

School Year: **2023-24**



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 18, 2023	June 20, 2023

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
- Additional Targeted Support and Improvement

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Our school's comprehensive needs assessment included the solicitation of input and feedback from our educational partners (parents, teachers, staff, etc.). Our 2022-23 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 2023-24 SPSA.

Consultations and connections with our educational partners took place through in-person meetings, virtual Zoom 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.

Surveys sent in preparation for or during the 2022-23 school year included (but were not limited to) topics such as :

- Support for academic learning
- School safety
- Belonging in the school Community
- Inclusivity and cultural responsiveness

Parent data indicated a desire for increased school safety and a better understanding of disciplinary consequences. Teacher data displayed the desire for more training and direction in positive behavior/ restorative practices, culturally responsive teaching, vertical alignment of instructional practices, effective reading instruction/intervention and effective PLC practices.

The Extended School Services (ESS) program, which provides before and after school childcare in an academic and recreational setting, distributes annual parent surveys to participating families at all twenty-one (21) La Mesa-Spring Valley School District sites. The primary goal of the parent survey is to collect and understand parent opinions, perspectives, attitudes, and perceptions of the ESS team members, the services provided, and the general environment. Results are shared with all ESS employees and action plans are developed and put into place to assist in achieving improvement goals for continuous quality improvement.

This year's data revealed that 98% of the district families surveyed feel that ESS provides a safe and happy environment for children, that the program provides expanded learning opportunities that their students enjoy (ESSPN Sports League, cheer, dance, robotics, fine and performing art classes, etc.), and that the ESS staff communicate and interact positively with children. A highlight from this year's survey was the feedback on ESS staff and ESS parent communication. 99% percent of parents surveyed stated that they know that if they have a question or concern that they can speak with an ESS staff member about it. Continued opportunities for growth include additional support for student homework completion.

Our school will continue to solicit input and feedback from our educational partners during the 2023-24 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.

District/Site Collaborative 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.

Formal Classroom Observations:

To evaluate a teacher's performance as outlined by the teacher evaluation document and association contract. These are observation cycles that include both formal and informal observations with feedback meetings and individual goal setting.

Daily principal Observations:

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

Peer Observations:

Peer-to-peer observations provide organized processes for teachers to improve their practice by observing one another and engaging in reflective conversations. Additionally in combination with Ghost walks, this viewing of a school's classrooms and/or halls allows us to collect evidence about how well school improvement efforts are being implemented, emphasizing what we can learn from each other.

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 (PLCs), 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: comprehension of grade level informational text, student talk/engagement, responding to student work/formative data, Integrated ELD and culturally responsive teaching.

Additionally, teachers are required to attend four hours of professional learning outside of their work day (per an MOU with LMSVTA) that is offered through the district Content Leads, TOSAs, San Diego County Office of Education, and other outside agencies. The district Professional Learning Program has an extensive calendar of offerings that are provided online, face-to-face, and through a blended format. Professional development courses in 22-23 included:

Newcomer 101 (to support our newest English Learners)

Intro to Google Classrooms

Project Based Learning

Math Expressions: Getting Started

Environmental Literacy for Social Studies

Daily 5 Routine for Running Small Group Rotation

Amplify: Analyzing Student Work

High Leverage ELD Strategies

Number Talks and Dot Talks

Supporting Diverse Learners

Virtual Manipulatives in Math Instruction

Minimizing Math Anxiety

Redefining Classroom Management

Social Emotional Learning in PE

Informational Text in PE

Supporting students with foundational reading skills through SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) training

Regardless of the learning format, our educators are eager to engage in professional development, and the District is committed to providing them with many tools, strategies, and training to support all learning models.

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. It is aligned to California Core Content Standards and CASEL Social Emotional Learning (SEL) competencies as appropriate. Areas of need are identified by student achievement data, student SEL surveys, educational partners' 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 development focuses on:

- 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
- Purpose and Engagement Strategies
- Informational Text Comprehension
- Framework for Powerful Learning
- Data driven decision making
- Instructional Leadership Team for strong PLC implementation-Teaching and Learning Cycle (Essential Standards, Targets, Success Criteria, Formative Assessment and Intervention)
- Supporting the whole child in academics, behavior, social emotional learning and mental health
- 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

Site level professional development includes site learning day, staff meeting time and PLC work. 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 2023-24 school year will focus on comprehension of grade level informational text, student questioning strategies, using formative assessment, SEL, and culturally responsive teaching.

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

Site-based professional development, grade-level collaboration, principal observation, and feedback /coaching provide on-going assistance and capacity building for teachers. Response to Intervention support (Resource Teacher, Teachers on Special Assignment, Instructional Coaches, and Special Education support staff) all support classroom instruction.

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by 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 (when available), I-Ready data in math and reading, CORE social emotional learning survey (grades 4-8), common assessments, benchmark assessments, needs assessments and surveys, and staff development provide the basis for School Site Council and administrative planning. The use of data to modify and drive instruction with effective evidence-based instructional strategies is our major focus to raise student achievement.

In 2023-24, 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

i-Ready

SIPPs

English Learner Content Focused Coaching

Achieve 3000

Math Expressions

Routines for Students Monitoring Their Own Comprehension

Routines for Asking and Answering Questions

Routines for Gist (vertical)

Teach and Model Mathematical Language

Use of Concrete Representations in Mathematics

Word Problems-Explicit Instruction to Deepen Mathematical Understanding

Regular communication with parents via texting, postcards about attendance

Greeting students to create positive school climate and build relationships to prevent absenteeism

Culturally Responsive Teaching to address causal factors of attendance for students of color.

Team approach to tracking and responding to attendance concerns.

Addressing attendance concerns in IEP process for students with disabilities and attendance concerns.

Parental Engagement

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

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

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

- Family/caregiver education workshops provided by 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 representatives from each site to the district-level parent advisory committees, known as the District Parent Advisory Committee
- The distribution of a district-wide Family/caregiver survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to Family/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 Family/caregiver 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 the School Site Council (SSC) and the English Language Advisory Council (ELAC) meet to discuss these matters directly with each other. The District holds monthly educational partners’ meetings with parents (DPAC District Parent Advisory Committee) where district programs are discussed. In addition, the District holds meetings throughout the year with other educational partners (classified staff, certificated staff, administrative staff) to obtain input about district programs.

