



## **Stone Lake Elementary**

# **Local Control Accountability Plan (LCAP) 2023-2024**

**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: 2023-2024

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### Goal Setting (Icapid: 550)

#### 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.
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#### 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?

We provide multiple opportunities for stakeholder feedback:

Staff Meetings: March 1st and April 5th

Leadership Meeting: March 29th and April 26

Staff LCAP Survey: Week of April 3rd

Parent Feedback: Coffee Klatches March 7th and April 3rd

Parent Survey: Week of April 3rd  
Talking Points Parent Survey: Week of April 17th  
SSC meetings during the 22-23 school year. (11/9/22, 2/15/23, 4/20/23, 4/26/23, 5/17/23)  
ELAC Meetings: 10/20/22, 1/31/23, 4/26/23

## 2. Impact of LCAP and Annual Update

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

Consultations with stakeholders confirms that two of our largest allocations of money are supported strongly by stakeholder groups. First, the continuation of supplemental technology programs that connect school to home (e.g., Lexia, and IXL) are beneficial and supported by teachers and parents based on survey data.

Next, the recess support program from Assist continues to be supported by staff and parents alike.

Lastly, AVID strategies that have been shared via our 6th grade team during 22-23 staff meetings have prepped other grade levels for the expansion of AVID at their grade levels (4th and 5th grades). 4th and 5th grade teams will be AVID trained over the summer, and we will begin to implement AVID strategies in both grade levels.

Grade level teams 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.

One topic that was brought up by parents in surveys was the condition of books in our library. This feedback prompted a larger allocation to purchase additional library books, with a continued idea that the books will meet the diverse needs of our school site.

Stone Lake had a state identified additional targeted support and improvement (ATSI) designation this year. Due to the COVID Pandemic, ATSI eligibility determinations in 2022–23 were based on only one year of Dashboard results (i.e., the 2022 Dashboard). Stone Lake's African American population met ATSI in chronic absenteeism. Since numerous groups and the overall amount of students at Stone Lake the met chronic absenteeism reached the 25% threshold, this plan identifies some specific steps we will take to try and reduce these numbers.

## Resource Inequities

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

A monitoring of our 22-23 LCAP and a plan evaluation did not identify any resource inequities.

## 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 (SiteGoalID: 6484) (DTS: 02/10/23)**

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

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

Distance from Standard(DFS) Subgroups (we will adopt the EGUSD 23-24 goal for our identified subgroups)

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

\*\*\*23-24 Goal will be adjusted after 22-23 CAASPP Results\*\*\*

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

**Actions/Services 1.1.1 (SiteGoalID: 6484) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---|--|---|
| <p><b>ACTION 1:</b><br/>           Each week, provide teachers with opportunities to collaborate through PLC's focusing on the four PLC questions and utilize</p>   | <p>1. We will measure the overall effectiveness of our actions in this area based on the California Dashboard presented to the public</p>  |   |

Illuminate as one way to monitor the process of progress monitoring.

- Continue the focus on the use of Learning Targets, Success Criteria, Student Talk, Active Participation, and Formative Assessment. High quality instruction comes with lifelong learners, we will allocate money to help offset the costs of teacher PD \$1424 Certificated-Timesheets (7101/0000)
- Start vertical articulation during Early Out Wed. to create 1-6 alignment of expectations around learning targets and success indicators from one grade level to the next.

**ACTION 2:**

RTI 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. Round one starts in Aug-Oct and round two starts in Jan-Feb. Our instructional coach is always part of this process.

- 2 Sessions of 4 Track Co-ops x 1 roving substitute for each Co-Op=\$210x8=\$1,680 Certificated- Timesheets (7101/0000)
- K-1 Push-In Support plan was submitted, if approved, there will be a focus on students that are entering 1st grade identified below grade level in reading.

**ACTION 3:**

Our 4th&5th grade teams will be AVID trained and begin implementing AVID strategies in their classrooms. 6th grade will continue the implementation of AVID in their classrooms. In order for AVID to be implemented, trainings, PD, and supplies are needed.

each year or the general release of CAASPP scores.

