

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Elementary School	37-68197-6038418	May 25, 2022	July 12, 2022

Purpose and Description

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

Schoolwide Program

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds 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 educational partners (parents, teachers, staff, etc.). Our 2021-22 Annual Parent Survey was distributed 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. Data from these surveys is included throughout our 2022-23 SPSA.

Consultations and connections with our educational partners took place through virtual Zoom meetings, in-person meetings, online surveys, phone conversations, and student home visits (when possible) and allowed us to assess our educational program, academic interventions, social-emotional and behavioral supports, parent engagement, and school connectedness.

As our 2021-22 school year began, our first priority was to ensure the safety of our learning community in light of COVID, technology needs, address social-emotional well being, 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 2021-22 school year included (but were not limited to) topics such as :

- Staff/Caregiver input on COVID Protocols/Quarantine Questions/Concerns
- Student Technology Needs
- Student/Family Community Resources Needs
- Parent and Caregiver education topics
- Staff Technology Needs
- Caregiver input around school safety concerns
- Caregiver input around campus climate and communication
- Caregiver input around school's academic program

Family/caregiver data indicated they felt welcomed, their children feel welcome, staff was helpful and that their concerns were responded to in a timely manner. Data also indicated desire for more opportunities for input. One of the lowest areas was discipline. Feedback indicated there is not a clear understanding of consequences and only 77% of families to believe discipline is fair. Also noteworthy is that only 89% of families feel their child's racial, ethnic, or linguistic background is respected. That is concerning considering this is our main focus. More connection with families around this work is needed to have their voice inform our work.

Teacher data displayed the desire for more training and direction in restorative practices and social-emotional learning. All educational partners shared comments about the safety needed if COVID cases started to increase.

Our school will continue to solicit input and feedback from our educational partners during the 2022-23 school year 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 priorities and practices in order to coach teachers, provide targeted feedback and support, and collect evidence on the professional development needs of staff.

Supervisory Classroom Observations:

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

District Walks:

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

Principal Cohort Walks:

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

All teachers will participate in site-based staff development that takes place 1-2 times a month. We believe that building teacher capacity needs to be systematic and collaborative. Professional development is supported with daily interactions with and feedback from the principal. Individuals and collaborative teams identify areas of focus based on student need and site priorities which include: Culturally Responsive Teaching, Restorative Practices, Collaborative Conversations/Academic Talk and Informational Text Strategies.

Additionally, teachers can participate in district offerings to supplement site professional development. Teachers are currently afforded the opportunity to participate in professional development online, face-to-face, and blended professional development offered by the District on a variety of topics addressing language arts instruction, technology, English Learners, Social Emotional Learning, NGSS and iReady.

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. The District is intentional about providing a through line of professional learning that targets the professional growth of new teachers, developing teachers, teacher leaders, new administrators, and veteran administrators. Staff are given opportunities to attend offerings that include topics that address Research-based classroom instruction and best practices, CCSS in ELA, Math, and NGSS, ELD, Use of local assessments, iReady and technology.

Site staff development is systematic and all certificated staff attend and fully participate in professional learning sessions during staff meetings and site learning days. Additional support is offered via instructional coaching, co-teaching and principal feedback. Topics include:

- Cultural proficiency and educational equity
- Use of student work and assessments to inform and modify instruction: Data analysis, reflection instructional response (iReady, interims, writing rubrics and PLC CFAs)
- Supporting English Learners: ELPAC interims, speaking and writing rubric calibration, designated and integrated ELD strategies
- Implementation of the 5D Framework for High-Quality Teaching and Learning -Purpose and Engagement Strategies
- PLC implementation: Teaching and Learning Cycle (Essential Standards, Targets, Success Criteria, Formative Assessment and Intervention)
- Engaging students as stakeholders, supporting them in understanding and monitoring learning goal progress, goal setting, reflection and self-assessment with rubrics.
- Student talk and collaborative conversations
- Restorative Practices, SEL and Circles

Additional site level professional development includes site learning day PLC practices work where teachers 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. .

Staff development at our school site in the 2022-23 school year will continue to focus on:

- Cultural proficiency and educational equity-Emphasis on culturally responsive teaching practices and instructional materials
- Establishment data culture
- Use of student work and assessments to inform and modify instruction: Data analysis, reflection instructional response (iReady, interims, writing rubrics and PLC CFAs)
- Deepen PLC implementation: Teaching and Learning Cycle (Essential Standards, Targets, Success Criteria, Formative Assessment and Intervention)
- Engaging students as stakeholders, supporting them in understanding and monitoring learning goal progress, goal setting, reflection and self-assessment with rubrics.
- Informative Text Comprehension
- Student talk and collaborative conversations
- Vertically aligned strategies (TBA)
- Supporting English Learners-Informative text scaffolds for integrated ELD
- Restorative Practices and SEL

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, instructional coaches who provide on-going assistance and capacity building for teachers through a collaborative model. SAI and support staff consultation and co-teaching.

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

Each grade at our school has regularly scheduled meetings to collaborate on the analysis of data, lesson design, and the implementation of best practices in service of improving student achievement and performance. Teachers engage in reflective conversations around student progress toward essential standards success through reviewing student work and common assessments, informing instruction and intervention. 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 instructional level, and are assessed and regrouped appropriately. Teachers are required to examine student work samples and meet in subject specific and/or department-level meetings to ensure that students are mastering standards. They also determine student needs, adjust instruction, and plan re-instruction accordingly. Intervention action plans are developed when appropriate. The Student Study Team process is used to identify and monitor students at risk. Interventions are agreed upon and implemented by the classroom teacher in collaboration with the student's family.

