



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
Rancho Elementary School	37-68197-6038418	May 8, 2020	June 30, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2020 La Mesa-Spring Valley Parent Survey solicited input from our school site's families in a variety of areas:

- 95% Agree that school meets academic needs of their child
- 93% Satisfied with teacher's communication about child's academic needs
- 99% Feel welcome and respected in classroom and school
- 95% Report child feels safe at school
- 88% Feel school is active in preventing bullying
- 92% Satisfied with communication from school
- 82% Satisfied with level of engagement and participation related to decisions regarding their child's education

Overall parent satisfaction increased in most categories as compared to the previous year. There was a significant increase in the school meeting the academic needs of students and feeling welcomed and respected when visiting school. This can be attributed to our equity emphasis and attention to ensuring students and families felt at home at school, not just welcome as guests. Timely communication and input regarding decisions showed nominal decreases and will be areas of focus moving forward.

Respondents expressed interest in the following parent education topics:

- Social and emotional needs of children (24 respondents)
- Ways to get involved and support their child's education (26 respondents)
- Homework help strategies (25 respondents)
- Math development strategies and the math curriculum (29 respondents)
- Bullying prevention (23 respondents)
- Reading development strategies and the language arts curriculum (24 respondents).

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at our school site. The survey provides a method of monitoring needs and strengths of the program. Results are shared with all ESS employees and action plans are developed and put in place to address growth opportunities. Highlights from this year's data include 100% of respondents agreed that that ESS:

meets the needs of our students, creates a safe and happy environment for children, offers extra-curricular activities students enjoy, communicates and interacts positively with children, helps children complete homework, offers field trips and assemblies that children enjoy, keeps parents informed about child's success and difficulties, maintains parent informed about activities/schedules, office staff are courteous and find the online system beneficial.

Based on feedback from surveys, ongoing work is being done to address improving home-school communication, meaningfully engaging parents in educational decisions and being more visible and systematic in bullying prevention (through Rancho's 3 Rs). As we deepen our work around equity,

cultural responsiveness and inclusiveness will continue to be the foundation of all work with parents, students, and staff, including parent workshops. Ultimately the purpose of parent engagement is to promote academic success and we believe helping parents understand what their children are learning, how they are learning and the power of the students as stakeholders in their academic journey is key.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Daily principal Observations:

To monitor daily instructional practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

Formal teacher evaluations, to evaluate teacher's performance as outlined by the labor contract. These are observation cycles that include both formal and informal observations with feedback meetings.

District Walks:

To collect district or school-wide evidence of progress in the implementation of the SPSA and principal goals – to build coherence, identify strengths, areas for growth, and next steps for professional learning, student support, and teaching and learning across the system.

Principal Network Walks:

To build a common language and understanding of high quality teaching and learning through inquiry and to build a collaborative network that provides feedback and suggestions to the school on a focus area.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through Professional Learning Communities, teachers analyze both state yearly assessments and district benchmark assessments taken at specific intervals throughout the year. Teachers set goals and modify adopted curriculum and instruction to address students' needs in both classroom instruction and Response to Intervention (RTI) groupings and topics.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use curriculum-embedded unit, weekly and daily assessments to monitor student progress toward mastering grade level standards. Formative assessments lead to modifications in instruction to meet the needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Staff at our school site meet the requirements for being highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers and counselors at our school site are properly credentialed.

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily walk-throughs and descriptive feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which are: equity, cultural responsiveness, goal/driven collaborative practices (PLCs) and best practices as defined by the 5Ds, beginning with engagement (accountable/student talk).

Additionally teachers can participate in district offerings to supplement site professional development.

Teachers are afforded the opportunity to participate in professional development online and face-to-face that includes:

Online Courses

- Functions of Behavior
- Interim Assessments for Instruction and Learning
- Math is...
- Professional Learning Communities
- Formative Assessments
- Student Engagement Through the Lens of the 5D
- Academic Conversations
- Integrating ELD into Content Areas Grades 6-8
- Collaborative Conversations
- Illuminate Math
- Crisis Management
- Proactive Behavior Management
- Supporting ALL Students in a SAI Model

Face to Face and Blended Courses

- Creating Behavior Plans
- Google Suite
- Revisiting Write to Learn
- Intro to Chromebooks
- Reading Level Assessments
- iMovie
- Evaluating Assessment Data
- All things Illuminate
- CPM (Math)
- Mindful Math
- Igniting ELD

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is focused on the use of:

- California Common Core State Standards (CCSS) in English-Language Arts and Literacy in History-Social Studies, Mathematics, and Science (Next Generation Science Standards-NGSS)
- California English Language Development Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- The Development of Strong PLCs
- Classroom instruction and best practices that are research based.
- The creation and use of assessments to inform and modify instruction
- Equity and culturally responsive pedagogy

Staff development at Rancho in the 2020-21 school year will specifically focus on equity/ cultural responsiveness and PLC practices. While staff engages in reflective equity work to prepare for cultural responsiveness, they need to acquire the knowledge and skills to engage in effective goal/data-driven collaboration and collective responsibility for student success. In response to our equity audit, we address our key instructional strategies, using the 5Ds as a framework for common language and common understanding, beginning with engagement (academic/accountable talk as oral language is prerequisite to literacy.) Site-based learning sessions take place 1-2 times a month and are supported with daily walk-throughs and descriptive feedback from the principal. Individuals and collaborative teams prioritize areas of focus based on student need, all aligned with improving student mastery of our state adopted standards in pursuit of high expectations and appropriate supports for all.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Site-based professional development, grade-level collaboration and principal observation, feedback /coaching provide on-going assistance and capacity building for teachers. (RT support (Resource Teacher, Teachers on Special Assignment, and Special Education support staff is also available).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade-level/department at Rancho has regularly scheduled meetings to collaborate on the goal setting, analysis of data, lesson design, and the strategic use of instructional strategies and best practices that work to improve student achievement and performance. Each meeting is designed in professional learning community (PLC) format where each member takes a leadership role and an expectation of reflective conversations on instruction surround data analysis, program effectiveness, and ensuring high levels of learning for each and every student. Professional learning communities is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Following the state adoption cycles, the district-provided curriculum materials and instruction are in alignment with the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes in all subject areas are monitored by the District. All teachers turn in their classroom schedule to school administration to ensure adherence to the District guidelines.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Essential Standards in math and language arts provide a framework for lesson pacing. All students have a copy of each textbook and/or workbook for core curriculum. Student daily schedules are modified to allow for intervention as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each classroom and student has easy access to adopted curriculum assigned to them in all content areas. The adoption of instructional materials process includes a preview to determine that they are appropriate for the student groups for whom they are purchased.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have State Board of Education adopted materials for their courses, intervention materials (when needed), and access to standards-aligned core courses. Use of materials is monitored by school administration on a daily basis.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for school site council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is the major focus to raise student achievement.

In 2020-21 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

Professional Learning Communities (PLC)
Positive Behavior Interventions and Supports (PBIS)
Multi-tiered Systems of Support (MTSS)
Project GLAD
Culturally Responsive Pedagogy
Reading Plus
Lexia
Imagine Learning
Achieve 3000
Raz Kids (Reading A-Z)
Reading Plus
Math Expressions

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Opportunities are provided throughout the year so that families can learn to support their children academically and behaviorally.