- We will monitor 3rd-6th grade level teams via Illuminate data.
- SMART Goals turned in from each grade level as way to strengthen PLC work. In addition, calendaring specific dates for vertical articulation throughout the year.
- Admin becoming more consistent utilizing FONT to measure FHQI. We will have a combined 100 visits memorialized via FONT.

2. We will measure the effectiveness of 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.

3. Fidelity of implementation of AVID in 4th-6th grade for the 23-24 school year based on classroom visitations, and district/AVID created fidelity measurement tools.

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• \$940 for supplies(7101/0000)</li> <li>• \$1,000 for subs for SCOE trainings. (7101/0000)</li> </ul> |  |  |
|---|--|--|

**Site Goal 1.2 (SiteGoalID: 6487) (DTS: 02/10/23)**

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:** Content Standards Implementation - Percent Early Applying and Applying

**Actions/Services 1.2.1 (SiteGoalID: 6487) (DTS: 02/10/23)**

**Targeted Student Group(s)**

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

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---|--|---|
| <p><b>ACTION 1:</b><br/>Stakeholder input clearly continued to show the value and need of IXL for site-based support in math. In addition, staff feedback shared that extending the support of IXL to include ELA and Science was needed.</p>   | <p>1, 2, and 3. Illuminate fluency assessments will measure the effectiveness of our actions.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>        |   |

- Site license for IXL is \$14,250  
Contracts/Services/Subscriptions (7101/0000)

**ACTION 2:**

We will timesheet our library tech an additional hour each day she works (3 days) to provide additional time for the library to be open for students before and after school. Mrs. Bush will be allocated money to add new titles and culturally relevant books to the library to further expand student access to books.

- \$20/hr x 4.75 hours= \$95 per week x46 weeks=\$4,370  
Classified Timesheet (7101/0000).
- Increase the amount of district approved library books in our school with an emphasis on purchasing library books that increase the equity, diversity and inclusion of our school library.  
\$4500 Supplies  
Equipment (7101/0000).

**ACTION 3:**

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

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

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

- Four grade level subscriptions plus adding Science Spin is

will continue to celebrate top Lexia classes during assemblies and share usage information with families via the Hawker's Herald.

- All students that have been identified as reading below grade level heading into 1st grade will meet identified usage rates in IXL and Lexia. This will be monitored by our computer lab teacher, VP, and classroom teacher.

2. We will monitor the number of books checked out from the library at the end of 2023 and set a goal to increase the number of books checked out for the 23-24 school year by 10%.

3. We will continue to celebrate and hand out medals to our students, and we could possibly look to do a school-wide point challenge with an already identified 16,000 point goal.

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| <p>\$2560.00 Contracts/Services /Subscriptions (7101/0000)</p> <p>Reading Counts has been a staple at Stone Lake, and it provides an incentive for our kids to read more words each year.</p> <p>\$6182.00<br/>Contracts/Services/Subscriptions (7101/0000)</p> |  |  |
|---|--|--|

| Funding Sources for District Goal 1    | Amount  | Description of Use               |
|--|---------|----------------------------------|
| Supplemental/Concentration (7101/0000) | \$4104  | Certificated- Timesheets         |
| Supplemental/Concentration (7101/0000) | \$4370  | Classified- Timesheets           |
| Supplemental/Concentration (7101/0000) | \$22992 | Contracts/Services/Subscriptions |
| Supplemental/Concentration (7101/0000) | \$9440  | Materials/Supplies/Equipment     |

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|--|---|
| <p><b>District Strategic Goal 2:</b></p> <p>All students will benefit from instruction guided by assessment results (formative, interim and summative) and continuous programmatic evaluation.</p> | <p><b>District Needs and Metrics 2:</b></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"> <li>• Assessment System</li> <li>• Data and Program Evaluation</li> <li>• Other (Site-based/Local assessment)</li> </ul> |
|--|---|