Evidence-based educational practices to raise student achievement

Information from state assessments, iReady Diagnostics, common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. Culturally responsive teaching and the use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2022-23 the following evidence-based educational practices will be employed and focused on to increase and improve student achievement across the campus and across all disciplines:

- Professional Learning Communities (PLC)
- Positive Behavior Interventions and Supports (PBIS)
- Multi-tiered Systems of Support (MTSS)
- Second Step Curriculum for Social-Emotional Learning
- Project GLAD
- Achieve 3000
- Raz Plus
- Reading Plus
- Imagine Learning
- Math Expressions

Parental Engagement

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

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

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

- Family and caregiver education workshops provided by site social worker, district staff and local community agencies
- 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 families and caregivers 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 and 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 educational partners (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)

- Instructional coach to support teacher capacity around literacy and English Learners
- Professional development in culturally responsive practices and teaching, student efficacy, data driven instruction and intervention.
- Instructional resources to supplement core adoptions, emphasis non fiction/informative texts
- Literacy and Intervention Programs: Achieve 3000, Raz Plus, Really Great Reading,
- Math and NGSS supplements: Mystery Science, IXL
- Site sub and Student Helpers to facilitate small group instruction and tier 2 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 money based on the number of pupils in our school 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 educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2022-23 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 for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting May 3rd, 2022 at 8:00 am
- SSC # 4 Meeting May 3rd, 2022 at 2:30 pm; SSC #5 Meeting May 25, 2022 at 2:30pm
- Staff Meetings where the 2022-23 SPSA goals and metrics were discussed: Dates, Times
April 28, 2022 at 2:30 pm

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.

Resource Inequities

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

- Staffing (guest teacher availability) prevented release time planned on for PLC release time for Essential standards alignment and culturally responsive teaching unit development and equitable discipline-school climate planning, vertical writing prompt/rubric development.
- Staffing (guest teacher availability) prevented release time for teacher-peer observation to support collaborative talk practices
- Staffing (guest teacher availability) prevented release time for Equity team to investigate, identify and implement common culturally responsive practices, shadow students and to conduct empathy interviews with students and caregivers.
- Staffing (lack of qualified staff) and lack of funding for supplemental materials prevented full implementation of tier 2 and 3 intervention
- Lack of funding prevented full implementation of restorative practices and SEL training (consultants and outside trainers)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	44	51	38
Grade 1	58	43	46
Grade 2	51	51	39
Grade3	58	54	49
Grade 4	44	53	49
Grade 5	43	47	44
Grade 6	46	39	44
Total Enrollment	344	338	309

The conclusions based on this data

1. Most student group percentages are steady over time. There is a slight increase in Latinx and a slight decrease in white students. This reinforces the need to ensure we are understanding and addressing the systemic obstacles to achievement to our underserved student groups.
2. There is a slight decrease overall in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	92	95	78	26.7%	28.1%	25.2%
Fluent English Proficient (FEP)	34	23	24	9.9%	6.8%	7.8%
Reclassified Fluent English Proficient (RFEP)	3	2	9	3.1%	2.2%	9.5%

The conclusions based on this data

1. There has been a slight decrease in the number and percentage of emerging bilingual students.
2. The increase in redesignated students is likely due to the use of internal assessments as opposed to SBAC due to COVID suspension of CAASP. This year's administration of SBAC will calibrate the internal assessments (iReady) with iReady and SBAC

