School Year: **2021-22**

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 learning community	37-68197-6038418	June 7, 2021	June 15, 2021

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)

X 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).

Our school's comprehensive needs assessment included the solicitation of input and feedback from our stakeholders (families, teachers, staff, etc.). In a typical school year, we would distribute an annual parent survey to gather data regarding the climate and safety of the school and to solicit input about the strengths and areas for growth of the many programs and services we offer. Due to the closure of our school from March 2020-April 2021, we felt it was necessary to distribute numerous surveys and make other types of connections throughout the 2020-21 school year to continue to meet the changing needs of our students, families, and staff.

Consultations and connections with our stakeholders took place through virtual Zoom meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic supports, social-emotional and behavioral supports, parent engagement, and school connectedness. We expedited the stakeholder engagement cycle due to Covid-19 and immediately reviewed the data in order to implement changes to our practices in support of our students, their families, and our staff. A family/caregiver survey will be conducted closer to the end of the school year.

As our 2020-21 school year began, our first priority was to ensure the safety of our learning community, technology needs, and to provide food and resources to our families. As such, our first surveys revolved around the basic needs of our students and their families. Once those basic needs were addressed, subsequent surveys were distributed.

Surveys sent in preparation for or during the 2020-21 school year included (but were not limited to) topics such as :
- Student Technology Needs
- Student/Family Community Resources Needs
- Student Learning Options (Online/Hybrid)
- Student Transportation/Childcare Needs
- Staff Technology Needs
- Staff Reopening Questions/Concerns
- Staff Classroom Needs (desk partitions, etc.)

Caregiver data indicated a desire for more support for struggling students, access to food and community resources, assistance with technology and distance learning. Teacher data revealed the desire for resources and strategies to assist them in providing engaging and interactive learning experiences for all students and additional support for struggling students. All stakeholders shared comments about the safety needed when returning to in-person learning.

Most recent survey data indicates desire for full-day or morning in-person learning, access to transportation and childcare. Parents have also overwhelmingly indicated that they want in-person learning to focus on academic support and social-emotional learning.

The Extended School Services (ESS) program is housed on our campus and provides before and after school childcare in an academic and recreational setting. ESS also distributed 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 an overwhelmingly positive response from parents regarding child safety. Over 95% of parents surveyed feel that the ESS program provides a safe and happy environment for their child(ren). Additionally, 94% of parents surveyed feel that they have a clear understanding of the policies and guidelines that are in place to help prevent the spread of COVID-19. Over 90% of parents agree that the ESS team interacts positively with children and effectively communicates with parents regarding program activities and schedules. There was an increase of 4% from last year's survey of parents who feel that the ESS office team are courteous and professional when providing information regarding their account and responding to parent questions. Opportunities for growth within the department include continuing to establish procedures to support students with their asynchronous learning as well as improved parent communications regarding student achievements and struggles.

Our school will continue to solicit input and feedback from our stakeholders and utilize the data to improve the work that we are doing in support of our students, families, and staff.

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. Principal visited classrooms virtually and provided descriptive feedback to teachers. Teachers were success in addressing grade-level core instruction in alignment with essential standards. Many classrooms successfully integrated social justice standards and culturally relevant content. Areas of growth and development included increasing interaction, active participation in breakout rooms. Site staff development time was adjusted accordingly to address strategies to increase student talk in breakout rooms and task accountability, in addition to on-going equity and anti-racism work.

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. Due to COVID and Distance Learning, District observations were limited. Feedback indicated that teachers were very successful in engaging students actively during distance learning.

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. Due to COVID distance learning no Principal Network Walks took place.

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.

Professional development needs to be both systematic and collaborative. All teachers will participate in site-based staff development that takes place 2 times a month that aligns with site priorities. Principal observation, feedback and coaching individualizes support and fosters the growth and development of each teacher's pedagogical effectiveness and success with implementation of site priorities. Collaborative teams will engage in research-based strategies in response to student need, pursuing and implementing given strategies and practices in alignment with site priorities. For the 2021-2022 school year, Rancho will focus on identifying and implementing select culturally responsive teaching practices in addition to continued work with "Culture/Climate" and "Engagement" as defined by the 5Ds, including student talk, purpose, success criteria, student goal setting and progress monitoring.

Teachers participated in "elective" style professional development offerings as a supplement to systematic site professional development in order to fulfill required Professional Development time, including offerings to facilitate Distance learning and effective use of technology to increase engagement.

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

Staff development is provided to teachers and other staff to address the identified needs of our students. Areas of need are identified by student achievement data, stakeholder input, and observed areas of need. Growth and improvement are measured through principal classroom walkthrough data and student performance. Needs assessments and feedback are elicited in conjunction with each professional growth offering. Based on the feedback, professional growth is adjusted to increase effectiveness.

All staff development is focused on:
- 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 (ELD) Standards
- Implementation of the 5D Framework for High-Quality Teaching and Learning
- Development of strong PLCs
- Research-based classroom instruction and best practices
- Creation and use of assessments to inform and modify instruction
- High quality instruction for distance learning (brought to us with educational research partners Doug Fisher, Nancy Frey, and John Hattie)
- Equity and culturally responsive pedagogy

Staff development at Rancho in the 2021-22 school year will continue to focus on equity. Reflective equity work will be applied with professional development that assists us in creating an anti-racist/anti-biased school climate and implementing culturally responsive teaching and curriculum. The 5D lens "Culture/Climate" and "Engagement" will serve as a common general framework. Daily walk throughs and principal feedback will focus on school-wide strategies such as student talk, purpose, success criteria, student goal setting and progress monitoring, with special attention given to emergent multi-linguals (academic discourse). Teachers will continue to work collaboratively to plan instruction based on essential standards, reflect on lessons, and analyze student work and assessment data, to improve their practice and increase student achievement. SLDs will provide structures and time for teachers to define mastery, calibrate rigor and unwrap essential standards into learning outcomes/ targets, develop CFAs, and collectively analyze CFA data to inform intervention and instruction.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going capacity building for teachers. Site instructional coach (teacher on special assignment) will provide additional support in building teacher capacity with culturally responsive teaching practices, with a focus on emerging multi-linguals.