**Site Goal 2.1 (SiteGoalID: 6818) (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

**Actions/Services 2.1.1 (SiteGoalID: 6818) (DTS: 03/31/23)**



**Targeted Student Group(s)**

- All

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>  | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---|---|--|
| <p><b><u>ACTION 1-2:</u></b><br/>Admin will monitor Illuminate data.</p> <p>1. <i>Weekly:</i> 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. <i>April - June:</i> We will provide 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"> <li>• 22 teachers x \$210=\$4,620<br/>Certificated- Timesheets (7101/0000)</li> <li>• 7 teachers timesheeted for 7.5 hoursx\$50=\$2,625<br/>Certificated- Timesheets(7101/0000)</li> </ul> | <ol style="list-style-type: none"> <li>1. One week after the assessment timeline has passed, Admin will identify that tracks and grade levels have met the 95% mark.</li> <li>2. Grade level release days occurred and agendas were created and turned in.</li> </ol>                                     | <p>Illuminate reports</p>  |

**Site Goal 2.2 (SiteGoalID: 6489) (DTS: 02/10/23)**

Based on the California Dashboard or district data, 70% of our EL students will demonstrate progress by moving one proficiency level as measured by the ELPAC or at least maintain English Level Proficiency Indicator (ELPI) 4. The district's goal is 55% for the 23-24 school year.

21-22 results show that 38.6% met the goal.

**Metric: Test Participation Rate on Districtwide Assessments**

**Actions/Services 2.2.1 (SiteGoalID: 6489) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- EL

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>   | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>                     | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|--|---|--|
| <p><b>ACTION 1:</b><br/>                     July-June-A certificated teacher will work in conjunction with the VP to help coordinate and administer initial and summative ELPAC based on mandated timelines. The teacher will be on a hourly timesheet for her work if this occurs when she is off-track, or since she is our TK teacher, this support often occurs during her non-direct teaching time.</p> <p>Aug-June Under the direction of the VP, a certificated teacher or classified staff will help deliver intensive support to newcomers and struggling EL students that have been identified via testing, Illuminate data or LTEL data. This will occur during the instructional day as well as as possible support in re-designation, RFEP monitoring.</p> <p>EL Tutoring: \$6779 (TBD based on cost of ELPAC testing)<br/>                     Certificated- Timesheets (7150/0000)</p> | <p>1. 100% of students will be tested and timelines will be met for initial and summatives</p> <ul style="list-style-type: none"> <li>• Students will be measured based on their progress on the ELPAC.</li> <li>• Students will also be monitored based on the information presented in the California Dashboard.</li> </ul> |  |

**Actions/Services 2.2.2 (SiteGoalID: 6489) (DTS: 04/20/23)**

## Targeted Student Group(s)

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---|--|---|
|   |  |   |

### Site Goal 2.3 (SiteGoalID: 6490) (DTS: 02/10/23)

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

21-22: 23/25 92% of our reclassified students met or exceeded standards in ELA

**Metric:** Test Participation Rate on Districtwide Assessments

### Actions/Services 2.3.1 (SiteGoalID: 6490) (DTS: 02/10/23)

## Targeted Student Group(s)

- R-FEP

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|---|--|---|
| <p><b>ACTION 1:</b><br/>Redesignated students will be monitored throughout the year and continue to receive high quality instruction.</p>   | <p>1. Student progress on the CAASPP in the area of ELA.</p> <ul style="list-style-type: none"> <li>• Ongoing progress in the classroom in all academic subject areas.</li> </ul>  |   |

\*NO FUNDING REQUIRED

**Funding Sources for District Goal 2**

**Amount**

**Description of Use**

EL Supplemental (7150/0000)

\$6779

Certificated- Timesheets

Supplemental/Concentration  
(7101/0000)

\$7245

Certificated- Timesheets

**District Strategic Goal 3:**

All students will have an equitable opportunity to learn in a 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
- Expulsion
- HS Dropout
- MS Dropout
- Other (Site-based/local assessment)
- School Climate
- Social Emotional Learning
- Suspension

**Site Goal 3.1 (SiteGoalID: 6488) (DTS: 02/10/23)**

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

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

**Metric:** Suspension Rate: Percent of Students Suspended

**Actions/Services 3.1.1 (SiteGoalID: 6488) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All • Black or African American

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.
- Actions and Services should be step by step in a chronological order.
- Actions and Services should remove barriers and implement changes.