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	56	48	45	56	0	45	56	0	95.7	100	0.0
Grade 4	39	42	49	39	41	0	39	41	0	100	97.6	0.0
Grade 5	41	42	43	40	42	0	40	42	0	97.6	100	0.0
Grade 6	53	41	37	52	41	0	52	41	0	98.1	100	0.0
All Grades	180	181	177	176	180	0	176	180	0	97.8	99.4	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2444.	2432.		28.89	23.21		31.11	30.36		17.78	26.79		22.22	19.64	
Grade 4	2469.	2465.		33.33	26.83		15.38	24.39		17.95	14.63		33.33	34.15	
Grade 5	2467.	2520.		12.50	19.05		30.00	38.10		15.00	28.57		42.50	14.29	
Grade 6	2501.	2522.		7.69	14.63		44.23	29.27		21.15	36.59		26.92	19.51	
All Grades	N/A	N/A	N/A	19.89	21.11		31.25	30.56		18.18	26.67		30.68	21.67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. The data is outdated and no new data is available due to COVID. Conclusions will be drawn when current CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	56	48	46	56	0	46	56	0	97.9	100	0.0
Grade 4	39	42	49	39	42	0	39	42	0	100	100	0.0
Grade 5	41	42	43	41	42	0	41	42	0	100	100	0.0
Grade 6	53	41	37	52	41	0	52	41	0	98.1	100	0.0
All Grades	180	181	177	178	181	0	178	181	0	98.9	100	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2432.	2425.		15.22	8.93		32.61	37.50		28.26	33.93		23.91	19.64	
Grade 4	2448.	2450.		10.26	9.52		20.51	26.19		33.33	30.95		35.90	33.33	
Grade 5	2428.	2490.		2.44	16.67		7.32	19.05		21.95	23.81		68.29	40.48	
Grade 6	2463.	2468.		3.85	9.76		11.54	7.32		46.15	31.71		38.46	51.22	
All Grades	N/A	N/A	N/A	7.87	11.05		17.98	23.76		33.15	30.39		41.01	34.81	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. The data is outdated and no new data is available due to COVID. Conclusions will be drawn when CAASPP results become available.
2. Conclusions will be drawn when CAASPP results become available.
3. Conclusions will be drawn when CAASPP results become available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1435.0	*	*	1447.3	*	*	1406.6	*	*	16	9	9
1	1497.0	1457.6	1466.8	1520.2	1465.0	1484.4	1473.2	1449.8	1449.0	12	17	12
2	1525.9	1535.0	*	1530.6	1540.0	*	1520.7	1529.5	*	20	13	9
3	1467.5	1520.1	1477.6	1459.5	1519.6	1481.5	1475.0	1520.2	1473.3	15	18	19
4	*	1537.8	1510.3	*	1558.8	1512.4	*	1516.2	1507.6	*	13	14
5	1523.2	*	*	1509.1	*	*	1536.5	*	*	11	7	9
6	1496.0	*	1521.5	1480.5	*	1530.4	1511.0	*	1512.1	11	8	11
All Grades										93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
1	*	17.65	16.67	*	47.06	41.67	*	29.41	41.67		5.88	0.00	12	17	12
2	80.00	38.46	*	*	38.46	*	*	15.38	*		7.69	*	20	13	*
3	*	33.33	15.79	*	55.56	15.79	*	0.00	52.63	*	11.11	15.79	15	18	19
4	*	30.77	28.57	*	46.15	28.57	*	15.38	28.57		7.69	14.29	*	13	14
5	*	*	*	*	*	*	*	*	*		*	*	11	*	*
6	*	*	9.09	*	*	45.45	*	*	36.36	*	*	9.09	11	*	11
All Grades	39.78	27.06	16.87	36.56	51.76	36.14	16.13	15.29	39.76	*	5.88	7.23	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
1	*	35.29	50.00	*	47.06	25.00		11.76	25.00		5.88	0.00	12	17	12
2	80.00	61.54	*	*	23.08	*	*	7.69	*		7.69	*	20	13	*
3	*	50.00	15.79	*	38.89	57.89	*	5.56	15.79	*	5.56	10.53	15	18	19
4	*	61.54	50.00	*	23.08	14.29		15.38	28.57	*	0.00	7.14	*	13	14
5	*	*	*	*	*	*	*	*	*		*	*	11	*	*
6	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	11	*	11
All Grades	50.54	51.76	37.35	31.18	31.76	38.55	*	12.94	19.28	*	3.53	4.82	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	16	*	*
1	*	17.65	16.67	*	29.41	25.00	*	41.18	25.00	*	11.76	33.33	12	17	12
2	65.00	30.77	*	*	30.77	*	*	30.77	*	*	7.69	*	20	13	*
3	*	22.22	15.79	*	50.00	5.26	*	16.67	42.11	*	11.11	36.84	15	18	19
4	*	23.08	7.14	*	7.69	28.57	*	46.15	35.71		23.08	28.57	*	13	14
5	*	*	*	*	*	*		*	*	*	*	*	11	*	*
6	*	*	9.09	*	*	9.09	*	*	27.27	*	*	54.55	11	*	11
All Grades	33.33	24.71	9.64	23.66	25.88	19.28	24.73	37.65	36.14	18.28	11.76	34.94	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	75.00	*	*	*	*	*		*	*	16	*	*
1	91.67	58.82	33.33	*	35.29	66.67		5.88	0.00	12	17	12
2	80.00	53.85	*	*	38.46	*		7.69	*	20	13	*
3	*	27.78	21.05	*	61.11	63.16	*	11.11	15.79	15	18	19
4	*	53.85	57.14	*	38.46	35.71		7.69	7.14	*	13	14
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	27.27	*	*	45.45	*	*	27.27	11	*	11
All Grades	55.91	36.47	33.73	36.56	55.29	56.63	*	8.24	9.64	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	16	*	*
1	*	29.41	41.67	*	64.71	41.67		5.88	16.67	12	17	12
2	90.00	61.54	*	*	30.77	*		7.69	*	20	13	*
3	*	77.78	42.11	*	22.22	47.37	*	0.00	10.53	15	18	19
4	*	69.23	42.86	*	30.77	50.00	*	0.00	7.14	*	13	14
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	63.64	*	*	36.36	*	*	0.00	11	*	11
All Grades	54.84	61.18	43.37	35.48	35.29	49.40	*	3.53	7.23	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	16	*	*
1	*	35.29	16.67	*	47.06	50.00	*	17.65	33.33	12	17	12
2	70.00	30.77	*	*	46.15	*	*	23.08	*	20	13	*
3	*	11.11	15.79	*	77.78	47.37	*	11.11	36.84	15	18	19
4	*	15.38	14.29	*	53.85	50.00	*	30.77	35.71	*	13	14
5	*	*	*	*	*	*	*	*	*	11	*	*
6	*	*	9.09	*	*	36.36	*	*	54.55	11	*	11
All Grades	34.41	21.18	15.66	38.71	56.47	55.42	26.88	22.35	28.92	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	16	*	*
1	*	17.65	33.33	*	70.59	41.67		11.76	25.00	12	17	12
2	65.00	23.08	*	*	69.23	*	*	7.69	*	20	13	*
3	*	22.22	15.79	73.33	66.67	63.16	*	11.11	21.05	15	18	19
4	*	15.38	14.29	*	84.62	64.29		0.00	21.43	*	13	14
5	*	*	*	*	*	*		*	*	11	*	*
6	*	*	9.09	*	*	72.73	*	*	18.18	11	*	11
All Grades	41.94	25.88	14.46	49.46	68.24	59.04	*	5.88	26.51	93	85	83

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

The conclusions based on this data

1. The 20-21 data indicates overall decreases in proficiency across domains. Additional conclusions will be drawn when ELPAC results become available.
2. Written language, specifically writing had most significant decrease in percentage of students demonstrating proficiency. Additional conclusions will be drawn when ELPAC results become available.
3. Speaking also reflected significant decreases in percentages of students demonstrating proficiency. Additional conclusions will be drawn when ELPAC results become available.

2021-22 Annual Review

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 results in mastery for each and every student.

Annual Review

SPSA Year Reviewed: 2021-22

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:PLCs- We made good progress in refining our PLC implementation. Teams met regularly and deepened their implementation of data analysis, reflection and response. Some SLD days and staff meeting time was dedicated to begin practicing more formalized data reflection with IReady and formative assessment data, using a site developed data reflection template. The "Learning Cycle" template was modified to facilitate more on-going reflection throughout the cycle. The IDS teacher worked directly with teams and individuals supporting them to use student work, develop rubrics and strategically respond and modify instruction based on multiple sources of data according to essential standard performance. SLD and staff meeting time allocated to PLC practices was limited due to the impact of iReady and other unanticipated PD topics and tasks. Teams did not have the opportunity to disaggregate data by student group to consider systemic obstacles to achievement due to time reallocation to iReady learning. Dedicated time and more input from staff is needed to help teams to internalize "Learning Cycle" and Data Reflection protocols so they become more organic processes.