Funding

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

- Title I funds will be used to fund an English Learner Instructional Coach that will partner with teachers to support integrated ELD implementation and alignment to informational text comprehension
- Title I funds will be used to expand LLRT hours to provide support for small group reading intervention and literacy development.
- Title I funds will be used for researched-based programs such as Achieve 3000 and SIPPs to promote address literacy gaps.
- 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.

Educational Partner 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 2023-24 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, Date, Time May 9, 2023 at 8:00 am
- SSC # 5 Meeting, Date, Time; SSC #5 Meeting, Date, Time May 9, 2023 at 2:30 pm
- Staff Meetings where the 2023-24 SPSA goals and strategies (in context NCUST findings) were discussed: Dates, Times May 4, 2023 at 2:30 and May 16, 2023 at 1:05.

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 shortages
- Teacher turnover impacted student engagement, academic performance
- Para shortages impacted consistent IEP implementation
- No staff available provide tier 3 intervention or support tier 2 intervention
- Funding availability delayed acquisition of supplemental programs (Achieve 3000)
- Lack access transportation for after school intervention/tutoring
- Sub shortages prevented Restorative Practices training (AA attendance) and SEL implementation support

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	12.6%	11.76%	13.01%	39	36	45
Asian	1.6%	1.31%	2.31%	5	4	8
Filipino	8.7%	5.23%	3.47%	27	16	12
Hispanic/Latino	65.4%	69.93%	66.47%	202	214	230
Pacific Islander	0.3%	0.33%	0.87%	1	1	3
White	7.1%	7.52%	8.67%	22	23	30
Multiple/No Response	4.2%	3.92%	5.2%	13	12	18
	Total Enrollment			309	306	346

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	40	84
Grade 1	46	47	42
Grade 2	39	52	40
Grade3	49	34	52
Grade 4	49	44	33
Grade 5	44	47	48
Grade 6	44	42	47
Total Enrollment	309	306	346

The conclusions based on this data

1. There has been a slight increase in enrollment across the board
2. African American enrollment increased the most proportionally
3. There was a slight decrease proportionally in our Latinx enrollment, but it continues to be our dominant student group

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	78	91	89	25.20%	29.7%	25.7%
Fluent English Proficient (FEP)	24	28	25	7.80%	9.2%	7.2%
Reclassified Fluent English Proficient (RFEP)	9		7	11.5%		6.7%

The conclusions based on this data

1. There was a slight decrease in percentage of ELs enrolled
2. The numbers of FEP remain relatively constant

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	30		0	29		0	29		0.0	96.7	
Grade 4	49	43		0	43		0	43		0.0	100.0	
Grade 5	43	47		0	47		0	47		0.0	100.0	
Grade 6	37	38		0	37		0	37		0.0	97.4	
All Grades	177	158		0	156		0	156		0.0	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.			24.14			17.24			27.59			31.03	
Grade 4		2454.			18.60			25.58			23.26			32.56	
Grade 5		2478.			14.89			23.40			23.40			38.30	
Grade 6		2501.			8.11			35.14			29.73			27.03	
All Grades	N/A	N/A	N/A		16.03			25.64			25.64			32.69	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		11.63			69.77			18.60	
Grade 5		19.15			59.57			21.28	
Grade 6		11.11			55.56			33.33	
All Grades		15.48			61.29			23.23	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		13.95			65.12			20.93	
Grade 5		10.64			55.32			34.04	
Grade 6		2.70			62.16			35.14	
All Grades		8.97			60.26			30.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		9.30			81.40			9.30	
Grade 5		12.77			70.21			17.02	
Grade 6		19.44			66.67			13.89	
All Grades		12.90			72.90			14.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		11.63			69.77			18.60	
Grade 5		14.89			57.45			27.66	
Grade 6		21.62			64.86			13.51	
All Grades		16.03			63.46			20.51	

The conclusions based on this data

1. 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

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	30		0	29		0	29		0.0	96.7	
Grade 4	49	44		0	43		0	43		0.0	97.7	
Grade 5	43	47		0	47		0	47		0.0	100.0	
Grade 6	37	38		0	37		0	37		0.0	97.4	
All Grades	177	159		0	156		0	156		0.0	98.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2407.			13.79			13.79			37.93			34.48	
Grade 4		2423.			9.30			16.28			32.56			41.86	
Grade 5		2425.			8.51			4.26			23.40			63.83	
Grade 6		2454.			2.70			10.81			32.43			54.05	
All Grades	N/A	N/A	N/A		8.33			10.90			30.77			50.00	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		9.30			44.19			46.51	
Grade 5		6.38			23.40			70.21	
Grade 6		2.78			38.89			58.33	
All Grades		7.74			37.42			54.84	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		9.30			51.16			39.53	
Grade 5		6.38			42.55			51.06	
Grade 6		5.41			37.84			56.76	
All Grades		6.41			46.15			47.44	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		*			*			*	
Grade 4		13.95			55.81			30.23	
Grade 5		6.38			51.06			42.55	
Grade 6		0.00			72.97			27.03	
All Grades		10.26			58.33			31.41	