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

Each grade-level/department at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the 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 surround data analysis, program effectiveness, and "moving the needle" toward student success and achievement. Professional learning communities allow for 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 proficiency level, and are assessed and regrouped appropriately. Teachers examine student work samples and meet in collaborative team 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 (when available), 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 our major focus to raise student achievement.

In 2021-22 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)
Multi-tiered Systems of Support (MTSS)
Second Step Social-Emotional Learning
Project GLAD
Culturally Responsive Pedagogy
Imagine Learning
Rax Plus
Achieve 3000
Lexia
Flex
Rewards
Phonics for Reading
Readwell
Moby Max

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 connect and learn to support their children academically and socio-emotionally

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

- Family/caregiver education workshops provided by district staff and local community agencies in addition to site staff.
- The use of multiple methods of communication (flyers, phone calls, district/school websites) 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 families/caregivers 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 federal funds (as applicable) 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)

- Social Worker
- Site Instructional Coach/Resource Teacher (Emergent multi-lingual support and culturally relevant teaching strategies)
- Lexia
- Achieve 3000
- Equity related professional development in culturally responsive teaching, anti-racist/anti-biased school climates
- Culturally Responsive Teaching Materials
- Primary Literacy intervention

- Title I Parent Engagement funds will be used to offer 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 2021-22 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) 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 at the end of each Goal.

School stakeholder involvement meeting dates were as follows:
- ELAC #3 Meeting April 5, 2021 2:00 pm
- SSC # 4 Meeting April 6, 2021 2:30 pm SSC #5 Meeting June 7, 2021 12:30 pm
- Staff Meeting April 6, 2021 1:15 pm (Staff invited to SSC for input)

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%	1		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	%	%	0%			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

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%

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	47	56	45	56	45	56	95.7	100
Grade 4	39	42	39	41	39	41	100	97.6
Grade 5	41	42	40	42	40	42	97.6	100
Grade 6	53	41	52	41	52	41	98.1	100
All Grades	180	181	176	180	176	180	97.8	99.4

Overall Achievement for All Students									
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2444.8	2432.0	28.89	23.21	31.11	30.36	17.78	26.79	22.22	19.64
Grade 4	2469.4	2465.4	33.33	26.83	15.38	24.39	17.95	14.63	33.33	34.15
Grade 5	2467.0	2520.5	12.50	19.05	30.00	38.10	15.00	28.57	42.50	14.29
Grade 6	2501.1	2522.6	7.69	14.63	44.23	29.27	21.15	36.59	26.92	19.51
All Grades	N/A	N/A	19.89	21.11	31.25	30.56	18.18	26.67	30.68	21.67

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	31.11	26.79	46.67	51.79	22.22	21.43
Grade 4	28.21	29.27	41.03	43.90	30.77	26.83
Grade 5	12.50	30.95	52.50	52.38	35.00	16.67
Grade 6	21.15	14.63	42.31	41.46	36.54	43.90
All Grades	23.30	25.56	45.45	47.78	31.25	26.67

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	22.22	17.86	53.33	57.14	24.44	25.00
Grade 4	20.51	17.07	43.59	51.22	35.90	31.71
Grade 5	15.00	19.05	50.00	69.05	35.00	11.90
Grade 6	15.38	19.51	51.92	58.54	32.69	21.95
All Grades	18.18	18.33	50.00	58.89	31.82	22.78

Listening Demonstrating effective communication skills					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 3	15.56	26.79	73.33	60.71	11.11	12.50
Grade 4	10.26	24.39	79.49	58.54	10.26	17.07
Grade 5	10.00	16.67	60.00	73.81	30.00	9.52
Grade 6	3.85	19.51	75.00	65.85	21.15	14.63
All Grades	9.66	22.22	72.16	64.44	18.18	13.33

Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
Grade 3	46.67	26.79	37.78	55.36	15.56	17.86
Grade 4	33.33	24.39	48.72	56.10	17.95	19.51
Grade 5	20.00	33.33	42.50	52.38	37.50	14.29
Grade 6	32.69	29.27	46.15	56.10	21.15	14.63
All Grades	33.52	28.33	43.75	55.00	22.73	16.67

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	47	56	46	56	46	56	97.9	100
Grade 4	39	42	39	42	39	42	100	100
Grade 5	41	42	41	42	41	42	100	100
Grade 6	53	41	52	41	52	41	98.1	100
All Grades	180	181	178	181	178	181	98.9	100

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	2432.7	2425.0	15.22	8.93	32.61	37.50	28.26	33.93	23.91	19.64
Grade 4	2448.4	2450.5	10.26	9.52	20.51	26.19	33.33	30.95	35.90	33.33
Grade 5	2428.2	2490.1	2.44	16.67	7.32	19.05	21.95	23.81	68.29	40.48
Grade 6	2463.9	2468.6	3.85	9.76	11.54	7.32	46.15	31.71	38.46	51.22
All Grades	N/A	N/A	7.87	11.05	17.98	23.76	33.15	30.39	41.01	34.81

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	28.26	21.43	43.48	44.64	28.26	33.93
Grade 4	17.95	23.81	30.77	35.71	51.28	40.48
Grade 5	7.32	28.57	14.63	19.05	78.05	52.38
Grade 6	5.77	9.76	25.00	24.39	69.23	65.85
All Grades	14.61	20.99	28.65	32.04	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	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	26.09	16.07	50.00	60.71	23.91	23.21
Grade 4	10.26	11.90	38.46	42.86	51.28	45.24
Grade 5	2.44	14.29	26.83	45.24	70.73	40.48
Grade 6	3.85	4.88	38.46	34.15	57.69	60.98
All Grades	10.67	12.15	38.76	46.96	50.56	40.88