2: 5Ds- Purpose and engagement were areas of focus with strong implementation. Daily principal walk throughs demonstrated that students were supported by teachers to know purpose and understand task alignment in service of student efficacy (engagement). They are in the beginning stages of expressing their understanding of success criteria. Teachers helped students understand and use rubrics to assess their own learning and the IDS teacher set up systems for students to track their own progress in iReady. Many teachers engaged students in "data chats" where they reflected and set goals for improvement. Engagement was also promoted via a focus on student-talk across all grades and a focus on socially/culturally relevant content in upper-grades. Instructional coach provided resources and facilitated teachers to share collaborative talk best

practices with one another in staff meetings and through peer observation. In response to limited staff meeting and SLD time (impact of unanticipated PD topics and tasks) and in order to mitigate the perception of competing priorities these engagement strategies were embedded in current and on-going work as opposed to being presented separately as part of the 5-D framework. Culture and climate focused on Restorative Practices and SEL strategies in response to COVID and shut-down related social-emotional struggles demonstrated by students. Each classroom conducted community circles several times a week and the social worker supported SEL lessons to promote climates of belonging. Each teacher re-established greeting rituals and many teachers incorporate morning check-ins. More time and attention is needed to explicitly link student engagement and efficacy to culturally relevant teaching to address systemic barriers, as well as deepening and expanding student talk and the implementation of active learning to foster academic engagement.

3: Align curriculum, instructional practice, and assessment with essential standards through the lens of equity and culturally responsive pedagogy- We are in the beginning stages of this multi-year strategy. Collaborative teams used time allocated during SLDs and staff meeting to create instructional plans aligning essential standards with social justice standard using our "Learning Cycle". They identified corresponding learning targets, common assessments and success criteria. The amount of time intended for this work during SLDs and staff meeting times was limited due to unexpected demands of professional development time. Teams did work with IDS teacher to create and respond common assessments and rubrics to measure essential standards progress, refining their skill with data-driven instruction. Principal walk-throughs revealed that core instruction did revolve around essential standards with rising levels of academic engagement and academic discourse. Students consistently articulate lesson targets and are in the beginning stages of articulating success criteria. Staff training in culturally responsive teaching and curriculum, release time for social justice standard aligned units, nor PLC reflection work in that area took place. Staff chose instead to focus on restorative practices to support COVID related challenges faced by students upon re-opening. Select teachers did continue implementation and exploration of culturally responsive teaching and the use of culturally responsive content. The equity team did meet for strategic planning, creating a road map to unfold over the next several year, but release time for teams did not take place due to staffing challenges. Culturally responsive practices will be the priority next year along with identifying culturally representative instructional resources and literature to be used across classrooms, including dedicated time for the development essential standards-aligned culturally responsive units of study, with accompanying targets, success criteria and assessments.

4: Implement a school-wide system of differentiated instruction and interventions to meet the needs of all students- Strong implementation. PLCs met to create formative assessments which they used to monitor, re-teach and inform intervention. IDS teacher worked with teachers to develop and analyze common assessments to inform intervention. Intervention team articulated RtI system, defining the tiers, criteria, and documentation procedures for the intervention cycle, including an automated form teachers can use to record concerns, pre-post data, intervention participation when requesting consultation. Consultation requests are reviewed weekly by team, along with progress monitoring and case management. Next steps include tools and support to assist teachers in setting appropriate goals, rate of progress and centralizing intervention resources for tier 2. Most grade levels implemented formal tier 2 intervention based on common assessments. Upper grade levels provided informal re-teaching and collaborated with SAI staff to provide differentiated supports to identified students through co-teaching. Next steps involve increasing consistency of systematic tier 2 across all grades. K-3 continued daily small group reading instruction for all students, and improved greatly ensuring that "must dos" and independent tasks during small group rotation were standards aligned, relevant, differentiated and grade-level appropriate, including iReady and choice boards. Student helpers and the LLRT were employed to facilitate small group

literacy support for primary classes but staffing availability limited implementation. iReady and Literably were used to identify students in need of additional supports and iReady individualized pathways provided moderate intervention, replacing Lexia. Primary students in need of more intensive participated in Rtl groups including Read-Well. SAI staff provided targeted supports intensive intervention to identified 4-6 grade students via strategic re-deployment of students, but implementation was dependent on staffing availability. Consistent staffing and additional intensive intervention resources are needed to ensure a comprehensive system on intervention and supports.

5: Ensure appropriate grade level rigor and common expectations across grade levels in writing- This continues to be an area of need and there was limited implementation. Many team created rubrics in alignment with grade level expectations and calibrated student work to ensure appropriate rigor. Rubrics were used to guide and assess student writing, actively involving students in using the rubrics to assess their own work and set goals for improvement. The work of establishing vertical expectations, creating genre units in alignment with DOK and using SLDs and staff meetings did not take place and needs to prioritized next year.

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

4928.00 had been allocated for release time for standards alignment and culturally responsive teaching planning. Staffing shortages (guest teachers for coverage) and the shift in priorities postponed this work.

24748.92 had been allocated to extend LLRT hours for literacy support, but her availability resulted in 1/2 of the allocation being utilized for that purpose.

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.

The academic goal for the upcoming SPSA year will be split into two goals; Goal 1 will be ELA and Goal 2 will be math. This will allow us to more clearly define actions and services, rather than putting them altogether.

- -Strategy 1: PLC strategies will include more explicit support for data analysis, reflection, response and goal setting. This will be in goal 1 and duplicated in goal 2.
- -Strategy 2: 5Ds- Concepts and strategies related to the 5Ds will be re-framed in the context Active Engagement through a Culturally Responsive Lens. Purpose and engagement will emphasize engaging students as stakeholders to foster efficacy and voice: Purpose, success criteria, progress monitoring and goal setting. Academic talk, culturally responsive content and teaching will also be included as activities. This will be in goal 1 and duplicated in goal 2.
- -Strategy 3: This strategy will focus on the implementation of essential standards driven instruction through culturally responsive lens. Activities related to data, standards alignment and the Learning Cycle will move to the PLC strategy. This will be goal 1 and duplicated in goal 2.
- -Strategy 4: Rtl-Will be updated to reflect areas address and next steps for Rtl system. Investigation of current intensive tier 3 resources will also be added. This will be goal 1 and duplicated in goal 2.