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district/site staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites, social media) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All stakeholders (parents, community members, teachers, and other school personnel) have an opportunity to give input on the use of funds and the implementation of programs. Specifically, at our school site, the members of School Site Council (SSC) and English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly stakeholder meetings with parents (DELAC and District Advisory Committee (DAC) where district programs are discussed. In addition, the District holds meetings throughout the year with other stakeholder groups (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds will be used to fund an intervention teacher to support students behind in literacy development and a social worker to address social-emotional development and access. Parent engagement funds will also be used to provide additional family support (resources, education, counseling/community referrals) provided by a credentialed social worker.

Fiscal support (EPC)

Our school receives Title I (School-wide) based on the number of students who qualify for free and reduced meals.

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

Feedback and input from key stakeholder groups are critical for the ongoing success of our students. As part of the planning process for the 2020-21 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review Goals.

School stakeholder involvement meeting dates were as follows:

- ELAC #3 Meeting, Date, May 6, 2020 Time: 9:30n (Phone)
- SSC # 3 Meeting, Jan 24, 2020 Room 5 at 2:30, Time; SSC #4 Meeting, May 7, 2020, Time 2:30 (Zoom) SSC #5 Meeting May 8, 2020 Tim 9:30 (Zoom)
- Staff Meeting , January 9, 2020 at 2:30
- PTA February 11, at 2:30

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The District Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the District's LCAP.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.26%	0%	0%	1	0	0
African American	13.35%	12.79%	11.83%	51	44	40
Asian	1.57%	1.45%	1.78%	6	5	6
Filipino	9.69%	8.72%	9.47%	37	30	32
Hispanic/Latino	59.95%	63.66%	64.5%	229	219	218
Pacific Islander	0.52%	0.29%	0.3%	2	1	1
White	8.90%	8.43%	7.99%	34	29	27
Multiple/No Response	5.8%	4.7%	4.14%	22	16	0
Total Enrollment				382	344	338

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	63	44	51
Grade 1	49	58	43
Grade 2	61	51	51
Grade3	58	58	54
Grade 4	44	44	53
Grade 5	51	43	47
Grade 6	56	46	39
Total Enrollment	382	344	338

Conclusions based on this data:

1. No large shifts in ethnic percentages from year to year.
2. Latinx continues to be the largest student group, followed by African American student group. Attention is needed to investigate and address achievement disparities.
3. There is an decline in overall enrollment with a sharp decrease in 2018-19.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	96	92	95	25.1%	26.7%	28.1%
Fluent English Proficient (FEP)	37	34	23	9.7%	9.9%	6.8%
Reclassified Fluent English Proficient (RFEP)	6	3	2	6.1%	3.1%	2.2%

Conclusions based on this data:

1. English Learner numbers are fairly constant.
2. The overall percentage of Fluent English Proficient students is constant in spite of the sharp decline of students reclassified in 2017-2018.
3. The sharp decline in the number of students in 2017-2018 reflects overall trend across district due to change in R-FEP criteria resulting from transition to ELPAC, yet merits further investigation and attention.

School and 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 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	49	47	56	48	45	56	48	45	56	98	95.7	100
Grade 4	48	39	42	46	39	41	46	39	41	95.8	100	97.6
Grade 5	54	41	42	54	40	42	54	40	42	100	97.6	100
Grade 6	44	53	41	42	52	41	42	52	41	95.5	98.1	100
All Grades	195	180	181	190	176	180	190	176	180	97.4	97.8	99.4

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	2412.	2444.	2432.	25.00	28.89	23.21	18.75	31.11	30.36	18.75	17.78	26.79	37.50	22.22	19.64
Grade 4	2429.	2469.	2465.	15.22	33.33	26.83	10.87	15.38	24.39	26.09	17.95	14.63	47.83	33.33	34.15
Grade 5	2464.	2467.	2520.	5.56	12.50	19.05	38.89	30.00	38.10	16.67	15.00	28.57	38.89	42.50	14.29
Grade 6	2505.	2501.	2522.	14.29	7.69	14.63	26.19	44.23	29.27	30.95	21.15	36.59	28.57	26.92	19.51
All Grades	N/A	N/A	N/A	14.74	19.89	21.11	24.21	31.25	30.56	22.63	18.18	26.67	38.42	30.68	21.67

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	16.67	31.11	26.79	39.58	46.67	51.79	43.75	22.22	21.43
Grade 4	13.04	28.21	29.27	50.00	41.03	43.90	36.96	30.77	26.83
Grade 5	14.81	12.50	30.95	46.30	52.50	52.38	38.89	35.00	16.67
Grade 6	11.90	21.15	14.63	57.14	42.31	41.46	30.95	36.54	43.90
All Grades	14.21	23.30	25.56	47.89	45.45	47.78	37.89	31.25	26.67

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	29.17	22.22	17.86	37.50	53.33	57.14	33.33	24.44	25.00
Grade 4	17.39	20.51	17.07	32.61	43.59	51.22	50.00	35.90	31.71
Grade 5	18.52	15.00	19.05	42.59	50.00	69.05	38.89	35.00	11.90
Grade 6	26.19	15.38	19.51	35.71	51.92	58.54	38.10	32.69	21.95
All Grades	22.63	18.18	18.33	37.37	50.00	58.89	40.00	31.82	22.78

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	20.83	15.56	26.79	66.67	73.33	60.71	12.50	11.11	12.50
Grade 4	13.04	10.26	24.39	56.52	79.49	58.54	30.43	10.26	17.07
Grade 5	7.41	10.00	16.67	62.96	60.00	73.81	29.63	30.00	9.52
Grade 6	7.14	3.85	19.51	76.19	75.00	65.85	16.67	21.15	14.63
All Grades	12.11	9.66	22.22	65.26	72.16	64.44	22.63	18.18	13.33

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	18.75	46.67	26.79	60.42	37.78	55.36	20.83	15.56	17.86
Grade 4	13.04	33.33	24.39	52.17	48.72	56.10	34.78	17.95	19.51
Grade 5	9.26	20.00	33.33	62.96	42.50	52.38	27.78	37.50	14.29
Grade 6	28.57	32.69	29.27	47.62	46.15	56.10	23.81	21.15	14.63
All Grades	16.84	33.52	28.33	56.32	43.75	55.00	26.84	22.73	16.67

Conclusions based on this data:

- Overall the percentage of students mastering ELA standards remained the same. Most groups increased slightly when comparing their performance to the previous year/grade (not matched cohorts, but Rancho has fairly stable population). Students in 4th grade decreased in the percentage of students meeting standard when compared to their performance as 3rd graders, but they did show an increase in the average mean, indicating that students who were below standard made progress from 3rd to 4th grades. More alignment with grade level standards is needed to maintain students at grade level and move students to grade level mastery in reading, especially in 4th grade.
- There was overall improvement in the percentage of students meeting or approaching standard in the claim of reading. Again in 4th grade there was a decline when comparing the scores of the students the previous year as 3rd graders. 6th grade showed a decrease both when compared to 6th grade previous year and when compared with the 5th graders in the previous year.
- Writing is an area of concern. There were declines for students from grade to grade as well as year to year within a grade. The only exception is 3rd grade, which increased by close to 30% in the number of students meeting or approaching mastery. 3rd grade teachers ratcheted up rigor while providing systematic scaffolding during the spring writing project and began consistent rubrics with students. This practice needs to be replicated in upper grades to ensure writing aligns with grade level genre expectations and that students have systematic supports across all grades.

