or Community	10-29-19	
Annette Skold	Parent or Community	10-29-19	
Jon Miller	Parent or Community	10-29-19	

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

Recommendations and Assurances

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

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

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

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

Signature	Date	Committee or Advisory Group Name
	10-29-19	English Learner Advisory Committee
	10-29-19	Special Education Advisory Committee
	10-29-19	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10-29-19.

Attested:

Principal, Lisa Danzer on 10-29-19
SSC Chairperson, Christa McIntosh on 10-29-19