- -Strategy 5: Writing-No changes
- -Strategy for informational text will be added.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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: Integrated and designated ELD for all emergent bilingual students- All emerging bilingual students were clustered by proficiency level for class placement and teachers worked together to re-deploy students as needed for more specific differentiation for daily designated ELD. Teachers increased implementation of student talk including specific routines for collaborative conversations and the use of sentence frames and connectors. EL instructional coach provided collaborative conversation resources and model lessons. Teachers shared collaborative talk strategies with one another via video at staff meetings and were released for peer observation. Coach provided direct support to teachers to increase effectiveness of integrated ELD, providing resources, modeling and co-teaching implementation of literacy and writing strategies and scaffolds. Staff meetings and SLDs were utilized for coach to facilitate exploration and calibration of rubrics for ELPAC listening and speaking. Further time and attention is needed to continually increase student talk and strategic implementation of EL scaffolds, especially in the area of writing. Teachers will also benefit from more time and support to link designated ELD to content area instruction using ELD standards.

2: Collaborative Conversations- As stated above teachers increased implementation of student talk and structured routines, benefitting from EL coach modeling, co-teaching, peer observation and resources. Principal provided additional support and feedback. Continued attention to this goal is needed to increase systematic implementation across all classrooms, including the selection and commitment to common strategies.

3: Progress Monitoring for Emerging Bilinguals- Teachers used iReady and classroom assessments to identify and address areas of concern during small group instruction and/or SAI collaboration. CATCH up plans were completed for all emerging bilinguals along with intervention

plans for students not making adequate progress. Imagine Learning was not utilized for ELPAC level 1 and 2 students due to iReady implementation conflicts. Likewise Achieve 3000 was not acquired nor implemented with LTELs because of iReady roll-out. Identifying and systematically supporting at-risk LTELs continue to be area of concern.

4: Comprehensive SAI model implementation- This is an area of strong implementation. SAI and gen. ed staff worked together to deepen and expand our collaborative model. In 4-6 grade, SAI and at-risk students received targeted supports to access classroom grade-level content through co-teaching, push-in, and data-driven flexible groupings between SAI and gen. ed. SAI staff also began pushing into K-3 classes to support classwork success. Additionally, SAI and Rtl students received pull-out services as indicated by their IEP to address foundational skill gaps using specialized resources and intensive intervention programs such Read Well. Students with moderate skill gaps benefitted from iReady individualized pathway, replacing Lexia in that context.

5: SDC mainstreaming and inclusion- SDC students mainstreamed into gen. ed classes as appropriate per IEP. SDC students regularly participate in school-wide events, such as Friday Recognition Ceremonies, cultivating inclusion and connection between gen. ed and SDC students. General education students push into SDC classes as "helpers", fostering empathy and reinforcing SDC student social skill development. During distance learning SDC students more regularly participated as a group in gen ed class lessons and activities such classroom community circles and SEL lessons, and the plan had been to continue in-person, but cohort and COVID precautions postponed implementation for the time-being. Cross-classroom activities to increase interaction needs to be investigated and implemented next year.

6: Equity professional development and Implementation to identify and address systemic barriers for historically underperforming student groups- Equity team met over the summer and over October break to identify implementation priorities and identify a framework for creating a culturally responsive school. Professional reading was identified to help staff address challenges faced by students as a result of COVID shut down in the context of cultural responsive teaching. They then facilitated staff to identify a corresponding school-wide priority. Staff selected restorative practices to address belonging, connections, and relationships. Equity team worked with principal to identify resources and co-facilitate professional learning related to restorative practices. Equity team determined that continued work around bias take place organically, supporting teams to identify the impact of bias on expectations in the context of discussing student work as opposed to continued explicit PD. Given the decision for focus on restorative practices, explicit training in culturally responsive practices was postponed as was school-wide integration of culturally responsive content with essential standards. Select teachers continue to investigate and implement culturally responsive materials, with plans for school-wide systematic implementation next year. Student shadowing and empathy interviews did not take place due to lack of guest teachers to release teachers.

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

308 was set aside for guest teachers to release teachers for empathy interview and student shadowing. That did not take place due to lack of staffing.

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 currently is focused on achievement gaps for identified subgroups. Rather than separate these from the academic areas that they are connected to, each subgroup's data will be included under their respective academic areas in Goals 1 and 2 moving forward.

- -Strategy 1: ELD will be embedded into goal 1 and activities supporting integrated ELD will be included in goal 2.
- -Strategy 2: Collaborative Conversations will be merged with "Active Engagement through a Culturally Responsive Lens" in new goal 1 (duplicated in goal 2) as an active learning strategy. The activity focusing on "complete sentences" will be removed.
- -Strategy 3: Progress Monitoring for Emerging Bilinguals will be merged into goal 1 under the ELD strategy. The activity for Imagine Learning will be removed as it is no longer supported by the District. iReady data will be used to help identify and monitor LTELs and at-risk LTELs.
- -Strategy 4: SAI activities will be merged with respective PLC (collaboration/data response) and Rtl strategies (data driven intervention) in goal 1 (duplicated in goal 2)
- -Strategy 5: SDC Inclusion activities remain the same and will be merged with goal 4 under climate and belonging.
- -Strategy 6: Equity PD will move to goal 1 and be duplicated in goal 2

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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 to foster resilience- SEL was a priority this year in light of COVID residual stress and trauma. All teachers committed to daily social emotional activities including lessons, check-ins, and circles. Classrooms established cool-down corners, break protocols and routines to discuss and validate feelings. Additionally the social worker provided resources partnered with teachers to model and co-teach SEL lessons (Sanford Harmony and 2nd Step) and community circles. She provided direct emotional support to individual students and small groups including counseling, mediation, crisis intervention, emotional regulation, social skills and restorative conversations. Anti-bullying assembly was brought in for 5-6 grades and a 6th grade retreat to foster empathy and connection among students. Anchored for Life was re-launched with new school team identified along with the re-establishment of Comfort Crew. Social worker offered parent workshops on SEL related topics.

2: Promote consistent attendance- All staff worked to create warm and welcoming school climate to foster the connection that is key to regular attendance. Students greeted personally by staff at front gate and engaged in greeting rituals by teacher upon entry, along with morning check in routines. Social worker worked with health clerk to identify students with concerning numbers of absences and then partnered with those families to identify and address the barriers and challenges to regular attendance from a caring, constructive posture. Community referrals and resources provided. Probation officer services were not available from the District.