School and 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 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	49	47	56	48	46	56	48	46	56	98	97.9	100
Grade 4	47	39	42	46	39	42	46	39	42	97.9	100	100
Grade 5	54	41	42	54	41	42	54	41	42	100	100	100
Grade 6	44	53	41	42	52	41	42	52	41	95.5	98.1	100
All Grades	194	180	181	190	178	181	190	178	181	97.9	98.9	100

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	2421.	2432.	2425.	20.83	15.22	8.93	18.75	32.61	37.50	29.17	28.26	33.93	31.25	23.91	19.64
Grade 4	2426.	2448.	2450.	10.87	10.26	9.52	10.87	20.51	26.19	34.78	33.33	30.95	43.48	35.90	33.33
Grade 5	2431.	2428.	2490.	1.85	2.44	16.67	7.41	7.32	19.05	25.93	21.95	23.81	64.81	68.29	40.48
Grade 6	2483.	2463.	2468.	7.14	3.85	9.76	19.05	11.54	7.32	42.86	46.15	31.71	30.95	38.46	51.22
All Grades	N/A	N/A	N/A	10.00	7.87	11.05	13.68	17.98	23.76	32.63	33.15	30.39	43.68	41.01	34.81

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	27.08	28.26	21.43	35.42	43.48	44.64	37.50	28.26	33.93
Grade 4	13.04	17.95	23.81	26.09	30.77	35.71	60.87	51.28	40.48
Grade 5	1.85	7.32	28.57	20.37	14.63	19.05	77.78	78.05	52.38
Grade 6	11.90	5.77	9.76	35.71	25.00	24.39	52.38	69.23	65.85
All Grades	13.16	14.61	20.99	28.95	28.65	32.04	57.89	56.74	46.96

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	25.00	26.09	16.07	41.67	50.00	60.71	33.33	23.91	23.21
Grade 4	17.39	10.26	11.90	36.96	38.46	42.86	45.65	51.28	45.24
Grade 5	3.70	2.44	14.29	29.63	26.83	45.24	66.67	70.73	40.48
Grade 6	7.14	3.85	4.88	52.38	38.46	34.15	40.48	57.69	60.98
All Grades	13.16	10.67	12.15	39.47	38.76	46.96	47.37	50.56	40.88

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	20.83	26.09	26.79	52.08	52.17	57.14	27.08	21.74	16.07
Grade 4	10.87	25.64	23.81	41.30	46.15	35.71	47.83	28.21	40.48
Grade 5	5.56	4.88	16.67	33.33	41.46	45.24	61.11	53.66	38.10
Grade 6	11.90	7.69	12.20	40.48	44.23	36.59	47.62	48.08	51.22
All Grades	12.11	15.73	20.44	41.58	46.07	44.75	46.32	38.20	34.81

Conclusions based on this data:

1. Math achievement increased overall. There was a 9% increase in the number of students meeting or exceeding standards. Grades 4-6 improved from their previous year's performance, with 5th grade having the most dramatic increase (26%). The increase is attributed to introducing the "purpose" as an instructional focus, having students cognizant of what they were learning which was observed in the grades that did show improvement. Students also increased their performance year to year as cohorts, with the exception of 4th graders who had performed better the previous year as 3rd graders. There was an increase in the average mean score across the board as well, even in 4th grade where there had been a decrease in number of students reaching mastery, indicating that all students progressed. More attention to grade level alignment is needed in the 4th grade program to ensure that students master grade-level standards.
2. Concepts and procedures was an area of relative strength and mirrored the overall trends within grades and year to year. Again, 5th grade had the most significant increase in the number of students meeting or exceeding standard (38%). And while 4th graders had performed better than they had as 3rd graders the previous year, 4th grade increased in the number of students reaching mastery when compared to the previous year's 4th graders.
3. Problem solving is a relative area of need. While there was an overall increase in the percentage of students meeting or approaching standard, the improvement was less when compared to the improvement in concepts and procedures. This was the most dramatic decrease for 4th graders when compared to their performance as 3rd graders (21%).

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
344	73.5	26.7	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	26.7
Homeless	12	3.5
Socioeconomically Disadvantaged	253	73.5
Students with Disabilities	47	13.7





Conclusions based on this data:

1. Demographics remain stable compared to previous years in spite of slight decline in overall enrollment. The percentage of English Learners increased slightly.
2. Socio-economically disadvantaged continues to be the largest student group.
3. Latinx continues to be largest student group (and the lowest performing).

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1 points above standard Increased Significantly ++17.8 points 183	 Yellow 11 points below standard Increased Significantly ++34.2 points 63	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 2.4 points below standard Increased ++14.3 points 154	 Yellow 57.5 points below standard Increased Significantly ++30.9 points 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 3.4 points below standard Increased Significantly ++26 points 22	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Filipino  No Performance Color 54.8 points above standard Increased Significantly ++18.2 points 16
Hispanic  Yellow 13.2 points below standard Increased ++12 points 117	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 30.5 points above standard Increased Significantly ++41.8 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 30 points below standard Increased Significantly ++58.5 points 44	Reclassified English Learners 33.1 points above standard Increased ++11.7 points 19	English Only 9.4 points above standard Increased ++12.4 points 115

Conclusions based on this data:

1. All students increased 17.8 points and have average of 1 point above standard met.
2. While English Learners are yellow and the average is 11 points below standard met, they increased 34.2 points and current English Learners improved 58 points in average score from standard met.
3. Latinx, our largest population is an average of 13.2 points below standard met and they had the smallest increase of any group (12 points).

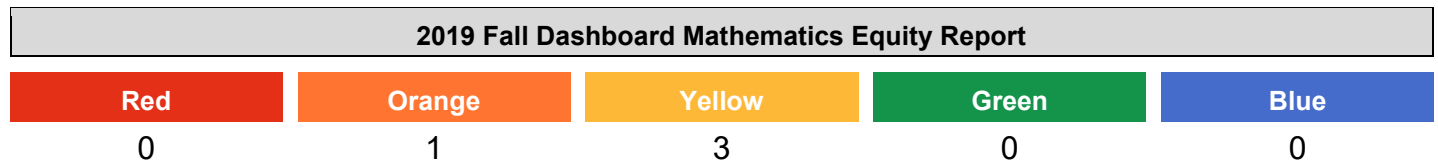
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>Yellow</p> <p>36.7 points below standard</p> <p>Increased Significantly ++20.8 points</p> <p>183</p>	 <p>Yellow</p> <p>47.7 points below standard</p> <p>Increased Significantly ++30.9 points</p> <p>63</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	 <p>Yellow</p> <p>40.8 points below standard</p> <p>Increased Significantly ++17.7 points</p> <p>154</p>	 <p>Orange</p> <p>99 points below standard</p> <p>Increased ++10.2 points</p> <p>35</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 55.9 points below standard Increased Significantly ++23.2 points 22		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 32.3 points above standard Increased Significantly ++31 points 16
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.5 points below standard Increased Significantly ++20 points 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10		 No Performance Color 5.3 points below standard Increased Significantly ++22.4 points 15

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.4 points below standard	13.6 points below standard	29.6 points below standard
Increased Significantly ++43.2 points 44	Increased Significantly ++23.4 points 19	Increased Significantly ++16.6 points 115

Conclusions based on this data:

- Math is the area with the largest disparities in student group performance and is largest area concern, even though there was overall improvement from previous year
- African American and Latinx students are the furthest average from standard met and Latinx made the least amount of growth.
- English Learners improved significantly (43.2 points), but they are twice as far from average as their English-only counter-parts.