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions					
	% Above Standard		% At or Near Standard		% Below Standard	
	17-18	18-19	17-18	18-19	17-18	18-19
Grade 3	26.09	26.79	52.17	57.14	21.74	16.07
Grade 4	25.64	23.81	46.15	35.71	28.21	40.48
Grade 5	4.88	16.67	41.46	45.24	53.66	38.10
Grade 6	7.69	12.20	44.23	36.59	48.08	51.22
All Grades	15.73	20.44	46.07	44.75	38.20	34.81

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**								
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.0	*	1447.3	*	1406.6	*	16	9
Grade 1	1497.0	1457.6	1520.2	1465.0	1473.2	1449.8	12	17
Grade 2	1525.9	1535.0	1530.6	1540.0	1520.7	1529.5	20	13
Grade 3	1467.5	1520.1	1459.5	1519.6	1475.0	1520.2	15	18
Grade 4	*	1537.8	*	1558.8	*	1516.2	*	13
Grade 5	1523.2	*	1509.1	*	1536.5	*	11	7
Grade 6	1496.0	*	1480.5	*	1511.0	*	11	8
All Grades							93	85

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
Overall Language **Percentage of Students at Each Performance Level for All Students**										
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	17.65	*	47.06	*	29.41		5.88	12	17
2	80.00	38.46	*	38.46	*	15.38		7.69	20	13
3	*	33.33	*	55.56	*	0.00	*	11.11	15	18
4	*	30.77	*	46.15	*	15.38		7.69	*	13
5	*	*	*	*	*	*		*	11	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	39.78	27.06	36.56	51.76	16.13	15.29	*	5.88	93	85

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	35.29	*	47.06		11.76		5.88	12	17
2	80.00	61.54	*	23.08	*	7.69		7.69	20	13
3	*	50.00	*	38.89	*	5.56	*	5.56	15	18
4	*	61.54	*	23.08		15.38	*	0.00	*	13
5	*	*	*	*	*	*		*	11	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	50.54	51.76	31.18	31.76	*	12.94	*	3.53	93	85

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	16	*
1	*	17.65	*	29.41	*	41.18	*	11.76	12	17
2	65.00	30.77	*	30.77	*	30.77	*	7.69	20	13
3	*	22.22	*	50.00	*	16.67	*	11.11	15	18
4	*	23.08	*	7.69	*	46.15		23.08	*	13
5	*	*	*	*		*	*	*	11	*
6	*	*	*	*	*	*	*	*	11	*
All Grades	33.33	24.71	23.66	25.88	24.73	37.65	18.28	11.76	93	85

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	75.00	*	*	*		*	16	*
1	91.67	58.82	*	35.29		5.88	12	17
2	80.00	53.85	*	38.46		7.69	20	13
3	*	27.78	*	61.11	*	11.11	15	18
4	*	53.85	*	38.46		7.69	*	13
5	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	11	*
All Grades	55.91	36.47	36.56	55.29	*	8.24	93	85

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	29.41	*	64.71		5.88	12	17
2	90.00	61.54	*	30.77		7.69	20	13
3	*	77.78	*	22.22	*	0.00	15	18
4	*	69.23	*	30.77	*	0.00	*	13
5	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	11	*
All Grades	54.84	61.18	35.48	35.29	*	3.53	93	85

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	35.29	*	47.06	*	17.65	12	17
2	70.00	30.77	*	46.15	*	23.08	20	13
3	*	11.11	*	77.78	*	11.11	15	18
4	*	15.38	*	53.85	*	30.77	*	13
5	*	*	*	*	*	*	11	*
6	*	*	*	*	*	*	11	*
All Grades	34.41	21.18	38.71	56.47	26.88	22.35	93	85

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	16	*
1	*	17.65	*	70.59		11.76	12	17
2	65.00	23.08	*	69.23	*	7.69	20	13
3	*	22.22	73.33	66.67	*	11.11	15	18
4	*	15.38	*	84.62		0.00	*	13
5	*	*	*	*		*	11	*
6	*	*	*	*	*	*	11	*
All Grades	41.94	25.88	49.46	68.24	*	5.88	93	85

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 Goal #1 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.
LCAP Goal #3 - Equip
We will equip our students with the tools necessary to realize their fullest potential.

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

Literably reading levels showed a decreased in the percentage of students reading at grade level at the end of trimester 1 from 19-20 to 20-21. Literably scores are unreliable due to technical challenges and invalid testing conditions. Some students may have been receiving prompting at home while others may have had little supervision resulting in less focus. This is an amplification fo the needs identified in the 19-20 SPSA and is substantiated by 20-21 classroom assessment and teacher observation. Access and success with ELA continues to be inconsistent across student groups, and this has been exacerbated by the inequities of distance learning. The inequitable outcomes revealed in the 18-19 SBAC data will continue to serve as our baseline.

18-19 Data revealed that 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. This is even more pressing in post-COVID learning environments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts • Students meeting standard on SBAC will increase 3%. • Students performing at or above grade level on i-Ready 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. 40% of students will perform at or above grade level as measured by i-Ready in ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• Student groups scoring below the school average will show an increase greater than 3%.	(19-20) SBAC data is not available due to the suspension of state testing. (20-21) 20.64% of students performed at or above grade level as measured by i-Ready in ELA.	
Mathematics • Students meeting standard on SBAC will increase 3%. • Students performing at or above grade level on i-Ready 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 grades3-6 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 10.99% of students performed at or above grade level as measured by i-Ready in Mathematics.	40% of students in grades 3-6 will meet or exceed standard as measured by SBAC Mathematics. 20% of students will perform at or above grade level as measured by i-Ready in Mathematics.
Percentage of students reading at grade level at the end of Trimester 1 will increase by 3%.	19-20 55% of students were reading at grade level at the end of Trimester 1. 20-21 42.1% of students were reading at grade level at the end of Trimester 1.	45% of students will be reading at grade level at the end of Trimester 1.