The conclusions based on this data

1. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1404.7		*	1411.3		*	1388.6		9	15	
1	1466.8	1431.8		1484.4	1453.4		1449.0	1409.6		12	11	
2	*	1460.4		*	1460.5		*	1459.8		9	13	
3	1477.6	*		1481.5	*		1473.3	*		19	8	
4	1510.3	1521.0		1512.4	1522.5		1507.6	1519.2		14	16	
5	*	1528.1		*	1522.4		*	1533.2		9	16	
6	1521.5	*		1530.4	*		1512.1	*		11	8	
All Grades										83	87	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	26.67		*	40.00		*	26.67		*	15	
1	16.67	0.00		41.67	18.18		41.67	54.55		0.00	27.27		12	11	
2	*	0.00		*	38.46		*	30.77		*	30.77		*	13	
3	15.79	*		15.79	*		52.63	*		15.79	*		19	*	
4	28.57	18.75		28.57	62.50		28.57	12.50		14.29	6.25		14	16	
5	*	31.25		*	25.00		*	31.25		*	12.50		*	16	
6	9.09	*		45.45	*		36.36	*		9.09	*		11	*	
All Grades	16.87	18.39		36.14	33.33		39.76	31.03		7.23	17.24		83	87	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	40.00		*	20.00		*	33.33		*	15	
1	50.00	0.00		25.00	63.64		25.00	36.36		0.00	0.00		12	11	
2	*	7.69		*	38.46		*	46.15		*	7.69		*	13	
3	15.79	*		57.89	*		15.79	*		10.53	*		19	*	
4	50.00	50.00		14.29	43.75		28.57	0.00		7.14	6.25		14	16	
5	*	31.25		*	56.25		*	6.25		*	6.25		*	16	
6	45.45	*		36.36	*		9.09	*		9.09	*		11	*	
All Grades	37.35	28.74		38.55	42.53		19.28	18.39		4.82	10.34		83	87	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	20.00		*	40.00		*	33.33		*	15	
1	16.67	0.00		25.00	9.09		25.00	36.36		33.33	54.55		12	11	
2	*	0.00		*	46.15		*	15.38		*	38.46		*	13	
3	15.79	*		5.26	*		42.11	*		36.84	*		19	*	
4	7.14	6.25		28.57	43.75		35.71	31.25		28.57	18.75		14	16	
5	*	25.00		*	12.50		*	37.50		*	25.00		*	16	
6	9.09	*		9.09	*		27.27	*		54.55	*		11	*	
All Grades	9.64	11.49		19.28	25.29		36.14	34.48		34.94	28.74		83	87	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.33		*	60.00		*	26.67		*	15	
1	33.33	18.18		66.67	81.82		0.00	0.00		12	11	
2	*	0.00		*	84.62		*	15.38		*	13	
3	21.05	*		63.16	*		15.79	*		19	*	
4	57.14	50.00		35.71	43.75		7.14	6.25		14	16	
5	*	25.00		*	62.50		*	12.50		*	16	
6	27.27	*		45.45	*		27.27	*		11	*	
All Grades	33.73	28.74		56.63	56.32		9.64	14.94		83	87	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	66.67		*	33.33		*	15	
1	41.67	0.00		41.67	90.91		16.67	9.09		12	11	
2	*	15.38		*	84.62		*	0.00		*	13	
3	42.11	*		47.37	*		10.53	*		19	*	
4	42.86	68.75		50.00	25.00		7.14	6.25		14	16	
5	*	62.50		*	31.25		*	6.25		*	16	
6	63.64	*		36.36	*		0.00	*		11	*	
All Grades	43.37	41.38		49.40	48.28		7.23	10.34		83	87	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	6.67		*	60.00		*	33.33		*	15	
1	16.67	9.09		50.00	18.18		33.33	72.73		12	11	
2	*	0.00		*	53.85		*	46.15		*	13	
3	15.79	*		47.37	*		36.84	*		19	*	
4	14.29	6.25		50.00	68.75		35.71	25.00		14	16	
5	*	31.25		*	37.50		*	31.25		*	16	
6	9.09	*		36.36	*		54.55	*		11	*	
All Grades	15.66	13.79		55.42	48.28		28.92	37.93		83	87	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	26.67		*	40.00		*	33.33		*	15	
1	33.33	0.00		41.67	72.73		25.00	27.27		12	11	
2	*	23.08		*	53.85		*	23.08		*	13	
3	15.79	*		63.16	*		21.05	*		19	*	
4	14.29	12.50		64.29	68.75		21.43	18.75		14	16	
5	*	25.00		*	56.25		*	18.75		*	16	
6	9.09	*		72.73	*		18.18	*		11	*	
All Grades	14.46	21.84		59.04	57.47		26.51	20.69		83	87	

The conclusions based on this data

1. Conclusions will be drawn when ELPAC results become available.

2. Conclusions will be drawn when ELPAC results become available.

3. Conclusions will be drawn when ELPAC results become available.

2022-23 Annual Review

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 3-6 meeting standard on SBAC (ELA) will increase from 41.67% to 50%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 27.8% to 36%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 37.9% to 45%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 4.17% to 13%.

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%.

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%.

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%.

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%.

Annual Review

SPSA Year Reviewed: 2022-23

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.

iReady data is now based on trimester 2. The metric for iReady in the 2022-23 SPSA was based on trimester 3. Therefore, there is no direct comparison of data to measure growth based on the previous metric. However in comparing last year's trimester 2 data to this year's trimester 2 data, there were increases in percentages of students reading at or above grade level. All students increased from 11% to 17%, English Learners from 1% to 2%, SES increased from 8% to 14% and students with disabilities increased from 3% to 6%.

Strategy 1: "PLC implementation through a culturally responsive lens." There was great progress in the implementation of this strategy. Teams met regularly and began using templates and tools to set goals, identify essential standards with alignment to social justice standards, analyze data and plan instructional responses. This work was supported by the IDS teacher who worked directly with teams to help them develop common formative assessments, rubrics, analyze student work and respond instructionally. The ILT modified PLC templates to ensure alignment and began collecting PLC artifacts to provide support and feedback to PLC teams. The IDS teacher, EL coach and the principal participated in PLC meetings to support data-driven conversations. At the time the SPSA was written we were not aware that content for SLDs was going to be provided by the District to align with the District's targeted instructional area (informational text comprehension). The majority of SLD and staff meeting time was needed for that content, limiting the time available to provide PLCs structured practice with data reflection. Some staff meeting time was allocated to provide teams time to practice using our data reflection templates to respond instructionally to iReady diagnostic data, but available SLD and staff meeting time was limited

- More time and attention is needed for teachers to understand what essential standards are and engage in standards unwrapping to ensure grade-level rigor and instructional time alignment.
- Teams need more guidance and time to increase use of common formative assessments.