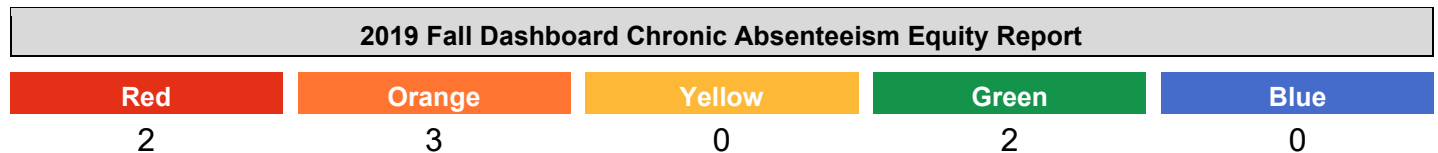
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 14.9 Increased +1 375	English Learners  Orange 13 Increased +3.4 100	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color 27.8 Increased +2.8 18	Socioeconomically Disadvantaged  Orange 16.8 Increased +0.7 304	Students with Disabilities  Red 29 Increased +4.3 62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 13 Increased +5.8 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 Green 6.5 Declined -6.4 31
Hispanic	Two or More Races	Pacific Islander	White
 Red 17.9 Increased Significantly +4.3 234	 No Performance Color 4.5 Declined -3.5 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 6.7 Declined -18.3 30

Conclusions based on this data:

1. Chronic absenteeism continues to be a concern. The number increased for entire school (1 point) in spite of efforts to address, however this data is not current.
2. African American and Latinx had the biggest increases in chronic absenteeism. This correlates with academic performance gap.
3. Students with disabilities also increased significantly. We face challenges with partnering with parents to re-think scheduling appointments around school hours.

School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 2.1 Increased +1.6 387	 Blue 0 Maintained 0 107	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 4.5 Declined -1 22	 Orange 2.5 Increased +1.9 314	 Orange 3.1 Increased +3.1 64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 6.5 Increased +4.7 46	American Indian 	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Filipino  Orange 3.1 Increased +3.1 32
Hispanic  Orange 1.7 Increased +1.2 242	Two or More Races  No Performance Color 0 Maintained 0 22	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Blue 0 Maintained 0 32

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	2.1

Conclusions based on this data:

1. As of the availability of this data, suspension rates continue to be a concern, having increased rather than decreased from the previous year.
2. The most alarming increase is African American students (4.7 as opposed to the school average of 1.6).
3. Students with disabilities also had disproportionately high suspension rates during the reporting year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Excellence

LEA/LCAP Goal

LCAP #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 1

We will ensure high-quality teaching and learning that is standards-aligned and culturally responsive in order to support standards mastery through relevant learning experiences.

Identified Need

While there was a significant increase in the number of students meeting or exceeding standards in math, ELA achievement did not increase. There was an increase in the average mean score indicating that students are progressing, but not to grade-level. Additionally, there is a significant disparity in the performance of Latinx (our largest student group) and African Americans when compared to the school at large. More attention to alignment of instruction with standards and appropriate grade-level rigor in the context of culturally responsive pedagogy, along with systematic progress monitoring is needed to hold and support students to high-expectations needed for their success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.	(17-18) 51% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 52% of students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.	55% of students in grades 3-6 will meet or exceed standard as measured by SBAC ELA.
Mathematics <ul style="list-style-type: none">Students meeting standard on SBAC will increase 3%.Student groups scoring below the school average will show an increase greater than 3%.	(17-18) 25% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 34% of students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	37% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Rancho will develop Professional Learning Communities (PLCs) to cultivate a learning-centered culture based on collective responsibility and collaboration as a means to continuously improve teaching practice in order to foster the overall achievement of all students .

- Collaborative teams will meet regularly, set and review goals, analyze student data, reflect on their practice, share expertise, and plan intervention using the 4 PLC questions to guide the learning cycle. Data analysis will include demographic breakdowns to ensure underperforming student groups are accelerating progress.
- Staff meetings and site learning days will be used to deepen understanding of effective collaboration through PLCs.
- PLCs will focus on aligning instruction and curriculum to essential standards. (Identify learning outcomes, success criteria and corresponding common formative assessments.)
- Staff will deepen their understanding of the effective use of assessment data (through collective inquiry) to drive instruction, re-teaching, and intervention.

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)
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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

Rancho will engage in professional learning in and ensure the implementation of 5 Dimensions of Teaching and Learning Instructional Framework (5Ds) (through the lens of equity and culturally responsive pedagogy) as a shared vision and common language for high-quality instruction .

- Utilize site learning days and staff meetings to establish a shared understanding of the 5Ds and how they benefit students, their implications through the lens of equity and culturally responsive pedagogy and establish collective commitment to corresponding instructional practices.
- Principal and staff conduct regular classroom walk-throughs to observe evidence and provide immediate feedback regarding implementation of 5Ds.
- Collaborative teams will use 5Ds as a tool for calibration when reflecting on instruction and student learning evidence and data.

- Emphasis will be placed on the Dimension of Engagement to ensure students are active participants intellectually and verbally as a means of addressing inequitable performance of Latinx and African-American students.

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)

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

Rancho teachers will align curriculum, instructional practice, and assessment with essential standards through the lens of equity and culturally responsive pedagogy.

- Teachers will use collaboration time and release time to prioritize and sequence essential standards based on summative and formative assessment data.
- Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.
- Staff meetings, site learning days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA & Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.
- Teachers will use collaboration time to select and reflect on the implementation of culturally responsive curriculum in alignment with essential standards and assessed student need.
- Teachers will ensure that instructional time prioritizes essential standards instruction as a means for improving academic performance for all.
- Principal walk-throughs will provide support and feedback regarding the amount instructional time dedicated to essential standards alignment curriculum with essential standards and the implementation of culturally responsive curriculum and pedagogy. Will begin with data on student engagement and academic discourse participation.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Rancho will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.

- Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA & Math standards.
- All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably.
- Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- SBAC and District benchmark data will be analyzed by teachers, principal, and support staff to determine placement in intervention program(s) (Lexia, Flex, Rewards, Phonics for Reading Blast,.) with initial placement made in August of the new school year and reviewed after each program benchmark assessment.

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)

65,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Reading Specialist for school-wide reading support and intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Rancho teachers will ensure appropriate grade level rigor and common expectations across grade levels in writing.