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?
- How often and when will it be collected?
- Who will it be shared with and when?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

**ACTION 1:**

July-June

We will continue to utilize our PBIS and HAWKS Honor to identify and celebrate the accomplishments of Stone Lake students, and continue to help make them feel connected to their school. We identify students all year and each week.

- \$1,000 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. As well as updated signage around our school. PTO will supplement this with their budget allocation. Materials-Supplies-Equipment (7440/0000)

**ACTION 2:**

Aug-June

Starting in August, we will utilize an RTI model with our Tiered Support Team leading the way in supporting students that might need additional support and rise to Tier 2 and 3 support.

**ACTION 3:**

July-June

Throughout the year the VP and principal will monitor subgroups and look at alternatives to suspension for every subgroup. We will continue to utilize Restorative Practices and techniques with students and look for alternatives to suspensions.

1. The number of HAWKS tickets that we collect each week. TFI will also be used to monitor PBIS, referral and suspension data will also be used.
2. TST effectiveness will be measured based on site data on referrals for all students and specifically our African American subgroup. This behavior data as well as academic data will be monitored twice a month in PBIS meetings as well as during our RTI meetings.
3. The Ca. Dashboard data will be used to monitor effectiveness of suspension data. Our SIS will be used to measure referrals.
4. School connectedness data via Culture Climate student survey, referrals on the playground, and student feedback via surveys on Assist being on the playground will be conducted this year and delivered to students via their Chromebooks. 10% reduction in playground referrals.

**ACTION 4:**

July-June

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=\$39,223.68

Contracts/Services/Subscriptions (7101/0000)

**Site Goal 3.2 (SiteGoalID: 6492) (DTS: 02/10/23)**

Stone Lake wants students to feel safe and connected to their school and with their classroom teacher and ALL adults. Based on the EGUSD Student 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 - Average Favorability Rating**

**Actions/Services 3.2.1 (SiteGoalID: 6492) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American

**What Specific Actions/Services will you Provide to this Student Group?**

- Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.

**How will you Progress Monitor the Implementation of Actions/Services?**

- What progress data will be collected and who will collect it?

**Evaluation Cycles in 2023-2024**

- What is working?
- What is not working and why?
- What modifications do you need to make?

| <ul style="list-style-type: none"> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul>   | <ul style="list-style-type: none"> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>  |  |
|---|---|--|
| <p><b><u>ACTION 1:</u></b><br/>Each month admin will have Pizza With the Principals where groups of intermediate students (6th graders) 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.</p> <p><b><u>ACTION 2:</u></b><br/>Work with CPL and the Equity Team to provide support and ideas around Culturally Responsive Practices and maybe utilize DEI choice courses in this work.</p> <p><b><u>ACTION 3:</u></b><br/>We will provide unique after school opportunities for students in the area of STEAM/STEM. With a focus making sure that the programs serve the widest range of age groups. An outside vendor will be a partner in this endeavor, and we will allocate GATE money for students to participate. In addition, we will plan to continue our participation in mathletes.</p> <ul style="list-style-type: none"> <li>• \$3,397 for EDMO Contracts/Services/Subscriptions (7105/0000)</li> <li>• 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. \$500 Teacher stipend (benefits included). Certificated Stipend (7101/0000)</li> </ul> <p><b><u>ACTION 4:</u></b><br/>Based on availability, we have submitted a request to once again bring the Crocker Museum Art Ark back to Stone Lake. The plan will be to bring back the Art Night event that we have had in the past as well. \$2500 Contracts/Services/Subscriptions</p> | <p>1, 2, 3, and 4. We will utilize the EGUSD Culture/Climate Student Survey Results</p> <p>2. Survey staff on PD.</p> <p>3. The number of students participating in GATE activities.</p> <p>4. All classes will participate in the Art Ark classes.</p> |  |