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.
- Data coach work with PLCs to align ES, plan instruction, create and analyze CFAs and reflect on and respond to 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)

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 around the 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 through the lens of equity and culturally responsive pedagogy and establish collective commitment to corresponding instructional practices. Emphasis will be placed on dimensions of Engagement to amplify student voice and Culture/Climate to help us foster a truly inclusive and anti-racist/anti-biased school climate.
- Principal and staff conduct regular classroom walk-throughs to observe evidence and provide immediate feedback regarding implementation of given 5D dimensions (Engagement and Culture/Climate).
- Collaborative teams will use select given 5D dimensions (Engagement and Culture/Climate) 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, specifically academic discourse.

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 and prioritize and sequence essential standards based on summative and formative assessment data and integrate social justice standards into unit plans.
- 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/integration social justice standards.
- Teams will use learning cycle template, with social justice standard integration.
- Teachers will participate in professional development and coaching in culturally responsive teaching.
- Teachers will use collaboration time to select and reflect on the implementation of culturally responsive teaching and 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 and focus on student engagement and academic discourse participation.
- Summer/Release time for teachers for data reflection, standards alignment social justice standards integration into units of study (each team 3 times/year)

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)
7,392.00	Title I 1000-1999: Certificated Personnel Salaries

	Release time and/ or compensation for teacher release for Standards alignment and culturally responsive teaching planning.

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.
- Intervention team will create criteria and documentation procedures to assist teachers in supporting monitoring students not making adequate progress including appropriate goals, rate of progress and RtI criteria/SST documentation.
- 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 to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.
- 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.
- Provide student helpers to facilitate small group instruction.
- Extend LLRT hours to facilitate literacy development.
- Data Coach work with PLC to define tiers, align ES, dev. CFAs and determine criteria for intervention cycle.

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)
10,742	Title I 2000-2999: Classified Personnel Salaries LLRT extended hours for literacy support/small group reading

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: 2020-21

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.

1-PLC implementation continued to develop and evolve. Teams met regularly to establish and review goals. The leadership team met and refined the learning cycle template which was introduced to teams. Most teams completed at least 2 learning cycles and all teams are successful at establishing essential standards-aligned goals, planning instruction, and collecting student data. Teams work together to create and align assessments and have begun using common rubrics. Some teams have begun to analyze data and connect it to lesson reflection to inform instruction and sharing of best practices.   Due to COVID, limited staff development time was allocated to the technical work of PLCs as teams needed time to pivot and adjust current practices to distance learning. This includes dedicating time to demographic analysis as part of data reflection. Many teachers impressively continue ensuring students know goals and success criteria, a challenge in distance learning. Due to COVID, time was not allocated to working with staff to develop CFAs. Next steps include increasing systematic intervention based on success criteria across all grades, vertical alignment of rubrics and ensuring the demographic analysis of data.

2- The 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 implementation focused primarily on the dimension of engagement. COVID amplified the need for active participation and Rancho remained committed to ensuring rigor and relevance. Principal conducted walk-throughs while offering feedback on increasing engagement and accountability participation with select teachers. Staff was provided with just-in-time training with experts during staff meetings. Teachers collaborated with one another and other colleagues in pursuit of strategies to actively engage and hold students accountable for participation, ensuring culturally responsive content and innovative use of technology. Staff meetings were not dedicated to 5Ds specifically. Most professional development time was focused on building a foundation for culturally responsive pedagogy through building an understanding of systemic racism. Using 5Ds as a tool for calibration was not addressed due to COVID.

3-Rancho teachers began to align curriculum, instructional practice, and assessment with essential standards through the lens of equity and culturally responsive pedagogy. The Social Justice Standards were introduced and the learning cycle template was modified to include social justice standards. SLD time was set aside for teams to practice embedding and aligning social justice standards into essential-standards based units of learning. Teams shared their drafts. Teams used collaboration time to align/sequence essential standards and plan instruction. Teams continue to work on using formative assessment data more systematically. COVID made the use of summative data (and dedicating that time) impossible. The modified learning cycle template was also used to introduce teachers in defining mastery and beginning to unwrap standards into targets. COVID/distance learning pivoting made it challenging to dedicate the time necessary to fully explore and implement the learning cycle and expand it to backwards planning. Principal walkthroughs did provide support and feedback on student engagement and purpose/essential standards with select teachers, however the explicit alignment of culturally responsive curriculum and pedagogy was slowed due to COVID. Select teams continue to utilize culturally responsive curriculum and other teams are exploring and beginning to implement. Emphasis shifted from student discourse to basic student interaction due to realities of distance learning.

4-Rancho continued its development of a school-wide system of differentiated instruction and interventions to meet the needs of all students. Most grade levels used formative data to identify and serve students for tier 2 intervention. Teachers worked with social worker, psychologists and SAI teachers to identify students in need of more intensive intervention, who then pushed into SAI for RtI types of support. Teachers used Literably and other classroom assessments to identify students in need of Lexia which was assigned as asynchronous work and the reading intervention teacher worked with teachers to identify students for BLAST groups in grades K-2. Reading rotations were conducted via breakout rooms due to COVID and teachers used a variety of digital platforms and resources to foster participation, but keeping students engaged was challenging unless they had extra personnel to assist.

5-Rancho teachers will ensure appropriate grade level rigor and common expectations across grade levels in writing.
Due to COVID school-wide focus on writing was not implemented as planned. SLD time was not dedicated to vertical writing planning and genre alignment as intended. Some teachers did integrate social justice standards into units of instruction culminating in writing Grade level teams did continue to develop rubrics and teachers in grades 2-6 all use RACES as a common template, using PLC time to review student work to inform intervention and instruction. Some teams collaborated to calibrate rubrics.