- Collaborative teams will create and teach one genre unit per trimester aligned with essential standards and reflective of cultural responsiveness.
- Teachers will ensure that writing assignments reflect higher levels of DOK.

- Staff meetings and SLD time will be dedicated to create common protocols and expectations for use across grades.
- Collaborative teams will create rubrics that align with grade level expectations.
- Collaborative team time and SLDs will be used to review and calibrate students work samples to ensure appropriate rigor and alignment.
- Collaborative teams will use rubrics to evaluate student writing, respond to student need and plan further 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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- PLCs: Steps were taken to establish collaborative teams, including dedicating staff meeting and site learning days to build capacity. Teams discussed and began aligning instruction and curriculum to essential standards, and others are in the initial stages of developing common formative assessments to monitor and respond to student learning. Classroom walk-throughs revealed much more frequent alignment of instruction and student tasks to grade-level standards. Need to continue building capacity for effective collaboration and developing site wide infrastructure for PLCs, including "Learning Cycle"/unit planning expectation collective agreements and common formative assessment.
- 5Ds: Staff meeting and site learning days addressed 5Ds, emphasis was placed on dimension of culture and climate in the context of inclusiveness and purpose. Most students consistently could state lesson purpose and task alignment. Staff moved into engagement with emphasis on classroom talk with select teachers developing common routines and strategies for academic discourse. Principal promoted school-wide and monitored classroom talk in all classrooms. Structured interaction routines increased in frequency and quality. Need to move toward collaborative teams using 5Ds as framework for lesson reflection during collaboration.
- Alignment with Essential Standards: Teachers began aligning instruction with essential standards. Walk-throughs revealed significant improvement in allocation of time for essential standards and the alignment of learning activities and student tasks with essential standards. Students were able to state the essential standard of a given lesson when asked. Teachers were provided with immediate feedback, which resulted in increased implementation with most teachers. Need to ensure consistency and wider scale alignment across classrooms. Some collaborative teams used collaboration time to

prioritize and sequence standards. Just moving toward using staff development time to deepen teacher understanding of learning cycle (unwrapping standards, identifying targets and creating formative assessments to drive intervention) when schools were closed due to Covid. Exploration of culturally responsive curriculum will be pursued in 2020-2021.

- School-wide Differentiated Instruction: Most teams implemented data-driven tier 2 intervention. Daily small group reading instruction was implemented for all K-3 students and 4-6 reading below grade level with progress monitoring. Primary teachers began transitioning from device-driven tasks to standards-aligned centers during guided reading. Students school-wide were placed in tier 3 intervention and/or replacement curriculum using assessment data.
- Writing: Select grade levels implemented rigorous grade-level standards-aligned writing, focusing on one genre per trimester. Ensured prompts reflected higher levels of DOK and used collaboration time to design and refine rubrics which were shared with and used by students to direct and score their own writing. Re-teaching and intervention was planned accordingly. Needs to be generalized across more grade levels.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were changes in the distribution of funding due to a requisition delay. Originally the SPSA had budgeted 89,000 Title I toward the Reading/Intervention Teacher. In actuality only 36,000 of Title I was spent. However the balance of the Reading Teacher was paid for out of LCFF and the services were rendered as per the SPSA strategy. These changes were approved by the SSC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 remains the same. The need was adjusted to reflect updated student group performance data and explicitly call out Latinx and African American opportunity gap. As achievement data has not yet been updated, The metrics and measurable outcomes remain the same based on the previous year and the following: Expected outcomes were adjusted in response to actual outcomes to reflect continual growth. ELA only increased by 1% because that goal was not met. Math was increased by 10% because the actual outcome exceeded the expected outcome and 3rd graders reading at grade level by 6% from previous year. Strategies were modified with explicit actions to support actual implementation

- Strategy 1 remains focused on PLCs, but language was added to focus data analysis on demographic breakdowns to address opportunity gap. Continue expansion of implementation.
- Strategy 2 remains focused on 5Ds, but language was added to emphasize the dimension of engagement to ensure students are active participants intellectually and verbally as means of addressing equitable performance all student groups. Continue expansion of implementation.
- Strategy 3 remains focused on alignment of instruction and essential standards, but language was added to target principal feedback and data on student engagement and academic discourse participation. Continue expansion of implementation. Continue expansion of implementation.
- Strategy 4 remains focused on school-wide differentiated instruction and interventions. No changes. Continue implementation.
- Strategy 5 remains focused on writing. No changes. Continue expansion of implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing the Achievement Gap

LEA/LCAP Goal

LCAP Goal #1 – Each and every student will perform at or above expectation, and we will eliminate disparities between all student groups.

Goal 2

As a school committed to high levels of learning and achievement for all students, we will remain focused on the underperforming student groups and put systems and supports in place to ensure their success.

Identified Need

The disparity between student groups continues, and in some cases has increased. Given that the majority of Rancho students are Latinx and/or socioeconomically disadvantaged, and those are among the lowest performing student groups, the students of Rancho are not being adequately served and explicit attention is needed to address the "opportunity gap." In ELA, the percentage of "all students" meeting or exceeding standard remained constant, while the number of Latinx and Socioeconomically disadvantaged students meeting or exceeding standard decreased. And while the amount of African American students (the next largest student group) meeting or exceeding standard increased by 7%, there is still a 10% gap when compared to white students. In mathematics, there were gains in all student groups in the number of students meeting or exceeding standard, but the largest gaps exist for English Learners and African American students when compared to the total percentage of students meeting or exceeding standard. White students (smallest student group) still performed significantly higher than other student groups, with a 30% difference between Latinx and white students. The concerns persist when examining the average distance from standard met data. African American and Latinx students have the furthest average from standard met in math and Latinx made the least amount of growth. In ELA, Latinx has an average of 13.2 points below standard met, and they had the smallest increase in average from standard met when compared to other student groups, only 12 points. English learners improved significantly (43.2 points) in math, but they are twice as far from standard met as their English-only counter-parts. Continued attention to culturally-responsive standards aligned instruction, along with systematic progress monitoring and targeted intervention is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress <ul style="list-style-type: none">We will increase the percentage of students making progress toward English proficiency, or we will maintain the	59.4% of English Learners made progress toward English proficiency or maintained status at the highest level of English Proficiency (Level 4).	65% of English Learners will make progress toward English proficiency or who will maintain status at the highest level of English Proficiency. (Level 4).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
percentage of students at the highest level of English Proficiency (Level 4) as measured by the ELPAC and the 6 levels of the English Learner Progress Indicator.		
<p>Socioeconomically Disadvantaged</p> <ul style="list-style-type: none"> We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. 	<p>(17-18) 50% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 24% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p> <p>(18-19) 47% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>53% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>
<p>Students with Disabilities</p> <ul style="list-style-type: none"> We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. 	<p>(17-18) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(17-18) 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	<p>24% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA.</p> <p>11% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>(18-19) 21% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA.</p> <p>(18-19) 8% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Rancho teachers will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).