Strategy 2: "Engage students as stakeholders in their own learning through a culturally responsive lens." Work continued to ensure teacher and student clarity. All teachers communicated purpose for each lesson, and most teachers had explicit routines to ensure students could articulate the purpose for given lessons. Teachers began communicating success criteria and referring to that during lessons. All students monitored iReady progress, graphing progress and setting goals. There was a significant increase in student talk routines across classes and the EL coach worked with teachers to align collaborative talk practices with Close Reading. There was some improvement in task alignment as it related to essential standards mastery, but this continues to be an area for growth in terms of rigor.

- More time and attention is needed to ensure tasks align to grade level standards.
- More attention is needed to ensure students carry the cognitive load (during instruction and in the type of tasks)
- Still need to establish vertical protocols for collaborative routines and execute student shadowing to measure student talk.

Strategy 3: "Align curriculum, instructional practice and assessment with essential standards through culturally responsive lens." Work in this strategy was detained because of time and attention required during staff meetings and SLDs for the District's targeted instructional area (informational text comprehension). No time was dedicated to culturally responsive practices. Teams continued to use the Learning Cycle template to integrate social justice standards with essential standards, but release time was not possible due to staffing shortages. A task force did meet and select several culturally responsive literature titles to provide "mirrors and windows" for students. A second NCSUT audit began exploration of promising practices and the NCUST book

was purchased for all certificated staff. There was attention and emphasis placed on essential standards alignment, with instructional time, but rigor is still an area of concern along with task alignment.

- Culturally responsive practices and materials need to be prioritized for implementation with explicit support.
- Staff needs more training and support in culturally responsive content and time to align to essential standards. SSC recommends Professional Development/Consultants.
- More time and attention to ensure majority of instructional time and tasks align to essential standards

Strategy 4: "School-wide system of differentiated instruction and interventions to meet the needs of all students through RtI." PLC teams engaged in lesson reflection under guidance of our IDS teacher, using formative assessment data to monitor student progress and plan re-teaching. Students used the iReady instructional pathway with goal of passing 2 lessons a week as supplemental support. The intervention team met regularly to review teacher data submissions for students not making adequate progress. The team identified strategies and offered RtI, SST and/or sped referral as appropriate based on the data and documented interventions. Student progress was monitored via i-Ready diagnostic and classroom assessments. The IDS teacher and EL instructional coach supported teachers in the implementation of small group reading instruction and intervention by helping them establish effective management systems with centers/independent work that was appropriate, differentiated and engaging. This freed up teachers to focus their attention on the small groups. Student helpers and LLRT assisted with small group literacy instructional groupings. Students began participating in SIPPs as tier 3 intervention. The new SAI teacher met with and collaborated with general education teachers to align priorities for SAI students in while SAI pull-out and while in the general education classrooms.

- Further work is needed to create systematic tier 2 instructional groupings/redeployment, including assessments and intervention resources
- Need to expand availability of SIPPs. The SSC suggested providing training to more teachers and utilizing site subs for release time for training and planning.
- Teachers need continued training on each Tier and the implications, including appropriate goals and assessments for monitoring progress.

Strategy 5: "Appropriate grade level rigor and common expectations across grade levels in writing." Time and attention was not given to this strategy. Select teams did create protocols and rubrics for use with students under the guidance of the IDS teacher, but a cohesive system of genre expectations by grade level was not addressed.

- Need to establish expectation for genre rotation.
- Teachers need refresher in DOK to align writing assignments to higher levels of DOK.
- Need to create common protocols and strategies to be used across grade levels, including student work calibration.

Strategy 6: "Support Strong Implementation of Designated and Integrated ELD." Site Learning Days and staff meetings dedicated time to effective ELD implementation in alignment to Close Reading and informational text comprehension. Time was also dedicated to review ELD standards through interim assessment practice. The EL coach partnered with individuals and teams to support their implementation of designated ELD, including creating resources to ensure through and beyond connections between content and ELD standards along consistent instructional routines. The EL coach is creating a LTEL monitoring and student goal setting template to ensure monitoring and support of LTELs.

- Increased and systematic student talk continues to be area for improvement.

- Teachers need continued support and assistance for consistent and quality ELD instruction.
- Teachers need support for ensuring access for emerging bilinguals via scaffolds and active participation.
- Need to fully implement plan for LTELs.

Strategy 7: "Informational Text Comprehension." This strategy was implemented in alignment with District's targeted instructional area . All site learning days and most staff meetings were dedicated to learning about the different components of close reading and implementation support via the framework for powerful learning. Teachers engaged in professional reading, conversations and reflections. They implemented close reading routines and participated in peer observation as a means of continual growth. Additionally teachers utilized RACEs and GIST as common strategies to support informational text comprehension.

- Need time and attention to identify non-fiction text that is culturally relevant. SSC suggests site subs for release time.
- Time and support to ensure standards alignment and intentionality with informational text comprehension instruction.

*The Achieve 3000 purchase was delayed due to funding delay and not implemented this year, but the purchase was made in the spring.

- Teachers need time to identify vertical comprehension strategies that will build upon each other as student move up grades.
- SSC recommends investigating a Reading Club before school where students can access extra practice and support with reading.

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

*Additional funding became available because staff that was going to be funded by Title I were funded otherwise (expanded upon with corresponding goals).

Strategy 3

\$2000 was allocated for culturally responsive resources. SSC increased allocation to \$15,000. Approximately \$13,000 was spent.

No money had been allocated for professional development for culturally responsive teaching/equity implementation because due to lack of availability. SSC revised that allocation to \$2000

Strategy 4

\$11,610 was allocated for LLRT for literacy support. SSC approved an increase to \$22,000 because funding was available and additional time was needed.

Strategy 7

\$5,000 had been allocated for "Achieve 3000" (supplemental non-fiction reading program), but the actual price was \$10,000. The increase was approved with SSC along with an additional \$10,000 for supplemental resources for reading comprehension and \$500 for additional non-fiction titles.