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

Due to reductions in site allocations at staffing time, the hours for the Reading Intervention Teacher had to be reduced. Initial plan had been 65,000, but actual was 35.560. This was approved by SSC 10/5/20.
LLRT hours extended to assist with small group reading 14,527, Student helper 5600, Distance Learning Instructional Resources 2000, Kinder intervention 1000. SSC approved additional intervention and distance supports 10.5.20

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. Given COVID and no new of valid data, all baselines and goals remain the same, except Literably for reading level, which went down. As stated in the discussion above, testing conditions render the results invalid, but Trimester 1 results (42%) becomes the new baseline for that metric.

- Strategy 1 remains focused on PLCs.
- Strategy 2 remains focused on 5Ds, with language added to emphasize Culturally Responsive Teaching through the dimensions of Engagement to amplify student voice and Culture/Climate to help us foster a truly inclusive and anti-racist/anti-biased school climate. Continue expansion of implementation and emphasis on student engagement and academic discourse participation.
- Strategy 3 remains focused on alignment of instruction and essential standards through culturally responsive lens. Added consistent use of learning cycle template with social justice standards (release time to plan) and explicit PD/coaching and collaboration around culturally responsive teaching.
- Strategy 4 remains focused on school-wide differentiated instruction and interventions. Removed ELA toolkit as resource and removed SBAC data source (no new data) Added activity to create clear guidelines for SST/RtI goal setting, monitoring and documentation Continue implementation. Added student helper and LLRT hour extension to support small group instruction for literacy development.
- 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 - Achieve
We will increase achievement for all of our students while decreasing performance gaps and educational inequities.

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

While there is limited new standardized data, the impact of the past year has only served to widen the opportunity gap. Racial violence and the disproportionate impact of COVID on communities of color in the past year reflect they systematic root cause of the opportunity gap, and many families have reported experiencing the results in the challenges and barriers to accessing distance learning, The need previously identified issues and gaps remain a grave concern.

Latinx and/or socioeconomically disadvantaged students make up the majority of Rancho's student population and are among the lowest performing student groups. 77% of our students are socio-economically disadvantaged. It is unacceptable that any historically disadvantaged student group continue to perform below other groups, and it is unspeakable when that group makes up the majority of the school's population. That means that the students of Rancho are not being adequately served and explicit attention is needed to address the "opportunity gap." for all Rancho students. Race, ethnicity or socio-economic status should not be a predictor of academic achievement, yet at Rancho, it is across the board.

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 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 that 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. Most recent ELPAC data reveals that only 30% of English Learners (emerging multi-linguals) were proficient (Expanding) in speaking on the ELPAC and speaking is the gateway to literacy. Continued attention to

collaborative conversations, culturally-responsive standards aligned instruction, and systematic progress monitoring with targeted intervention is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress • We will increase the percentage of students making progress toward English proficiency, or we will maintain the 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.	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).
Socioeconomically Disadvantaged • We will increase the percentage of Socioeconomically Disadvantaged students who meet standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA. • We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics	(17-18) 50% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 24% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 47% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 30% of Socioeconomically Disadvantaged students in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics.	53% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 33% of Socioeconomically Disadvantaged students in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 25% of Socioeconomically Disadvantaged students will perform at or above grade level as measured by i-Ready in ELA. (21-22) 15% of Socioeconomically Disadvantaged students will perform at or above grade level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(19-20) SBAC data is not available due to the suspension of state testing. (20-21) 16.67% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in ELA. (20-21) 6.83% of Socioeconomically Disadvantaged students performed at or above grade level as measured by i-Ready in Mathematics.	as measured by i-Ready in Mathematics.
Students with Disabilities • We will increase the percentage of Students with Disabilities who meet standard as measured by SBAC. • We will increase the percentage of students performing at or above grade level on i-Ready in ELA. • We will increase the percentage of students performing at or above grade level on i-Ready in Mathematics.	(17-18) 10% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (17-18) 0% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (18-19) 21% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in ELA. (18-19) 8% of Students with Disabilities in grades 3-6 met/exceeded standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (20-21) 2.94% of Students with Disabilities performed at or above grade level as measured by i-Ready in ELA.	24% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in ELA. 11% of Students with Disabilities in grades 3-6 will meet/exceed standard as measured by SBAC in Mathematics. (19-20) SBAC data is not available due to the suspension of state testing. (21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready in ELA. (21-22) 10% of Students with Disabilities will perform at or above grade level as measured by i-Ready in Mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(20-21) 3.03% of Students with Disabilities performed at or above grade level as measured by i-Ready in Mathematics.	
English Learners • We will increase the percentage of English Learners performing as Expanding in speaking as measured by the ELPAC.	(20-21) 29.8% of English Learners performed at the "Expanding" level in speaking as measured by the ELPAC.	35% of English Learners will perform at the "Expanding" level in speaking as measured by the ELPAC.

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

We 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.
• Site EL Instructional coach to work with directly with teachers on understanding and implementing ELD standards for designated and integrated ELD.
• Site EL Instructional coach work directly with teachers on differentiating instruction and implementing scaffolds for emerging multi-linguals

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)
52218	Title I 1000-1999: Certificated Personnel Salaries EL instructional coach salary (2 days)

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 the curriculum.
- Staff will agree on consistent collaborative conversation structures to be used across grades.
- Principal and EL instructional coach will monitor quality and quantity of academic talk and collaborative conversations and provide coaching and 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 2021.
- Teachers, EL Coach 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 2021.
- Continue emphasis on non-fiction literacy and competency with text-dependent questions for at-risk LTELs and LTEL using Achieve 3000 under direction of EL Coach.

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 collaborate, plan instruction, and review student progress. *Expand co-teaching and push-in model.
- 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)

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.
- Equity Leadership Team will continue meet regularly to define and strategize implementation of our vision as anti-racist/anti-biased school, including identifying staff development needs, co-lead staff development, articulate and identify and share best-practices for culturally responsive teaching/curriculum.
- 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"/NCUST audit.
- 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 empathy interviews with families to gain insight into their experiences and needs and participate 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.
- Provide Release time and summer compensation for teachers to investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.
- Release time empathy interviews students.
- Purchase culturally responsive instructional resources.