- Students will be clustered by EL Proficiency level for designated ELD instruction in August of the new school year.
- English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.
- Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.
- Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline specific language development.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Rancho teachers will promote Academic Talk and Structured Collaborative Conversations

- Increase the implementation and consistency of structured routines and frames to promote collaborative conversations and academic talk across all classrooms.
- Staff will agree on consistent collaborative conversation structures to be used across grades.
- Principal will monitor quality and quantity of academic talk and collaborative conversations and provide feedback.
- Students will be expected to and supported to respond in complete sentences in all contexts across all grades.

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)

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

Rancho teachers will monitor English Learner progress and provide timely and systematic intervention.

- English Learners ELPAC levels 1 and 2 will receive 30 minutes of Imagine Learning daily to increase English vocabulary and proficiency.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will be placed in English acquisition intervention program by August 2020.
- Teachers and Principal will identify and support Long Term and At Risk Long Term English Learners and schedule them into a reading intervention program by September 2020.
- Continue emphasis on non-fiction literacy and competency with text-dependent questions for at-risk LTELs and LTEL using Achieve 3000.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Rancho teachers will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).

- SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.
- SAI and Gen Ed teachers will meet regularly to articulate, plan instruction, and review student progress.
- SBAC and District benchmark data will be analyzed by teachers, principal and support staff to determine placement in intensive intervention program (WonderWorks, Flex, Read Well, Moby Max, etc.).
- Data will be analyzed to determine placement in intervention (less than two years below grade level) (e.g. Lexia, Read Well, Flex etc.).
- Students reading below grade level will receive daily-targeted reading instruction in small groups to address their assessed needs (fluency and comprehension).

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)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with disabilities

Strategy/Activity

Increase mainstreaming and inclusion opportunities for SDC students.

- SDC and general education teachers will meet and collaborate to plan inclusion opportunities for SDC students to participate in general education lessons and classroom activities.
- Staff will investigate and pursue opportunities to increase academic mainstreaming opportunities for select SDC students (as appropriate per IEP)
- Staff will plan and implement cross-class activities to increase interaction between general education and SDC students.
- SDC students will participate in school-wide recognition.
- General education students will push into SDC classes as "helpers" to build relationships with students.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

African American Students, Latinx Students, and English Learners

Strategy/Activity

Rancho teachers will engage in learning around equity to develop mindsets and practices that interrupt the inequitable practices and remove the predictable patterns of student achievement among underperforming student groups in partnership with SDCOE Equity Grant and SDSU Garden Plot-Courageous Conversations.

- Equity Leadership Team will continue meet regularly and provide support and direction to staff, sharing learning and tools acquired through participation in SDCOE Equity Grant.
- Equity Team will work with principal to support implementation of recommendations of Equity Audit performed in spring of 2019 by National Center Urban School Transformation (NCUSP) to address inequitable practices and increase student success.
- Equity Team will lead work with staff to identify and implement instructional priorities based on greatest area of need and corresponding "promising practices for urban schools".
- Staff will participate in site-based professional development around implicit bias and gain insight around the impact of bias on teacher expectations and student achievement.
- Grade level teams will work together to identify and address how and where bias impacts expectations and engagement with students, their instructional practice and student performance.

- Teachers will engage in "student shadowing" to collect data and experience learning through student point of view to increase insight how to ensure students are actively engaged and supported in their learning.
- Staff will participate in professional development to explore culturally responsive pedagogy and the importance of culturally responsive curriculum and instructional materials.
- Collaborative teams will investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.

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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- ELD: English learners were clustered by proficiency level and received 30 minutes of designated ELD daily. Staff meetings addressed oral language development through academic talk routines and frames, but integrated ELD scaffolds were not specifically addressed nor implemented. Select teachers continued to work with District EL resource teacher to deepen understanding of ELD standards.
- EL Academic Talk: Teachers began increasing frequency and consistency of academic talk routines and frames. Select teachers agreed to and piloted agreed upon structures, gathering pre and post data on literacy impact. Principal utilized specific data collection form to measure student participation, specifically with English Learners. Data indicated that all English Learners did participate in identified classrooms, and utilized the structures and routines more and more organically. School closure due to Covid prevented us from measuring impact in written language. Next steps to implement agreed upon routines at agreed upon frequency school-wide.
- EL Progress and Intervention: ELPAC level 1 and 2 students were assigned to 30 minutes Imagine Learning daily. CATCH up plans were used to identify students not making adequate progress and to inform intervention plans, but at-risk LTEL and LTEL were not specifically identified.
- SAI Model: SAI teachers provided services and materials aligned with student's level and assessed needs. SAI teacher and general education teachers improved their level collaboration in planning and reviewing student progress. However, this is an area that needs continued development. Data was used to place students in supplemental and replacement programs, and staff improved in their use of data to determine which program was most conducive to addressing assessed needs, but this area still needs continued

refinement. All students reading below grade level did participate in daily small-group leveled reading.

- SDC Inclusion: SDC and general education staff did an outstanding job of collaborating for inclusion during instruction and extracurricular activities. More SDC students mainstreamed into general education classrooms for academic instruction and many classrooms implemented cross-class activities with general education and SDC. Next steps are to continue expansion of SDC inclusion and participation with general education classrooms (see strategy 5)
- Equity: Equity leadership team was established and met regularly to plan roll-out of equity activities and learning with staff (SDCOE Equity Grant implementation). Equity team facilitated staff analysis of Equity Audit results, including determination of greatest area of need and prioritization of recommendations. Every staff meeting or site learning day addressed equity and/or bias topics, integrating activities intended to raise awareness around teacher expectation and student achievement as it relates to bias and/or systemic oppression. This is an area that needs on-going development and attention. Grade level teams have yet to specifically reflect on their own bias and its implications as related to instructional practice and student performance. Student shadowing took place on one occasion, but will be expanded next year. Culturally responsive pedagogical ideas were introduced and provided an affective framework that began the school year, but this needs to be revisited and expanded to more instructional contexts. Select teams have begun to investigate and integrate culturally responsive curriculum (in alignment with essential standards) and literature titles have been purchased. This also needs to be expanded to more grade levels.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 2 remains the same. With the exception of English proficiency data for English learners, there is no new data. Expected outcomes reflect the previous year's adjustments based on last year's data as follows: The expected outcome for socioeconomically disadvantaged students decreased by 3% due to the decrease in the percent meeting or exceeding standard in ELA. Math increased by 6%. The expected outcome for students with disabilities increased to reflect the 14% increase in the percent meeting or exceeding standard in ELA and 8% in math. The English Learner Progress Indicator has undergone modification at the state level. It previously combined English progress, SBAC performance and R-FEP rates. It now measures the percentage of English learners reaching or maintaining the highest level of proficiency. A new baseline and goal for English learners has been added.

- Strategy 1 remains focused on designated and integrated ELD. The activity of select teachers working with District staff to deepen understanding of ELD standards has been removed due to staffing changes at District office.
- Strategy 2 remains focused on promoting academic talk and structured collaboration routines, adding emphasis on consistency and expanding implementation of routines.
- Strategy 3 remains focused on timely and systematic intervention for English learners, naming Achieve 3000 as means to provide explicit support in non-fiction reading

comprehension and text-dependent questions to support literacy development for LTELs and at-risk LTELs. District staff support has been removed from this activity due to personnel changes but support will be provided at site level.