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 local metric now based on iReady trimester 2 as opposed to trimester 3. This change will be in the metrics section of goal 1.

The strategies will remain the same, but they will be simplified and updated to reflect information text comprehension alignment.

Revisions and additional activities added to strategies:

"PLC implementation through a culturally responsive lens." (strategy 1)

- -ILT will collect PLC artifacts, completed templates, CFAs, assessment data to inform resources, support and guidance needed.

"Cultural responsiveness" will be its own strategy rather than being integrated into the other academic strategies (now strategy 3).

- Hire a consultant and ensuring professional development for culturally responsive teaching (SSC recommendation).

"School-wide system of differentiated instruction and interventions to meet the needs of all students through RtI" is now "Implement MTSS to support all students to make adequate progress in literacy development" in order to align with District focus and broaden scope of support (strategy 4).

- Use site subs to release teachers for SIPPS training (SSC recommendation).

"Support Strong Implementation of Designated and Integrated ELD." (strategy 6)

- Increase EL coaching time (3 days) in order to build teacher capacity s to effectively support emerging bilinguals access to content and their English Language development, including GLAD training.

"Informational Text Comprehension" will be updated to align with the District's targeted instructional area using framework for powerful learning (strategy 7).

- Use site subs to provide release time for teachers to identify and align culturally responsive non fiction text to standards (SSC recommendation).
- Investigate possibility of a morning Reading Club to support students struggling with reading (SSC recommendation).
- "Asking and Answering Questions" {identify question type} and protocols for citing evidence to activity for determining vertical non-fiction text comprehension strategies (evidenced-based).
- Release time for peer observation of information text instruction/close reading.

The following strategies have been added in response to NCUST findings:

- Ensure active engagement and appropriate rigor in reading instruction (All students) (strategy 8).

The following strategies have been added in response to ATSI status:

- Ensure SAI services promote access to core instruction and grade level standards mastery (Students with disabilities) (strategy 9).
- Ensure timely tier 2 and tier 3 intervention and progress monitoring students for special education student in general education (Students with disabilities) (strategy 10).



2022-23 Annual Review

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 19.3% to 25%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 4.17% to 13%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 15.32% to 25%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 8%.

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%.

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%.

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%.

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%.

Annual Review

SPSA Year Reviewed: 2022-23

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.

iReady data is now based on trimester 2. The metric for iReady in the 2022-23 SPSA was based on trimester 3. Therefore, there is no direct comparison of data to measure growth based on the previous metric. However in comparing last year's trimester 2 data to this year's trimester 2 data, every student group only increased by 1% in number of students at or above grade level, except emerging bilinguals who remained at 1%.

Strategy 1: "PLC implementation." (see goal 1).

Strategy 2: "Students as stakeholders through a culturally responsive lens." (see goal 1).

Strategy 3: "Align curriculum, instructional practice and assessment with essential standards through culturally responsive lens." (see goal 1).

Strategy 4: "Implement school-wide system of differentiated interventions to meet needs of all students (Rtl)." (see goal 1).

Strategy 5: "Staff will implement best practices to support student success with mathematical reasoning and problem solving." This strategy was not implemented due to lack of staff development time needed to provide training and collaboration time for teachers. Staff development time was dedicated to District targeted instructional area of informational text comprehension. This strategy will be carried out into next year with additional strategies that specifically target mathematical reasoning.

Strategy 6: "Teachers will implement integrated ELD scaffolds to support students to access math concepts and domain-specific language." The EL coach worked with select teachers helping them develop designated ELD lessons that aligned with math standards in addition to integrated ELD scaffolds for math. This has not extended systematically to all staff members as ELD focus shifted to Close Reading in support of the District instructional focus.

- Teachers need time and support to identify and employ strategies to support students to share math reasoning verbally and in writing, including explicit tier 1 vocabulary instruction (evidence-based practice) conversation and writing stems. SSC recommends site subs for release time to facilitate planning.

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

*Additional funding became available because staff that was going to be funded by Title I were funded otherwise (expanded upon with corresponding goals).

No money had been allocated for math supplements due to lack of availability. When funds were freed up, SSC approved \$2,500 and that was spent on digital supplemental math supports (strategy 5).

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.

Additional strategies will be added to more specifically address mathematical concept and skill development in goal 2. The other strategies will be streamlined and revised for clarity and focus.

Additional activities added to strategies:

"Mathematical Reasoning" (strategy 4)

- Use site subs for release time for peer observation.
- Investigate and acquire applications to support math fluency and concept development (SSC recommendation).

"Integrated ELD Scaffolds". (strategy 5)

- Use site subs to release teachers to plan strategies to support student expression of mathematical reasoning (SSC recommendation).

The following strategies have been added in response to NCUST findings:

- Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in mathematics. (all students)
- Ensure active engagement and appropriate rigor in mathematics instruction. (all students)

The following strategies have been added in response to ATSI status:

- Support SAI students capacity number sense skill proficiency. (students with disabilities)
- Ensure SAI services promote access to core instruction and grade level standards mastery. (students with disabilities)

2022-23 Annual Review

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% to 40%.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our percentage of students who are chronically absent went up 1% rather than decrease by 1%.

"Promote Consistent Attendance" A warm and welcoming school environment was created. Staff met and greeted students at the main gate, welcoming caregivers. Teachers used "welcome rituals" to greet students at the door. Attendance clerk welcomed tardy students and celebrated their presence. Social worker worked with attendance clerk to monitor attendance, send letters. Formal and informal meetings were held with families to understand and address barriers to attendance, including referrals and resources offered. SART/SARB contracts implemented as appropriate.

- Did not implement a tiered response to attendance.
- Need to investigate effective incentive system that celebrates growth for students with attendance challenges and recognizes those with consistent attendance (SSC suggestion).

*many chronic absences were excused due to illness.

- Need to increase the number specific strategies to address attendance.
- Need to differentiate approaches to addressing attendance to address causal level (climate, culture, health, awareness, etc).

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.

Additional strategies will be added more specifically address causes, including increasing awareness. Other strategies were separated and revised to ensure clarity.