(7105/0000)

### Site Goal 3.3 (SiteGoalID: 6494) (DTS: 02/10/23)

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 (90% favorability is the district standard for 23-24):

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

**Metric:** Social Emotional Learning - Average Favorability Rating

### Actions/Services 3.3.1 (SiteGoalID: 6494) (DTS: 02/10/23)

#### Targeted Student Group(s)

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul> | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> |
|---|--|---|
| <b><u>ACTION 1:</u></b><br>Starting in August, our Tiered Support Team will meet every other week to discuss students that have been referred via our MTSS system. <ul style="list-style-type: none"><li>• Utilize our MHT and school psychologist to run student support groups.</li></ul>   | <ol style="list-style-type: none"><li>1. EGUSD SEL Survey and the outcomes of our TST meetings.</li><li>2. Fidelity of implementation of Second Steps</li></ol>  |   |



**ACTION 2:**

Utilize district SEL curriculum to support students. Continue and expand further our Community Circles.

| Funding Sources for District Goal 3    | Amount  | Description of Use               |
|--|---------|----------------------------------|
| GATE (7105/0000)                       | \$3397  | Contracts/Services/Subscriptions |
| PBIS (7440/0000)                       | \$1000  | Materials/Supplies/Equipment     |
| Supplemental/Concentration (7101/0000) | \$500   | Certificated-Stipends            |
| Supplemental/Concentration (7101/0000) | \$42224 | Contracts/Services/Subscriptions |

**District Strategic Goal 4:**

All students will benefit from programs and services designed to inform and involve 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
- 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 (SiteGoalID: 6486) (DTS: 02/10/23)**

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

22-23 87% of our families attended Back to School Night

**Metric:** Attendance Rate

**Actions/Services 4.1.1 (SiteGoalID: 6486) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul> | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>  | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> |
|---|---|---|
| <p><b>ACTION 1:</b><br/>July-June-Utilize multiple communication platforms to notify parents of school events. This is an all year endeavor.</p> <p><b>ACTION 2:</b><br/>July-June-Provide Stone Lake families the opportunity to participate in family friendly events. This is an all year endeavor.</p>  | <ol style="list-style-type: none"><li>1. Parent surveys on effectiveness of admin/school communication</li><li>2. Back to School Night and Open House attendance sign-in.</li><li>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.</li></ol> <p>Progress on goal will be shared with staff and parents via staff meetings, Coffee Kaltches, PTO meetings, and monthly newsletters.</p> |   |

**Site Goal 4.2 (SiteGoalID: 6491) (DTS: 02/10/23)**

Based on the end of the year Administrative Effectiveness Survey that parents take, 90% of our parents will either Agree or Strongly Agree that they are provided opportunities for parent input in making decisions at Stone Lake.

Based on the EGUSD parent survey 90% or higher of the respondents will respond that our school has been effective in: Providing opportunities for parent input in making decisions for the school or district.  
2022: It was 91%