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)
310	Title I 1000-1999: Certificated Personnel Salaries Roving Subs for Release fo Empathy Interviews
2,000	Title I 4000-4999: Books And Supplies Culturally Responsive Teaching Curric and resources

Annual Review

SPSA Year Reviewed: 2020-21

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.

1-English Learners: Designated and Integrated ELD was not fully implemented due to COVID. Students were clustered by proficiency, but distance learning prohibited daily ELD. Lower level students received 3 days a week and upper 2 days a week in small group instruction with their teacher. They did asynchronous ELD with Imagine Learning on alternate days. Plans for collaborative conversations/student talk with routines and frames were postponed due to COVID, however teachers received professional development in Integrated ELD scaffolds and strategies such as Gist.

2- Academic Talk and Structured Collaborative Conversations was paused due to COVID. Distance learning realities made it very challenging to promote collaborative conversations and frames systematically. Teachers did attempt to use breakout rooms, providing tools, monitoring and using support personnel to encourage student interaction, but formal routines were challenging to implement given the circumstances.

3- English Learner progress was monitored and teachers attempted timely intervention, but COVID and distance learning made it impossible to make systematic. Teachers set aside time in the afternoons to work with English learners (emerging multi-linguals)and other students requiring additional support. Teachers contacted families and alternative times to accommodate schedules, even taking materials to student homes, however consistent participation by all students in need of intervention was not possible due to COVID. All emerging multi-linguals were assigned Imagine Learning as asynchronous learning. CATCH up plans were developed and shared with families. Work was not done with LTEL identification and intervention. Achieve 3000 was not purchased due to lack of funding and the free access expired.

4-Specialized Academic Instruction (SAI) implementation continued to evolve and improve. SAI teachers ensured services and materials targeted to student needs. They collaborated with staff

and families to find materials that are motivating, challenging and supportive of goals. Placement in replacement curriculum is a team decision and based on class performance as well as benchmark data. Impressive increase in collaboration with gen. ed. staff. SAI teachers meet regularly with gen ed teachers to plan co-teaching model and review student progress. Most of intermediate SAI services has transitioned to push in and co-teaching model. Paras are deployed to gen-ed breakout rooms to assist select students with class work in addition to pull-out time that targets goals.

5-SDC mainstreaming and inclusion opportunities continued to increase in spite of COVID. Intermediate SDC students start their day in gen-ed classrooms for SEL/morning meetings, with support of paras via Zoom as a result of SDC and gen. ed collaboration. Before COVID, gen ed students were going to primary SDC class as "helpers" developing positive and caring relationships with SDC students, helping with their socialization and confidence. No school-wide recognition ceremonies took place due to COVID.

6-Rancho teachers continued to 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. Equity team met over the summer for long range planning and reflection about previous year to determine focus and priorities. A book study to build more understanding around race and systemic racism was selected as the best method to address the topics identified in our internal needs assessment and NCUSP audit to prepare staff to recognize and address the manifestations of bias on expectations and engagement with students. Equity team met regularly to plan PD sessions/book facilitation, reflecting on previous sections. Team took advantage of distance learning schedule to include all classified, especially paras. Work with instructional priorities and audit next steps were paused due to COVID, but social justice standards were introduced and integrated into the essential standards learning cycle template as a first step in exploring culturally relevant teaching. Select teachers and teams explored and utilized culturally relevant resources and content. Shadowing did not take place due to COVID.

*SDCOE grant ended
*COVID interrupted courageous conversations work

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 planned expenditures for this area, however Equity resources 400 and Equity PD materials purchased 800. SSC approved additional expenditures 10.5.20

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. Site EL Instructional coach to work with directly with teachers on understanding and implementing ELD standards for designated and integrated ELD and site EL Instructional coach work directly with teachers on differentiating instruction and implementing scaffolds for emerging multi-linguals is new.
- Strategy 2 remains focused on promoting academic talk and structured collaboration routines, adding instructional coach to support implementation through coaching and feedback.
- Strategy 3 remains focused on timely and systematic intervention for English learners, adding EL coach to assist with identification of and planning of intervention for LTELs.
- Strategy 4 remains focused on SAI model development and implementation. Added expand co-teaching and push-in model. 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. Removed SDSU and SDCOE since SDCOE grant is expired and SDSU collaboration is undetermined. Added clarification role equity team: define and strategize implementation of our vision as anti-racist/anti-biased school, including identifying staff development needs, co-lead staff development, articulate and identify and share best-practices for culturally responsive teaching/curriculum. Added empathy interviews with families/caregivers. Combined NUCUST results action with Promising Practices from Urban Schools. Added release time for investigating and integrating culturally responsive pedagogy and student empathy interviews.

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 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 3