Added goals, metrics and strategies for Students with Disabilities and African American students in response to ATSI requirement.

New Metrics:

- The percentage of students with disabilities who are chronically absent from school will decrease by 2% each year.
- The percentage of African American students who are chronically absent from school will decrease by 2% each year.

Additional activities added to strategies:

"Promote Consistent Attendance". (strategy 1)

- Promote Consistent Attendance through regular communication about attendance.
- Investigate effective incentive system that celebrates growth for students with attendance challenges and recognizes those with consistent attendance (SSC recommendation).

New Strategies-added in response to ATSI status:

- Strategy 2: "Implement Second Step Social Emotional Learning Program School-wide to promote a positive climate to support attendance and engagement." (Evidence-based strategy for attendance for students with disabilities and African American students).
- Strategy 3: "Investigate and Implement "Safer-Saner Schools" (Evidence-based program for African American students-intermediate and upper grades).
- Strategy 4: "Engage students and parents with a warm and welcoming school environment that builds relationships." (Evidence-based tier 1 approach to preventing chronic absenteeism).
- Strategy 5: "Monitor attendance and respond in a team-based tiered approach to attendance." (Evidence-based tier 2 approach to preventing chronic absenteeism).
- Strategy 6: "Implement culturally responsive teaching so students see themselves and their histories, identities and experiences reflected in content." (Evidence-based strategy to address causal effects attendance for African-American students). (duplicate goal 1)
- Strategy 7: "Address chronic absenteeism as part of the IEP process." (Evidence-based tier-2 strategy to address chronic absenteeism for students with disabilities).

2022-23 Annual Review

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

The percentage of students who respond favorably will increase to the following percentages in each domain:

Culture/Climate - 81%
Growth Mindset - 74%
Self-Management- 71%
Self-Efficacy- 63%
Social Awareness- 74%

The percentage of parents who respond favorably will increase to the following percentages in each domain:

Support for Academic Learning - 93%
Sense of Community - 95%
Sense of Safety - 90%

The percentage of students suspended will decrease to .50%.

Annual Review

SPSA Year Reviewed: 2022-23

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.

Student SEL Survey Data:
Culture/Climate from 78% to 68.93%
Growth Mindset from 71% to 61.79%
Self-Management from 68% to 48.93%
Self-Efficacy from 60% to 50.82%
Social Awareness from 71% to 60.22%

*District-wide data indicated declines from 2022-2023 and fall of 2022-spring of 2023 across the surveyed areas. When comparing fall of 2022 to spring of 2023, Rancho actually maintained in self-

efficacy and social awareness while the district average showed a slight decline.

Parent Survey Data:

Support for Academic Learning went from 87% to 86%

Sense of Community went from 83% to 88%

Sense of Safety went from 89% to 86%

*There was a large turn over in staff during the school year that had a very negative impact of school climate.

The percentage of students suspended increased to 2.28% rather than decrease to .50%

*There were 2 incidents involving controlled substances on campus that resulted in mandatory suspensions for groups of students.

Strategy 1: "Foster resiliency and relationship among students through social-emotional learning." Comfort Crew and Anchored for Life continued to be implemented. Safe School Ambassadors was re-established to create a climate of anti-bullying, and a school-wide discipline system was implemented to establish common language and responses with student discipline. The social worker pushed into classrooms with SEL lessons and held various support groups for students. San Diego Youth Services held support groups on campus. All classes were expected to hold community circles on a regular basis and Second Step lessons were offered to select classes. Small group and individual support was offered to students to assist with emotional regulation and crisis response, including caregiver support referrals and coordination with outside agencies.

- Sanford Harmony was not implemented across classes.
- Staff needs more time and capacity to support student social-emotional wholeness. SSC recommends release time for training using site subs.
- Shadowing and empathy interviews did not take place.
- Parent participation in workshops was limited.

Strategy 2: "Implement Restorative Practices." All classrooms held regular circles. Social worker went into select classrooms to assist teachers in establishing circle routines. Select students did 10 & 2 with designated adults. Restorative circles and processes were used to process conflicts and facilitate amends. Students were able to articulate and participate organically. Campus attendants participated in informal training with staff. A school wide discipline system was established and implemented for improved consistency of consequences and expectations.

- Time and attention still needed for more formal training for all staff in the implementation of restorative practices and trauma informed approaches.
- Staff would benefit on formal training positive behavior strategies.

Strategy 3: "Address behavior from a posture of learning and equity." Staff developed collective commitments to support school-wide behavior expectations. Each class elaborated on 3 Rs expectations for their classroom. Teachers in upper grades began using progressive response to ensure fairness and consistency. All staff committed to increasing awareness and mutual accountability for ensuring responses to students were compassionate and student-centered, increasing awareness of their emotional state or bias when responding to or discussing student behavior.

- Time and attention still needed for more formal training for all staff in the implementation of restorative practices and trauma informed approaches.
- Staff would benefit on formal training positive behavior strategies.
- Family/caregiver focus group needs to be convened for input on improving discipline consistency and communication from their perspective.

- SSC suggests investigating programs such as No Excuses University to establish cohesive language and consistent expectations.

Strategy 4: "Increase mainstreaming and inclusion opportunities for SDC students to foster school community and create a climate of caring and inclusion." Select SDC teacher and select gen. ed teachers met and created opportunities for inclusion. General education students pushed into SDC classes as "assistants" for transitions, lunch. SDC students participate in school-wide recognition during Community Circle.

- Need to systematically plan and implement cross-class activities between general education and special day classes.

Strategy 5: "Family/Caregiver Education." A variety of events including Holiday Craft Fair, Movie Night, Jog-a-Thon, STEAM night and Family Math Night were held to bring families on campus. Student DJs and special food was offered to create festive atmosphere at Back to School Night and Open House. SEL, homework and other workshops were offered to caregivers in multiple languages. Some offerings were in-person, others were on-line. ELAC suggested numerous topics for caregiver workshops.

- More input is needed from families/caregivers for safety and bullying as well as relevant workshop topics.
- Training and capacity-building in best practices for partnering with families is still needed for staff.
- SSC suggests offering Zoom options for all caregiver education workshops.