**Metric:** Parents indicating opportunities for parent input in making decisions

**Actions/Services 4.2.1 (SiteGoalID: 6491) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- All

| <b>What Specific Actions/Services will you Provide to this Student Group?</b> <ul style="list-style-type: none"><li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li><li>• Actions and Services should be step by step in a chronological order.</li><li>• Actions and Services should remove barriers and implement changes.</li></ul>   | <b>How will you Progress Monitor the Implementation of Actions/Services?</b> <ul style="list-style-type: none"><li>• What progress data will be collected and who will collect it?</li><li>• How often and when will it be collected?</li><li>• Who will it be shared with and when?</li></ul>  | <b>Evaluation Cycles in 2023-2024</b> <ul style="list-style-type: none"><li>• What is working?</li><li>• What is not working and why?</li><li>• What modifications do you need to make?</li></ul> |
|---|---|---|
| <p><b><u>ACTION 1:</u></b><br/>Starting August-June, provide parents with the opportunities to provide input via multiple platforms. The main one being the monthly Coffee Klatches via Zoom. Surveys will also be utilized.</p> <p><b><u>ACTION 2:</u></b><br/><i>July - June:</i> Utilize Talking Points as one of the primary communication tools with parents.</p> <p><b><u>ACTION 3:</u></b><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.</p> <p><b><u>ACTION 4:</u></b><br/><i>July - June:</i> 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). A roving sub will be provided for teacher to provide input.</p> | <ol style="list-style-type: none"><li>1. Utilize the 22-23 Admin. Effectiveness survey given at the end of the year via Google Forms and the EGUSD Parent Survey</li><li>2. Survey parent feedback on use of Talking Points and its effectiveness.</li><li>3. We will measure with attendance documents.</li><li>4. Monitor progress of identified students each month, as well measure the fact that the meetings occur.</li></ol> <p>Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.</p> |   |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• 10 days x \$210 = \$2,100<br/>Certificated<br/>Timesheets(7101/0000)</li> </ul> |  |  |
|--|--|--|

**Site Goal 4.3 (SiteGoalID: 6493) (DTS: 02/10/23)**

Based on the continued impact of COVID and the Decision Tree.  
Stone Lake will look to reach the district goal in 23-24 of 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.

**Metric: Attendance Rate**

**Actions/Services 4.3.1 (SiteGoalID: 6493) (DTS: 02/10/23)**

**Targeted Student Group(s)**

- Black or African American

| <p><b>What Specific Actions/Services will you Provide to this Student Group?</b></p> <ul style="list-style-type: none"> <li>• Actions and Services are a "micro strategic plan" within the Site LCAP to address root causes.</li> <li>• Actions and Services should be step by step in a chronological order.</li> <li>• Actions and Services should remove barriers and implement changes.</li> </ul> | <p><b>How will you Progress Monitor the Implementation of Actions/Services?</b></p> <ul style="list-style-type: none"> <li>• What progress data will be collected and who will collect it?</li> <li>• How often and when will it be collected?</li> <li>• Who will it be shared with and when?</li> </ul>          | <p><b>Evaluation Cycles in 2023-2024</b></p> <ul style="list-style-type: none"> <li>• What is working?</li> <li>• What is not working and why?</li> <li>• What modifications do you need to make?</li> </ul> |
|--|--|--|
| <p><b>ACTION 1:</b><br/><i>July - June:</i> Our school SOA and VP will closely monitor the attendance of students all year. A team that includes a member from Family and Community Engagement, administration, and our SOA's will monitor the progress of students with attendance concerns, and our office will be proactive in working</p>  | <p>1. We will utilize the goals set in our LCAP as the basis of the measurement of effectiveness and utilize district data on attendance (each month). This data will continue to be monitored by the office and admin teams continuously. Utilizing the California Dashboard will also serve as a data point.</p> |  |

with and notifying families with attendance problems or potential attendance issues based on the 10% of the enrolled days formula. Heidi Bosik, our regional attendance support person will continue with her bi-weekly visits to our school to support attendance concerns as well.

- We will closely monitor our African American subgroup as this subgroup had high chronic absenteeism, and they will be a part of the above plan and specific students will be monitored.

**ACTION 2:**

*Monthly:* We will once again bring back identifying students with perfect attendance and outstanding attendance during our awards assemblies. In addition, based on feedback from staff, starting in August, we will identify monthly perfect attendance students, and with the support of PTO, these students will receive a reward (e.g., bag of popcorn, rice crispy treat, Otter Pop, pencil etc.). Picture taken and put on the wall in the office or MP room.