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

Identified Need

We had an improvement in daily attendance and decrease in suspensions, both surpassing the previous expected outcomes. Suspensions by race and ethnicity was a concern previously. While numbers have decreased, data is not available to ascertain if students of color are disproportionately impacted by suspension rates and further investigation is required and planned by the equity team, especially considering reasons for suspension. This will impact our efforts in creating a truly inclusive culture and climate that cultivates trust and promotes engagement. Staff need to learn to look at behavior through a culturally responsive lens and consider how their approach to students impacts how students respond and participate, fostering relationship and rapport over demands with postures of restoration and learning when it comes to behavior, not punishment. This will promote positive relationships with families and improve attendance and chronic absenteeism continues to to be the greatest area of need, with an increase of over 1%. Social worker will work directly with families facing challenges with chronic absenteeism and assist them in addressing the root cause.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey results will demonstrate an increase in the percent of students who respond favorably to each of five social-emotional learning domains, based upon the data gathered from the CORE SEL Survey of 4th, 6th, and 8th graders. These domains complement academic preparation and long-term learning.	As measured by the CORE SEL Survey, the percent of students who responded favorably to the following domains are: Culture/Climate - 68.6 % Growth Mindset - 77.1% Self-Management - 68.6% Self-Efficacy - 74.3% Social Awareness - 54.3%	As measured by the CORE SEL Survey, the percent of students who will respond favorably to the following domains will be: Culture/Climate - Baseline % + at least 1% Growth Mindset - Baseline % + at least 1% Self-Management - Baseline % + at least 1% Self-Efficacy - Baseline % + at least 1% Social Awareness - Baseline % + at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School attendance rates will achieve a 97% or better attendance rate, increasing by .05% year.	(17-18) The school attendance rate was 95%. (18-19) The school attendance rate was 95.19%. (19-20) The school attendance rate was 95.68%.	The school attendance rate will increase by .05% to a rate of 95.73% 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%. (19-20) California Department of Education determined that due to COVID-19, the Chronic Absenteeism rates for 2019-20 were not reliable and comparable. Therefore, this data is not reported for the 2019-20 school year at the state level. District data shows that the chronic absentee rate at our site was 16.34%.	The percentage of students with chronic absenteeism will decrease by 1% to a rate of 15.34 % 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. (19-20) .26% of students were suspended.	Student suspensions will decrease to .15% 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)
- Work with staff to build their capacity support student social-emotional wholeness.
- Continue implementing 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)
32,727	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

Promote Consistent Attendance
- 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)

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
- Ensure entire staff is trained in restorative practices.
- Establish system where each student has designated adult as unconditional connection
- Establish positive relationships between staff and students and among students with strategies such as Circles, 10 & 2, etc on a regular basis.
- 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. Re-think 3 Rs in context of respectability.
- 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 intensive 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 with attention to "respectability".
- Staff will utilize a 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: 2020-21

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.

1- Social-emotional learning has been a priority throughout COVID. Teachers hold daily class meetings foster connectivity and relationships and weekly SEL lessons. Social worker partner edwith select classes for SEL lessons from Sanford Harmony. Several parenting classes have been offered on-line including topics of supporting students with ADHD and special needs. Students were invited to work in small groups with social worker to assist social emotional development and foster resilience. Resources and intervention were provided to students experiencing emotional distress. No new foster students registered. COVID and school closure prevented the on-site groups and clubs such as Safe-School Ambassadors, Anchored for Life, and Friendship club, but the social worker did bring select students on campus for additional support and offered social skills sessions online with select students. Empathy interviews did not take place due to COVID.

2-Due to COVID attendance was approached more in alignment with engagement and school connection. Teachers worked with principal and social worker to identify students who were not attending or participating on a regular basis. Social worker attempted to connect with families to identify and address the root cause for the challenges with participation, including internet access,

supervision, and learning spaces at home. Home visits were conducted. Resources delivered. Select students were invited to campus to participate in Zoom classes to address barriers. Students who did not attend at all or did not improve began SART process and families that could not be reached were referred to the District for assistance.

3-Restorative Practices were not explicitly implemented due to COVID, however a restorative posture strongly characterized climate and staff-student interactions. Teachers did a phenomenal job of partnering with families to understand and address COVID related traumas, reaching out to families in a posture of support, assisting them with promoting student participation and task completion Behaviors resulting in harm were rare, but when the did occur, the posture of teachers was compassionate are restorative. At least one class held a formal restorative session with students. Daily class meetings scheduled and circles were encouraged. Social worker pushed into select classes to help teachers facilitate activities to foster relationship with an among students. Social worker partnered with teachers to connect with disengaged students, including on-campus support to address root cause of disengagement. Due to COVID, we were not able to complete Restorative practices training for campus attendance.

4-Staff continued to work on addressing behavior from a posture of learning and equity by continuing their mirror work and raising awareness of the implications of their own bias and systemic oppression on student and caregiver experience. Conversations are just beginning around using a culturally responsive lens to respond to student behaviors. Work around schoolwide and and systematic responses was paused due to distance learning, including revisiting trauma informed responses, 3 Rs and PBIS.

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

Social Worker was originally budgeted at 32,000, but actual cost was 49,000 due to reduction in District co-pay.

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. Added: Work with staff to build their capacity support student social-emotional wholeness. 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. Added: Ensure entire staff is trained in restorative practices and establish system where each student has designated adult as unconditional connection. Continue expansion of implementation.

- Strategy 4 continues to address behavior through a posture of learning and equity Re-thinking 3 Rs in context of "respectability" and more attention to cultural responsiveness. 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 #2 Engage
We will engage our students and the learning community in order to provide the skills and supports necessary for social, emotional, and physical well-being.

Goal 4

Establish meaningful partnerships with our parents to promote student success.

Identified Need

Many informal surveys were conducted to better serve families in the midst of COVID school closures and distance learning. Parents requested, access to resources and support.

The newest District survey reflected growth in making parents feel welcome and and we had high results for valuing family backgrounds and identity. These were previous areas of concern and demonstrate traction with our cultural proficiency and equity work. Areas identified with the latest data indicate that work needs to continue to deepen and broaden. There were new concerns such as intersectionality in the context of equity work for parents of students with disabilities came up in the informal parent input over the past year and comments in the District survey specifically mentioned attention to LGBTQ identities was needed yet other comments referenced parents question social justice focus issues being addressed at school. Additionally parents feeling discipline was fair was also lower than other metrics and some don't feel their suggestions are welcome. These areas are related to equity and our social justice focus. We need to build parent capacity to understand and be a part of our work. We need to engage them as active partners, building meaningful relationships. Eliciting their input and working to ensure families feel that they belong, beyond welcomed as guests will be central to a culturally relevant school environment. Continued focus on building relationships with and among parents is a priority with reopening as part of relevant parent education, building their capacity to understand discipline policies and ensuring avenues where their voices and suggestions to be heard.

Engagement of our parents and establishing/maintaining meaningful partnerships with them are essential to our students' success. It takes the commitment of both school and home to foster a positive, happy and collaborative school environment.