3: Establish Restorative Practices- Equity team identified resources and facilitated training around restorative practices. Social worker shared additional resources and modeled/ facilitated circles for several classrooms and staff shared ideas and resources with one another. Each classroom committed to weekly circles and re-committed to intentional connection with students to establish

positive relationships. We continued our work developing a response to behavior through trauma informed lens, balancing accountability with meaningful amends. Restorative conversations were employed by social worker and principal to reconcile parties as appropriate. This is on-going work, requiring more training and expanding training to all classified, including campus attendants. Time, funding and staffing constraints impeded training efforts.

4: Trauma informed and equitable response to behavior- Established collective understanding of school-wide expectations. 3 Rs redefined to frame respect directed toward one's self to ensure it is not misappropriated as compliance. Most teachers re-established consistent accountability and predictable progressive consequences to empower them to manage themselves. Considering how bias and our own emotional triggers impact our response to behavior is on-going work. Further focus on understanding functions and impact of trauma will assist us in creating conditions of safety to proactively and positively address behaviors.

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

None

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 will focus on connectedness to school. It will be measured through reducing chronic absenteeism amongst our students. Due to the effects of the COVID-19 pandemic, we have removed attendance percentage as a monitoring measurement in our SPSA.

- -Strategy 1: SEL is now under goal 4. It will be updated to reflect specific offerings and programs.
- -Strategy 2: Attendance, no changes other than the removal of probation officer services as they are no longer available.
- -Strategy 3: Restorative Practices, now under goal 4. No changes.
- -Strategy 4: Responding to Behavior through Equity Lens is now under goal 4. PBIS will be removed for this year as the school is still developing and implementing Restorative Practices. Activities that were implemented will be updated to reflect current status.

2021-22 Annual Review

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.

Annual Review

SPSA Year Reviewed: 2021-22

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: Family and caregivers education and training- This is an area that need continued attention. School site council and ELAC participated in training. We did poll families and caregivers on areas of interest for training, formally (ELAC and surveys) and informally and include needs assessment input on agendas early in the year. COVID restrictions made in person workshops challenging. Zoom topics were offered by our social worker, but attendance was very low. Family and caregiver education needs to targeted next year, eliciting input on a broader scale, ensuring topics that are timely, supportive and relevant.

2: Family and caregiver communication- Teachers, staff and office used Blackboard Connect, Remind, Google Classroom and other platforms to enhance home-school communication. ELAC meetings were conducted in Spanish and written formal communication was translated into Spanish, including Blackboard calls, texts, emails and hard copies at class and school levels.

3: Social Media and technology- School website was maintained and updated, including recent overhaul. Posts wee made to Twitter and Instagram to inform of upcoming events. Given that this is now a standard way of operating, it will not be a specific strategy, but included with communication.

4: Engage parents and caregivers through equity lens- This was an area that was not addressed as intended. This was partially due to COVID restrictions limiting on-campus activities at the beginning of the year and unanticipated challenges. All activities under this strategy will be included in current SPSA and with community input prioritized by Equity Team, especially ones related to eliciting systematic parent input and perspective.

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

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 focuses on culture/climate at the school and will be measured both by student and parent surveys, and through student suspension data.

- What was previously goal 3 related to discipline and social emotional learning will now be addressed with goal 4.
- -Strategy 1: Family Training will remain the same
- -Strategy 2: Family Communication will remain the same, adding the content of Strategy 3 (social media)
- -Strategy 3: Social Media will be merged with Strategy 2 since it is a medium for communication.
- -Strategy 4: Engaging Parents through Equity Lens remains the same, but focus group activities will be combined.

*All SEL and behaviors strategies will now be under this goal in addition to establishing an anti-bullying program and student "ambassador" program for peer and cross-age mentors for mediation.

2022-23 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

English Language Arts

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 1

Statewide Assessments:

The percentage of all students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 2-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 20 to 30 (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 8 to 16 (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16 to 24 (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 9 to 17 (minimum of 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (Grades 3-6)	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>	<p>ALL students, Grades 3-6 - XX%</p> <p>English Learners, Grades 3-6 - XX%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - XX%</p> <p>Students with Disabilities, Grades 3-6 - XX%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 20%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 16%</p> <p>Students with Disabilities - 9%</p>	<p>ALL students - 30%</p> <p>English Learners - 16%</p> <p>Socioeconomically Disadvantaged Students - 24%</p> <p>Students with Disabilities - 17%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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 through a culturally responsive lens.

- Collaborative teams will meet regularly, set and review goals (including SMART 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 consider the systemic barriers, impact of bias and to ensure underperforming student groups are accelerating progress.
- PLCs will focus on aligning instruction and curriculum to essential standards using learning cycle template, with social justice standard integration and embedded assessment reflection. (Identify learning outcomes, success criteria and corresponding common formative assessments.)
- IDS teacher will work with PLCs and individual teachers to align ES, plan instruction, create and analyze CFAs, rubrics, and student work and reflect on and respond to instruction (re-teaching and intervention).

- PLCs will have routines, using tools for data driven progress monitoring
- Staff meetings, SLDs and release time will be used to deepen and practice understanding of effective collaboration through PLCs using templates and tools so that it becomes a consistent progress with authentic artifacts.
- ELA & Math essential standards unwrapping, defining grade-level mastery, and engaging in backwards planning/integration social justice standards.
- Plan assessments, analyze student work and analyze/respond to student learning data using data reflection tools.
- Create and utilize data reflection and progress monitoring tools.

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 staff will actively engage students as stakeholders in their own learning through a culturally responsive lens.