Strategy 6: "Communicate with families regularly about student progress and school activities." Teachers and staff used Class Dojo and Google Classroom to communicate regularly with families and announce events and activities. Translation was provided for all home-school communication and interpreters on-hand at events.

- More attention is needed to keep website current and utilize social media as means of communication and promotion.

Strategy 7: "Engage parents/caregivers as partners through an equity lens." SSC and ELAC improved their demographic representation of our student community.

- Focus groups and empathy interviews were not yet completed
- Need to explore how to ensure parents/caregivers' concerns and suggestions are validated and responded to in a meaningful manner.

Strategy 8: Implement consistent anti-bullying practices. Students were selected as Safe School Ambassadors and staff was identified as sponsors. Training took place and group meets regularly for training. Incorporating language as "Up-standers" "Reporters" to create climate safe to report and stand against bullying. Created "Tip Form" for students to anonymously report bullying or other concerns. District Bullying Reporting system was made available to families reporting concerns with students conflict.

- More explicit time and attention is needed to establish anti-bullying practices school-wide
- Need to educate parents in anti-bullying and elicit their input more systematically regarding safety concerns.

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

Strategy 1

- \$37,118 was allocated for social worker, but the District paid 100% of social worker salary. Those funds were re-allocated by SSC to strategies in goal 1 and goal 2.
- \$600 was allocated for guest teachers to facilitate empathy interviews and that did not take place due to lack of sub availability.

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.

Strategies separated and revised to ensure clarity.

- Required and standard activities will be removed (ELAC, SSC)
- Restorative practices (formerly strategy 2 was combined with the school-wide positive discipline) (strategy 3).

Additional activities added to strategies:

"Foster resiliency and relationship among students through social-emotional learning." (strategy 2)

- Utilize site subs for teacher planning and training in SEL (SSC recommendation).

"Address behavior from a posture of learning and equity." (strategy 3)

- Investigate programs such as No Excuses University to establish cohesive language and consistent expectations (SSC recommendation).

"Family/Caregiver Education." (strategy 5)

- Zoom options for all caregiver education workshops (SSC recommendation).
- Communicate that children are welcome or offer childcare for family-education workshops (SSC recommendation).
- Coordinate with District Parent Liaison to promote workshop participation* (strategy 7) .

"Engage parents/caregivers as partners through an equity lens." (strategy 6)

- Explore how to ensure parents/caregivers' concerns and suggestions are validated and responded to in a meaningful manner.

**Hire caregiver liaisons to empower caregivers to support their child/children's education and increase family engagement and involvement within the school and the will be a new strategy (strategy 7) (funded with parent-involvement allocation of Title I) (Strategy 7)

- Investigate other community partnerships such as Family Health Centers (SSC recommendation).

2023-24 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 3-6 meeting standard on SBAC (ELA) will increase from xx to xx (minimum of 3% increase).

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

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

The percentage of students with disabilities in Grades 3-6 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 17 to 25 (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 2 to 10 (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 14 to 25 (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 14 to 22 (minimum of 8% increase). (ATSI)

The percentage of Latinx students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13 to 20 (site selected goal).

Identified Need

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments in reading comprehension. iReady transitioned from trimester 3 to trimester 2 so there is not comparison. Informal comparison of trimester 2 from last year to this year did show a slight increased, but overall achievement for all student groups in reading comprehension continues to be an area of concern.

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 - 17%</p> <p>English Learners - 2%</p> <p>Socioeconomically Disadvantaged Students - 14%</p> <p>*Students with Disabilities - 14% (ATSI)</p> <p>Latinx - 13%</p>	<p>ALL students - 25%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 25%</p> <p>* Students with Disabilities - 22% (ATSI)</p> <p>Latinx - 20%</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

Improve and increase systematic implementation Professional Learning Communities (PLCs) to ensure a learning-centered culture based on collective responsibility and collaboration as a means to continuously improve teaching practice in order to increase the achievement of all students.

- PLCs will use tools developed by the ILT (instructional leadership team) to focus their collaboration time on discussion of the 4 questions including essential standards unwrapping/alignment, common formative assessment creation, assessment/student work analysis, and instructional responses to data (intervention). Tools include: Meeting Notes Template, Data Reflection Template, and Learning Cycle Template.
- PLCs will unwrap standards, calibrate rigor, define success criteria and align essential standards to social justice standards as part of instructional planning.
- PLCs will develop, administer and analyze common formative assessments in alignment with essential standards.
- ILT will collect PLC artifacts, completed templates, CFAs, assessment data to inform resources, support and guidance needed.
- Staff meeting time and SLD time will be allocated to provide teams with explicit practice and feedback about their implementation of PLC practices.

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

Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in reading comprehension.

- Students will know and understand learning intentions and success criteria for each lesson.
- Students will be able to articulate the connection between their assignments and the learning intentions.
- Teachers will establish and implement routines for students to monitor their own progress and engage in self assessment, reflection, goal setting with action plans. This includes data chats and rubric conferences.
- Students will set goals, monitor progress and reflect on their progress toward informational text comprehension proficiency.
- Provide teachers with release time for student conferences, data chats, and peer observation of student conferences.

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

Implement culturally responsive teaching practices.

- ILT will continue to define and strategize implementation of our vision as anti-racist/anti-biased school, including identifying staff development needs, co-lead staff development, identify and share best practices for culturally responsive teaching/curriculum.
- ILT will facilitate staff to identify practices and instructional priorities from "Promising Practices for Urban Schools" book and NCUST audit to be implemented school-wide.
- Staff will receive instructional coaching on designated NCSUT strategies (EL coach and IDS teacher).
- Staff will participate in professional development to explore culturally responsive pedagogy and the implementation of culturally responsive curriculum and literature.
- -Explore possibility of consultant and/or identify available trainings for culturally responsive teaching. (SSC recommendation)
- ILT and collaborative teams will investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.
- Teachers will use collaboration time to plan and reflect on the implementation of culturally responsive teaching/curriculum in alignment with essential standards and assessed student needs.
- Provide release time for peer observation of the implementation of culturally responsive literature.
- Provide release time to align culturally responsive materials with essential standards and create units of study.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement MTSS to support all students to make adequate progress in literacy development.