Our school annually distributes a parent survey to determine parent perspectives and to obtain valuable input to guide our funding priorities for the coming year. The 2020-21 survey was distributed in May 2021. 176 of parents responded to the survey, which was delivered via email and text message. The results showing the percentage of parents who agree with each of the following statements are listed below:

This school provides high-quality instruction to my child. 95%
This school has high expectations for all students. 90%

- Overall Support for Academic Learning. 92%

I feel welcome to participate at this school. 93%
School staff treats me with respect. 99%
School staff takes my concerns seriously. 93%
School staff welcomes my suggestions. 85%
School staff responds to my needs in a timely manner. 96%
School staff is helpful. 97%
My child's background (race, primary language, religion, unique needs, economic status) is respected at this school. 98%
My child feels welcome at school. 98%
- Overall Sense of Community 95%

This school clearly informs students what would happen if they break school rules. 85%
At this school, discipline is fair. 83%
My child is safe on school grounds. 96%
- Overall Sense of Safety88%

A review of data indicates that our efforts in these areas have been successful, especially ensuring that families feel they are treated with respect, staff is helpful, and that parents and families feel welcome with student backgrounds being respected. While we celebrate this growth, we will continue to put great emphasis on building and maintaining these partnerships. Of note is that parents don't reel their suggestions are welcomed and that discipline is fair (including perception that consequences not clearly communicated to students).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of parents who agree that school staff welcomes their suggestions.as measured by the annual Parent/Family Survey.	(20-21) percentage of parents who agree school staff welcomes their suggestions is 85%.	The percentage of parents who agree school staff welcomes their suggestions will will increase to 90%.
Percentage of parents who agree that discipline is fair as measured by the annual Parent/Family Survey	(20-21) percentage of parents who agree discipline is fair is 83%.	The percentage of parents who agree discipline is fair will increase or will increase to 93% .

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 families are partners, caregiver education and training will be offered.
- Hold a variety of family events establishing relationships with school staff. Poll families and care/givers to ascertain types of events that would be meaningful and relevant.
- Work with staff to provide training for ELAC and SSC.
- Work with staff to implement best practices in caregiver education to create culturally inclusive/anti-racist school culture.
- Place family education-needs assessment 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 families to elicit input on needs, interests, 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)
1,384.40	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 famiies regularly about student progress and school activities.
- Utilize caregiver 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 family 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 caregivers 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 family focus group conversations to explore perspective and experience of students in equity-related matters.
- Conduct empathy interviews.
- Ensure SSC, ELAC and PTA reflect school demographic proportions.
- Integrate culturally responsive teaching strategies into family education endeavors through culturally relevant topics, more collaboration and collectivistic approaches.
- Include equity and bias learnings into caregiver committees and education events.
- Equity team work with select caregivers to identify barriers to equity in our practices, policies, and interactions with students and caregivers along with possible solutions.
- Form parent focus group on discipline practices
- Form parent focus group on general suggestion and concern communication processes.

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: 2020-21

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.

1-We worked to ensure our parents are partners, and strived to reach out to them throughout COVID and distance learning to ascertain their needs. Our social worker, along with District staff offered several parent education sessions, including workshops on supporting students with ADHD and supporting families of students with special needs. ELAC and SSC took place via Zoom, and all families were sent agendas and invitations to SSC and ELAC meetings. ELAC is working with the Social worker to create a relevant needs assessment and will partner with parents more directly to determine their needs and desires around parent education to ensure relevance. Individual teachers were exceptional in communicating with and partnering with families, assisting them with individual supports and working with the social worker to connect families to community resources. Given the limitations of COVID, no formal work took place with staff to investigate best practices in parent education.

2-COVID necessitated innovative and responsive communication with families to keep them updated distance learning plans, student progress, and reopening status. School used a variety of methods, including Blackboard Connect, SeeSaw, Remind, Google Classroom, monthly newsletters, SMS. All written school-wide communication was translated into Spanish along with phone calls.

3-Fostering community engagement through technology and social media was a necessity to keep families connected and updated throughout COVID closure and reopening. Updates and announcements were shared across various platforms including website, Twitter, Facebook, and Instagram.

4-Engaging parents as partners through equity lens has become even more critical. Unfortunately most parent outreach was paused due to COVID as we were focused on supporting and responding to emergent situations.
- 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.

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. If there were differences, then describe those differences.

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. Increase emphasis on engaging caregivers as partners in creating culturally responsive school climate that is anti-racist/anti-biased. Language shifting from parent to family/caregiver.

- Strategy 1 continues to focus on family education. Language shifted from parent to family/caregiver to be more inclusive. Added: Poll families and care/givers to ascertain types of events that would be meaningful and relevant. Shifted work with staff to implement best practices in parent education to work with staff to implement best practices in caregiver education to create culturally inclusive/anti-racist school culture. Shifting focus in from parent ed education topics to addressing needs and interests fo families and caregivers. 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. Added Conduct empathy interviews. Continue implementation.

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	$106.756
Total Federal Funds Provided to the School from the LEA for CSI	$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$106,773.40

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	$105,389.00
Title I Part A: Parent Involvement	$1,384.40

Subtotal of additional federal funds included for this school: $106,773.40

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $106,773.40

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	106,756.35	1,367.35
Title I Part A: Parent Involvement	1,384.40	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	105,389.00
Title I Part A: Parent Involvement	1,384.40

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	94,031.40
2000-2999: Classified Personnel Salaries	10,742.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	92,647.00
2000-2999: Classified Personnel Salaries	Title I	10,742.00
4000-4999: Books And Supplies	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,384.40

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	18,134.00
Goal 2	54,528.00
Goal 3	32,727.00
Goal 4	1,384.40

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
DeCola Mohammad	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
[signature]	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 7, 2021.

Attested:

Signature	
[signature]	Principal, Elisa Holston-Arteaga on June 7, 2021
[signature]	SSC Chairperson, Ashlee Lyman on June 7, 2021