- Establish consistent protocol for "Purpose" so that students can articulate what they are learning, why and success criteria (Visible Targets).
- Ensure task alignment so that students understand how their work/task is supporting standards/skill mastery.
- Establish and implement routines for student progress monitoring/self assessment, reflection, goal setting and action plans including data chats and rubric conferences (IDS teacher support).
- Provide support to teachers to ensure there is a gradual release of responsibility so that there is academic engagement with students are carrying the cognitive load
- . Ensure that student talk is prioritized over teacher talk by increasing implementation of collaborative conversations.
- Student shadowing to measure student talk.
- Collective agreement to vertical collaborative talk strategies, frames and routines.
- Principal and EL instructional coach will monitor quality and quantity of academic talk and collaborative conversations and provide coaching and feedback.
- EL coach modeling/co-teaching and peer observation to build teacher capacity and expand repertoire.
- Release time for student conferences/data chats, student shadowing, peer observation collaborative conversations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- Teachers will use collaboration time and release time to prioritize and sequence essential standards based on summative and formative assessment data and integrate social justice standards into unit plans.
- Teachers will ensure that instructional time prioritizes essential standards instruction.
- 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.
- Staff will participate in professional development to explore culturally responsive pedagogy and the importance of culturally responsive curriculum and instructional materials.
- Equity team will facilitate staff to identify culturally responsive teaching practices and instructional priorities from "Promising Practices for Urban Schools"/NCUST audit to be implemented school-wide .
- Equity Team and collaborative teams will investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.
- Staff will increase the use of socially and culturally responsive content throughout school to foster belonging, connection and relevance (representation, social justice and illumination)
- 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.
- 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.
- Release time for peer observation.
- Provide Release time and summer compensation for teachers to investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.
- 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)

2,000

Title I
4000-4999: Books And Supplies
Culturally representative resources

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 through Rtl.

- Grade-level teams will engage in lesson reflection and use of formative assessment data (including iReady) to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA & Math essential standards.
- Students will use iReady instructional pathway as supplemental support.
- Intervention team will monitor and revise criteria and documentation procedures to assist teachers in supporting monitoring students not making adequate progress including appropriate goals, rate of progress and Rtl criteria/SST documentation.
- Intervention team and IDS teacher will assist teachers in setting appropriate goals and determining adequate progress.
- IDS teacher will assist teams understand tiers and criteria, including CFAs and help them select and create tier 2 instructional and assessment resources.
- Grade-level teams will increase implementation of Tier 2 interventions for students not mastering essential ELA & Math standards.
- Investigate and identify effective intensive/tier 3 intervention resources.
- SBAC and iReady data will be analyzed by teachers, principal and intervention team to determine placement in intensive intervention program
- .All K-3 students will participate in daily small group reading instruction. 4-6 teachers will ensure appropriate intervention for students reading below grade level. Progress will be monitored using iReady.
- 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.
- . SAI and Gen Ed teachers will meet regularly to collaborate, plan instruction, and review student progress. *Expand co-teaching and push-in model.
- Provide student helpers to facilitate small group instruction.
- Extend LLRT hours to facilitate literacy development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11,610

Title I
2000-2999: Classified Personnel Salaries

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 in the context of informational text response.
- Teachers will ensure that writing assignments reflect higher levels of DOK.
- Staff meetings and SLD time will be dedicated to create common protocols, strategies and expectations for use across grades.
- Collaborative teams will develop and use rubrics to evaluate student writing, respond to student need and plan further instruction with support of IDS teacher.
- Teachers will engage students in assessing their own writing using the rubrics through writing conferences, including reflection and goal setting.
- Collaborative team time and SLDs will be used to review and calibrate students work samples to ensure appropriate rigor and alignment.
- Release time for student conferences and team collaboration to create and use rubrics.

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)

Emerging Bilingual Students

Strategy/Activity

- We will ensure strong Integrated and Designated English Language Development (ELD) for all Emerging Bilinguals (ELs).
- Students will be clustered by EL Proficiency level for designated ELD instruction.
- 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
- Rancho teachers will monitor English Learner progress and provide timely and systematic intervention.
- CATCH up plans will be used to monitor English Learner progress. Students not making adequate progress will receive intervention plans and have progress monitored by PLC.
- Teachers, EL Coach and Principal will identify and support Long Term and At Risk Long Term English Learners
- Teachers and EL coach will use iReady for LTEL and at-Risk LTEL progress monitoring.
- Re-establish 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)

40,119

Title I
1000-1999: Certificated Personnel Salaries
EL instructional coach

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Rancho staff will implement best practices to support student success with informational text comprehension

- Teams will identify and prioritize informational text standards based on SBAC and iReady data.
- Teachers will identify and use non-fiction text that is relevant and motivating, socially and culturally.
- Teachers and staff will identify common strategies that support informational text comprehension that will be used across grade levels.
- Teachers will establish common/vertical protocols for close reading, responding to text dependent questions and citing evidence/providing reasoning (RACEs)-
- Rancho will investigate using Achieve 3000 as supplement at grades 3-6 since it focuses on informational text and text dependent questions.
- Teachers in K-2 will use iReady as a supplement.

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)

5,000

Source(s)

Title I
4000-4999: Books And Supplies
Achieve 3000

2022-23 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

Math

LEA/LCAP Goal

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

Goal 2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from xx to xx (minimum of 8% increase).

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 10 to 15 (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 0 to 8 (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 9 to 17 (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 0 to 8 (minimum of 8% increase).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (Grades 3-6)	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%	ALL students, Grades 3-6 - XX% English Learners, Grades 3-6 - XX% Socioeconomically Disadvantaged Students, Grades 3-6 - XX% Students with Disabilities, Grades 3-6 - XX%
i-Ready Math Assessment - % of students at or above grade level (All grades)	ALL students - 10% English Learners - 0% Socioeconomically Disadvantaged Students - 9% Students with Disabilities - 0%	ALL students - 15% English Learners - 8% Socioeconomically Disadvantaged Students - 17% Students with Disabilities - 8%

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 through a culturally responsive lens.

- See Goal 1

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 staff will actively engage students as stakeholders in their own learning through a culturally responsive lens.

- -See Goal 1

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.

- -See Goal 1

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)

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

- -See Goal 1

Strategy/Activity

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.