- Strategy 4 remains focused on SAI model development and implementation. Continue expansion of implementation.
- Strategy 5 remains focused on increasing mainstreaming and inclusion for SDC students. Continue expansion of implementation.
- Strategy 6 remains focused on equity and culturally responsive pedagogy. Since equity leadership team has been formed the activity shifts to guiding equity staff development and facilitating the implementation of equity audit recommendations. Wording was added to the activity addressing teams reflecting on the impact of their bias on student performance to include impact on expectations and student engagement, in order to ensure the activity addresses key issues.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

LCAP Goal #2 – Each and every student will be equipped with the skills and disposition necessary for success in high school, life, and workplace.

Goal 3

Establish a climate of respect, inclusivity, connectedness, and safety for our students.

Identified Need

When comparing data from 2017-18 to 2018-19, there was a decrease in attendance average, an increase of 1% in chronic absenteeism and a 1.6% increase in the percentage of students suspended. As is the case with academics, the data reveals non-"majority" student groups are disproportionately impacted. In suspensions, African American and socio-economically disadvantaged students had larger increases than the school-wide average. In chronic absenteeism, African American and Latinx students had larger increases than the school-wide average. In order to cultivate trust and promote the engagement required to motivate students to attend regularly and engage in behaviors that ensure safety and learning for all, a focus on creating a truly inclusive school climate with an emphasis on positive relationships with students and families, a culturally responsive lens that fosters belonging, and a posture of restoration and learning around discipline and behavior is required to connect with and engage all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We will measure students' social-emotional competencies in grades 5-8 (self-management, self-efficacy, growth mindset, social awareness) as these complement academic preparation and long-term learning. Competencies will be measured by the CORE Social-Emotional survey. Our goal is to increase the percentage of students who have an overall performance level of "Healthy" or "Very Healthy".	As measured by the CORE Social-Emotional Survey, XX% of students have an overall performance level of "Healthy" or "Very Healthy". (Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.)	As measured by the CORE Social-Emotional Survey, more than XX% of students will have an overall performance level of "Healthy" or "Very Healthy". (Expected Outcome will be developed once a baseline in Fall 2020 has been established).
School attendance rates will achieve a 97% or better	(17-18) The school attendance rate was 95%.	The school attendance rate will increase by .05% to a rate of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance rate, increasing by .05% year.	(18-19) The school attendance rate was 95.19%.	95.24% in the coming school year.
The percentage of students with chronic absenteeism will decrease by 1% each year.	(17-18) The percentage of students with chronic absenteeism was 13.94%. (18-19) The percentage of students with chronic absenteeism was 14.9%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 12.9 % in the coming school year.
Increase the amount of time students are present in class for instruction as measured by a decrease in the number of students out of class and/or suspended due to discipline.	(17-18) .48% of students were suspended. (18-19) 2.1% of students were suspended.	Student suspensions will decrease to 1% in the coming school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Foster resiliency and relationship among students through social-emotional learning

- Weekly social-emotional lessons using Sanford Harmony to develop and reinforce affective skills (inter-personal and intra-personal)
- Continue implementing Safe-School Ambassadors, anti-bullying programs and social-emotional learning.
- Continue Anchored 4 Life resiliency program for all grade levels to target the emotional needs of military children.
- Continue Social Skills lessons in all classrooms, Friendship Club, Alternative Recess and specialized support groups.
- Offer parenting classes to equip parents to support social-emotional and student well-being at home and foster positive home-school relationships.
- Provide small-group and individual support to students to assist in emotional regulation strategies.
- Provide crisis response and intervention to individual students experiencing emotional distress.
- Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.
- Staff will conduct empathy interviews with a cross section of students to gain insight into their experience at Rancho and how we can better support their success.

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)
32,000	Title I 1000-1999: Certificated Personnel Salaries Social Worker

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

<p>Promote Consistent Attendance</p> <ul style="list-style-type: none">• Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance.• Monitor attendance and respond in a tiered approach to intervention, i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more.• Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.• Work with Social Worker/Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate.• Put system in place to contact and work with parents of chronically absent students, identifying and offering support with barriers and providing incentives for improvement.

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)
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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

Restorative Practices

- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc.
- Work with staff to establish a climate with an understanding of trauma informed responses and a focus on positive behavior interventions and supports where consequences for behaviors are logical and natural and where there is accountability and opportunity to make amends and repair harm.
- Work with Student Supports to train campus attendants to use Restorative principles when intervening with students.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Address behavior from a posture of learning and equity

- Staff will develop collective commitments to define school-wide behavior expectations to promote learning, belonging and safety (Rancho 3 Rs: Respect, Responsibility and Relationship).
- Teachers will explicitly model, teach and practice (role-play) positive behaviors that reflect "3Rs"
- Staff will develop systematic responses to ensure consistent, student-centered and equitable consequences to promote learning vs punishment.
- School staff will partner with District support providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.
- Staff will participate in Professional Development in Restorative Practices and Trauma-Informed Care to gain strategies in order to anticipate and proactively address student needs in order to decrease triggers and to increase student resiliency, efficacy and motivation regarding behavior and learning.
- Staff will raise awareness of implications of their own implicit bias, systemic oppression and student experience when responding to students.
- Staff will consider culturally responsive lens when teaching and responding to student behaviors.

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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Social Emotional Learning: Sanford Harmony was implemented across classrooms with regular circle times and class lessons. Circle routines proved powerful in addressing interpersonal issues that arose and fostered classroom communities. Safe-School Ambassadors, Anchored For Life, and Friendship Clubs continued to provide support, connection and skills to select students. Social worker did class lessons with social skills along with small group and individual support for social and emotional regulation. Parent support and intervention were very effective, resulting in dramatic turn-arounds for students in crisis. Parenting classes around social support did not take place due to school closure. Empathy interviews took place with select staff, but needs to be expanded to more staff.
- Promote Consistent Attendance: Campaign for connecting (beyond welcoming) environment, with emphasis on relationships and respect for families launched the school year. Began recognizing students for improved regular (not just perfect) attendance. Monitored and responded to attendance in tiered approach. Provided personalized outreach. Met with families to offer support and ascertain root cause of attendance challenges. Provided families with resources and plans to assist with barriers, including medical referrals and flexible schedules, especially those with chronic attendance issues.
- Restorative Practices: Staff focused on building positive relationships and holding restorative circles (both proactively and to process and solve problems) Staff attended Trauma Informed Response Training. Most staff embraced restorative vs retributive approach to discipline. Continues to be an area in need of attention to ensure site-wide mindset and implementation. Playground attendants, along with other classified staff were introduced in Restorative principles at school start, but further development and follow-up is needed to ensure consistent constructive interactions with all students.
- Address Behavior From Posture of Learning and Equity: 3Rs were rolled out, reinforced in classrooms, daily principal messages, weekly community circle and trimester awards. Becoming framework to discuss behavior. Principal worked with select staff to assist them in developing systematic responses to promote learning. Continued effort and attention is needed to ensure equitable consequences that promote learning over punitive responses to behavior are implemented more consistently school-wide. Worked with District staff for skills and resources in addressing chronic and extreme behaviors, resulting in success for some students, improvement for others. Some staff development addressed restorative

practices and trauma informed responses, but on-going capacity building and support is needed to promote more consistent implementation. On-going work was engaged to increase staff awareness of bias, systemic oppression and student experience. Continued work is needed to apply to dynamics of student interactions and addressing behavior through a culturally responsive lens.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The social worker expenses were to be split between Title I and LCFF. Originally, a portion of \$22,000 had been allocated from Title I, however the actual Title I portion from Title ended up being \$32,000 due to a requisition delay, with a smaller portion coming from LCFF. These changes were approved by SSC.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 3 remains the same. Expected outcomes had been adjusted in response to actual outcomes in the fall of 2019 to reflect continual growth. The attendance expected outcome was met and increased by 2% to align with district target. Chronic absenteeism outcome was not met. We actually increased, as did suspensions. The expected outcome for both areas remains 1% from previous baseline. The metric for safe school climate is now the CORE Social-Emotional Survey. Once administered in Fall 2020, a baseline for students' social-emotional competencies will be set for the 2020-21 school year.