\*NO FUNDING REQUIRED

2. Awards assemblies each trimester that identify and celebrate students with perfect and excellent attendance. Monthly celebration of students

Progress on goal will be shared with staff and parents via staff meetings, Coffee Klatches, PTO meetings, and monthly newsletters.

| Funding Sources for District Goal 4    | Amount | Description of Use       |
|--|--------|--------------------------|
| Supplemental/Concentration (7101/0000) | \$2100 | Certificated- Timesheets |

| Fund Source                            | Description of Use               | District Goal 1 | District Goal 2 | District Goal 3 | District Goal 4 | Total   |
|--|----------------------------------|-----------------|-----------------|-----------------|-----------------|---------|
| EL Supplemental (7150/0000)            | Certificated- Timesheets         |                 | \$6779          |                 |                 | \$6779  |
| GATE (7105/0000)                       | Contracts/Services/Subscriptions |                 |                 | \$3397          |                 | \$3397  |
| PBIS (7440/0000)                       | Materials/Supplies/Equipment     |                 |                 | \$1000          |                 | \$1000  |
| Supplemental/Concentration (7101/0000) | Certificated- Timesheets         | \$4104          | \$7245          |                 | \$2100          | \$13449 |
| Supplemental/Concentration (7101/0000) | Certificated-Stipends            |                 |                 | \$500           |                 | \$500   |
| Supplemental/Concentration (7101/0000) | Classified- Timesheets           | \$4370          |                 |                 |                 | \$4370  |
| Supplemental/Concentration (7101/0000) | Contracts/Services/Subscriptions | \$22992         |                 | \$42224         |                 | \$65216 |
| Supplemental/Concentration (7101/0000) | Materials/Supplies/Equipment     | \$9440          |                 |                 |                 | \$9440  |

### 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.

\*\*\* If applicable, please provide a description \*\*\*

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## V. Funding

Stone Lake Elementary (377) | 2023-2024

### EGUSD Strategic Goals

| Fund Source<br>Mgmt. Code /<br>Description<br>Resc. Code /<br>Description         | FTE    | Carry<br>Over | Allocation | Subtotal  | 1<br>Curriculum<br>and<br>Instruction | 2<br>Assessment | 3<br>Wellness | 4<br>Family<br>Engagement | Balance |
|---|--------|---------------|------------|-----------|---------------------------------------|-----------------|---------------|---------------------------|---------|
| <b>1510</b> Regular Education (TK-6)<br><b>0000</b> Unrestricted                  | 0.0000 | \$0           | \$40,117   | \$40,117  | \$40,117                              | \$0             | \$0           | \$0                       | \$0     |
| <b>7101</b> LCFF Supplemental Concentration TK-6<br><b>0000</b> Unrestricted      | 0.0000 | \$0           | \$92,975   | \$92,975  | \$40,906                              | \$7,245         | \$42,724      | \$2,100                   | \$0     |
| <b>7105</b> Gifted and Talented Education (GATE) TK-6<br><b>0000</b> Unrestricted | 0.0000 | \$0           | \$3,397    | \$3,397   | \$0                                   | \$0             | \$3,397       | \$0                       | \$0     |
| <b>7150</b> EL Supplemental Program Services TK-6<br><b>0000</b> Unrestricted     | 0.0000 | \$0           | \$6,779    | \$6,779   | \$0                                   | \$6,779         | \$0           | \$0                       | \$0     |
| <b>7440</b> Positive Behavior Incentive Supports<br><b>0000</b> Unrestricted      | 0.0000 | \$0           | \$1,000    | \$1,000   | \$0                                   | \$0             | \$1,000       | \$0                       | \$0     |
| <b>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</b>          | 0.0000 | \$0           | \$144,268  | \$144,268 | \$81,023                              | \$14,024        | \$47,121      | \$2,100                   |         |

#### Fund Subtotals

Subtotal of additional federal funds included for this school \$0

Subtotal of state or local funds included for this school \$144,268

**Signatures: (Must sign in blue ink)**

**Date**

**Principal**

**School Site Council Chairperson**

**EL Advisory Chairperson**

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