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 staff will implement best practices to support student success with mathematical reasoning and problem solving

- Teams will identify and prioritize math standards based on SBAC and iReady data.
- Teachers will use Number Talks to support students to share reasoning and cultivate multi-pronged approaches.
- Staff will identify and use strategies such as 3 Reads and CUBEs across grade levels to establish consistent problem-solving routines.
- Teachers will support students to use modeling and writing to support, explain and justify reasoning in problem-solving.
- Staff will support students to use strategies for deconstructing math tasks and planning how to solve/approach.
- Release teachers for peer observation.

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)

Emerging Bilinguals

Strategy/Activity

Teachers will implement integrated ELD scaffolding strategies to support students to access math concepts and domain specific language functions and vocabulary .

- Teachers will work with EL coach to identify and implement integrated ELD strategies and scaffolds for math.
- Teachers will identify and employ strategies to share math reasoning both verbally and in writing, including collaborative conversations and writing stems.
- Release teachers for peer observation.

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)

2022-23 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 Engagement

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 3

The percentage of students who are chronically absent from school will decrease by 1% each year.

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2021-2022, Rancho's rate of chronic absenteeism was 41.3.	In 2022-2023, Rancho will reduce its rate of chronic absenteeism by 1% to 40%.

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

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)

2022-23 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

School Climate & Culture

LEA/LCAP Goal

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

Goal 4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from .56% to .50% (minimum of .5%) (Or will maintain a suspension rate below .5%)

Identified Need

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	<p>The percentage of students who responded favorably in the domains listed below are as follows:</p> <ul style="list-style-type: none"> Culture/Climate - 77.57% Growth Mindset - 70.76% Self-Management- 67.89% Self-Efficacy- 59.81% Social Awareness- 71.02% 	<p>The percentage of students who respond favorably will increase to the following percentages in each domain:</p> <ul style="list-style-type: none"> Culture/Climate - 81% Growth Mindset - 74% Self-Management- 71% Self-Efficacy- 63% Social Awareness- 74%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Survey Results	<p>The percentage of parents who responded favorably in the domains listed below are as follows:</p> <p>Support for Academic Learning - 87% Sense of Community - 89% Sense of Safety - 83%</p>	<p>The percentage of parents who respond favorably will increase to the following percentages in each domain:</p> <p>Support for Academic Learning - 93% Sense of Community - 95% Sense of Safety - 90%</p>
Suspension Data	<p>The suspension rate for [School Name] for the 2021-2022 school year is .56%</p>	<p>The percentage of students suspended will decrease to .50% (minimum of .5% decrease)</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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.
 - 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 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.
 - Staff will shadow students to experience a day through their eyes
 - 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)
37,118	Title I 1000-1999: Certificated Personnel Salaries Social Worker for SEL (40% FTE)
600	Title I 1000-1999: Certificated Personnel Salaries Guest Teacher empathy interviews and student shadowing

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

Restorative Practices

- Ensure entire staff is trained in and receives on-going support to implement 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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Address behavior from a posture of learning and equity

- Staff will continue to develop collective commitments to support school-wide behavior expectations in order to promote learning, belonging and safety with consistent utilization of 3 Rs to frame addressing behavior.
- Staff will employ systematic responses to ensure consistent, student-centered and equitable consequences to promote learning vs punishment.
- Staff will participate in professional development in Restorative Practices and Trauma-Informed Care to create conditions of safety and to increase student resiliency, efficacy and motivation regarding behavior and learning by gaining strategies on how to anticipate and proactively address student needs and identify functions to decrease triggers.
- 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 and when responding to student behaviors.
- Staff will increase awareness of their own emotional state and triggers when addressing students, employing strategies as indicated to ensure behavior is addressed a calm, constructive and consistent manner.
- Elicit parent input via survey and focus group around behavior, discipline and safety.

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 and Students with Special Needs

Strategy/Activity

Increase mainstreaming and inclusion opportunities for SDC students to foster school community and create a climate of caring and inclusion for all.

- 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 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 5

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, including activities that will attract families to campus.
- Elicit input from families and caregivers to ascertain types of events that would be meaningful and relevant (polls, focus groups).
- Offer family workshops on SEL, behavior and home-school partnerships
- Elicit family input on safety concerns and bullying concerns.
- 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)

1,335.07

Source(s)

Title I Part A: Parent Involvement
1000-1999: Certificated Personnel Salaries
Social Worker for Parent support and parent
education (Parent Inv. fund)

Strategy/Activity 6

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 families 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.
- Establish, maintain, and utilize website updates and 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 7

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.

- Revisit 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.
- 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 suggestions and concerns 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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement consistent anti-bullying practices

- Investigate and implement systematic anti-bullying program to ensure common language and strategies.
- Establish protocols for students and caregivers to report bullying in a timely fashion and to communicate school follow up (Google Form for reporting).
- Create "safe spaces" and affinity groups for students.
- Recognize "upstanders" to encouraging intervention and reporting by witnesses to bullying.
- investigate and implement a student "ambassador" program that identifies, trains and support peer and cross-age mentors for mediation.
- Educate and actively partner with families in anti-bullying campaign.
- Elicit family input on safety concerns.

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)

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$98,896.44
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$97,782.07

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	\$96,447.00
Title I Part A: Parent Involvement	\$1,335.07

Subtotal of additional federal funds included for this school: \$97,782.07

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: \$97,782.07

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	97,561.36	1,114.36
Title I Part A: Parent Involvement	1,335.07	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	96,447.00
Title I Part A: Parent Involvement	1,335.07

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	79,172.07
2000-2999: Classified Personnel Salaries	11,610.00
4000-4999: Books And Supplies	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	77,837.00
2000-2999: Classified Personnel Salaries	Title I	11,610.00
4000-4999: Books And Supplies	Title I	7,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,335.07

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

58,729.00

Goal 4

39,053.07

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
Lynda Jones	Other School Staff
Beth Saltzman	Classroom Teacher
Jessica Alvarez	Classroom Teacher
Jennifer Carter	Classroom Teacher
Melissa Jimenez	Parent or Community Member
Shavone Lundy	Parent or Community Member
DeCola Mohammad	Parent or Community Member
Janette Monk	Parent or Community Member
Lisbet Tellez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2022.

Attested:



Principal, Elisa Holston-Arteaga on 6/7/22



SSC Chairperson, Jessica Alvarez on 6/7/22

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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