- Strategy 1 continues to address fostering resiliency and relationship through social-emotional learning. No changes to strategy. Continue expansion of implementation.
- Strategy 2 continues to address consistent attendance. No changes to strategy. Continue expansion of implementation.
- Strategy 3 continues to address restorative practices. No changes to strategy. Continue expansion of implementation.
- Strategy 4 continues to address behavior through a posture of learning and equity No changes to strategy. Continue expansion of implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent/Community Engagement

LEA/LCAP Goal

LCAP Goal #3 – We will fully engage our parents, community, and staff in the education of our students.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

While parents strongly agree that the school meets their child's academic needs, and that they have opportunity to participate and find parent trainings meaningful, only 60% have actually attended a school event for two years in a row. Additionally we had received concerns both informally and formally through our equity audit parent focus groups that some staff have expressed racial bias in comments toward and regarding students. While the survey reveals that there was an increase in the percentage of parents who feel welcome at school (from 94%-99%), we know that is an on-going concern. Some parents report informally that they don't feel welcome or connected to the school community and parents who did not participate in the survey are the ones who are most disenfranchised. (The return rate was only 22%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who regularly attend school-sponsored meetings/events as measured by the annual Parent/Family Survey	(18-19) percentage of parents who regularly attend school-sponsored meetings/events is 60%. (19-20) percentage of parents who regularly attend school-sponsored meetings/events is 60%.	The percentage of parents who regularly attend school-sponsored meetings/events will increase to 70%.
Percentage of parents who agree that the school meets the academic needs of their child as measured by the annual Parent/Family Survey	(18-19) percentage of parents who agree that the school meets the academic needs of their child is 92.1% (19-20) percentage of parents who agree that the school meets the academic needs of their child is 95%.	The indicator of parent satisfaction regarding the school meeting the academic needs of children will increase to 98%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

To ensure our parents are partners, parent education and training will be offered.

- Hold a variety of parent events establishing relationships with school staff.
- Work with staff to provide training for ELAC and SSC.
- Work with staff to determine and implement best practices in parent education.
- Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early fall of the new school year.
- Work with ELAC and SSC to create a needs assessment in the fall and survey parents to elicit input on parent education topics, time, place, and method of presentation.

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)
1,286.59	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Credentialed Social Worker

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

We will communicate with parents regularly about student progress and school activities.

- Utilize parent information systems such as Blackboard Connect, Class Dojo, Remind, Google Classroom, SMS, monthly newsletters, and Friday Folders to enhance home/school communication.
- Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.

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)

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

Foster community engagement through technology and social media.

- Establish, maintain, and utilize website updates, Twitter feed, Facebook, Instagram and other social media platforms to foster communication with parents and families specifically, and the community at large.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engage parents as partners through equity lens.

- Continue parent focus group conversations to explore perspective and experience of students in equity-related matters.
- Ensure SSC, ELAC and PTA reflect school demographic proportions.
- Integrate culturally responsive teaching strategies into parent education endeavors through culturally relevant topics, more collaboration and collectivistic approaches.
- Include equity and bias learnings into parent committees and education events.
- Equity team work with select parents to identify barriers to equity in our practices, policies, and interactions with students and parents along with possible 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)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Parents as Partners (Parent Ed): Held variety of parent events including curriculum nights every trimester and monthly Family Reading Fridays. Added weekly Community Circles, Trimester Awards and Holiday evening events. Parents reported positive feedback. ELAC and SSC received training. Parent education efforts (determining best practices and including in existing group agendas) were not fully implemented and will carry to next year. The needs assessment was not developed due to Covid school closure, but will be prioritized in the fall.
- Communication with Parents: Information systems were utilized and expanded systematically with the advent of Covid. Almost all families are connected to classroom teacher via Class Dojo, Remind, Google Classroom or Seesaw. Principal provided interpretation at all school events and District staff provided translation of written documents.
- Foster Engagement Through Technology and Social Media: Website and Twitter utilized. Established Instagram and Facebook to expand outreach and connection during Covid Stay-At-Home, including daily Facebook Live messages from principal.
- Engage Parents Through Equity Lens: SSC, ELAC and PTA composition became more reflective of school demographics. Began to integrate culturally responsive strategies into parent education, but implementation was limited. Focus groups for student perspective and parent perspective nor bias training for parents took place, but will be prioritized for next year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4 remains the same. Expected outcomes were adjusted in response to actual outcomes to reflect continual growth.

- Strategy 1 continues to focus on parent education. Changes to strategy reflect shift from District to site personnel. Continue to ensure and expand implementation.
- Strategy 2 continues to focus on communication. No changes to strategy. Continue expansion of implementation.
- Strategy 3 continues to focus on utilizing social media as means for engagement. No changes to strategy. Continue expansion of implementation.
- Strategy 4 continues to focus on engaging parents as partners through a lens of equity in an effort to address some of the root causes of lack of parent engagement. No changes to

strategy. Continue to ensure and expand implementation. A credentialed social worker will be utilized to provide parent engagement activities.

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	\$98,855.20
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$98,286.59

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 (\$)
Title I	\$97,000.00
Title I Part A: Parent Involvement	\$1,286.59

Subtotal of additional federal funds included for this school: \$98,286.59

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$98,286.59

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
Title I	97,568.61	568.61
Title I Part A: Parent Involvement	1,286.59	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	97,000.00
Title I Part A: Parent Involvement	1,286.59

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,286.59

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	97,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,286.59

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,000.00
Goal 3	32,000.00
Goal 4	1,286.59

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
C. Elisa Holston-Arteaga	Principal
Karen Abreano	Other School Staff
Beth Saltzman	Classroom Teacher
Anita Deodat	Classroom Teacher
Jennifer Carter	Classroom Teacher
Celina Alonso	Parent or Community Member
Brenda Syson	Parent or Community Member
Alexia Harris	Parent or Community Member
Anna De La Torre	Parent or Community Member
Ashlee Lyman	Parent or Community Member

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	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Co-Chair SSC: Alexia Harris

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 May 8, 2020.

Attested:

	Principal, Elisa Holston-Arteaga on May 8, 2020
	SSC Chairperson, Ashlee Lyman on May 8, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.