- PLCs create and analyze common formative assessments aligned to essential standards.
- PLCs identify students not making adequate progress and implement tier 2 interventions.

- IDS teacher and EL coach work with grade level teams to assist them in gathering resources and strategies for tier 2 interventions.
- Increase implementation of SIPPs as tier 3 alternative by training more classroom teachers.
- Obtain additional SIPP materials so upper grade teachers can access and implement.
- -Use site subs to release teachers for SIPP training and planning. (SSC recommendation)
- Fund 2 additional hours of LLRT to assist with literacy intervention.
- Provide student helpers to facilitate small group rotations.
- ILT will support PLCs in progress monitoring for students participating in tier 2 intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
11000	Title I 2000-2999: Classified Personnel Salaries LLRT Extra hours for literacy intervention
11000	LCFF 2000-2999: Classified Personnel Salaries LLRT Extra hours for literacy intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- Collaborative teams will create and teach one genre unit per trimester aligned with essential standards and reflective of cultural responsiveness with explicit connections to informational text response as appropriate.
- 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 student work samples to ensure appropriate rigor and alignment.
- Provide 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

Provide English Learner coach to build teacher capacity in supporting English Learners. (EL Focused Coaching {Evidence-Based Strategy}).

- Work with teachers to ensure designated and Integrated ELD align with reading comprehension.
- Work with teachers to help them align designated ELD with reading comprehension lessons.
- Model designated ELD lessons that serve as "into" and "through" for close reading and related reading comprehension strategies.
- Work with teachers to ensure consistent and quality implementation of collaborative talk routines.
- Work with teachers to refine knowledge of ELD standards and ELPAC implications.
- Present and coach GLAD strategies to ensure scaffolding, access and academic vocabulary 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)

82,000

Title I
1000-1999: Certificated Personnel Salaries
EL Coach 60%

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

Identify and implement best practices to promote informational text comprehension.

- PLCs will work together to prioritize informational text comprehension standards.
- Identify and implement non-fiction text that is culturally relevant and/or aligns with social justice themes.
- -Use site subs to provide release time for teachers to identify and align culturally responsive non fiction text to essential standards. (SSC recommendation)

- Staff identify vertical strategies that support informational text comprehension across grades (including RACEs close reading, evidenced-based "Asking and Answering Questions" {identify question type} and protocols for citing evidence) and determine how strategies will build upon each other as student move up grades.
- *Ensure GIST routines are defined and implemented vertically (evidence-based strategy).
- Release time for peer observation and team planning of information text comprehension.
 - Acquire and implement Achieve 3000 as supplement for 3-6th graders.
 - Investigate possibility of a morning Reading Club to support students struggling with reading. (SSC recommendation)

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

- Ensure active engagement and appropriate rigor in reading instruction.
- Teachers will ensure that instructional time prioritizes essential standards instruction.
 - Ensure that student talk is prioritized over teacher talk through use of consistent collaborative talk routines school-wide.
 - Agree upon vertical collaborative talk routines for consistent implementation.
 - EL coach work with teachers to implement collaborative talk routines.
 - Ensure gradual release of responsibility (principal observation).
 - Investigate and implement rigorous student questioning routines so that students carry the cognitive load (NCUST).
 - Release time for student shadowing to observe student engagement/talk.

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 9

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Ensure SAI services promote access to core instruction and grade level standards mastery.

- SAI schedules ensure that SAI students are in general education classes for core instruction.
- Provide on-going training to para-professionals in informational text comprehension strategies/priorities (questioning, GIST, RACEs) to support student access to classroom assignments.
- Ensure strategies for GIST, "Students Monitoring Their Own Comprehension" and "Asking and Answering Questions" (evidence-based from Routines for Comprehension Building) are implemented similarly in SAI pull-out and general education classrooms.
- Ensure SAI students are accessing Achieve 3000 (evidence-based).
- Provide training and support to general education teachers on effective scaffolds to ensure access to core instruction.
- Intervention team monitor common formative assessments for students with disabilities in general education class and respond accordingly.

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 10

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Ensure timely tier 2 and tier 3 intervention and progress monitoring students for special education student in general education.

- Identify and address reading skill gaps for SAI and speech language students.
- Identify special education students for SIPP's program participation (evidenced based).
- Identify special education students for Flex or Achieve 3000 based on area of need (evidence based).
- Intervention team monitor progress of special education students in intervention groups and respond accordingly.
- Provide training and support to paraprofessionals to support fluency and foundational skill development via push-in and pull-out services.

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)

2023-24 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 7 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 1 to 10 (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 6 to 15 (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 7 to 15 (minimum of 8% increase).

The percentage of African American students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 7 to 15.

The percentage of Latinx students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 2 to 10.

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)	<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 Math Assessment - % of students at or above grade level (All grades)	<p>ALL students - 7%</p> <p>English Learners - 1%</p> <p>Socioeconomically Disadvantaged Students - 6%</p> <p>Students with Disabilities - 7%</p> <p>African American Students 7%</p> <p>Latinx students 2%</p>	<p>ALL students - 15%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 15%</p> <p>Students with Disabilities - 15%</p> <p>African American Students - 15%</p> <p>Latinx students 10%</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

PLC (see goal 1, strategy 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

Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in mathematics. (duplicate goal 1)

- Students will know and understand learning intentions and success criteria for each lesson.
- Students will be able to articulate the connection between their assignments and the learning intentions.
- Teachers will establish and implement routines for student progress monitoring/self assessment, reflection, goal setting and action plans including data chats and rubric conferences
- Students will set goals, monitor progress and reflect on their progress toward toward mastery with number sense.
- Release time for student conferences, data chats, and peer observation of student conferences.

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

Ensure active engagement and appropriate rigor in mathematics instruction. (duplicate goal 1)

- Teachers will ensure that instructional time prioritizes essential standards instruction.

- Ensure that student talk is prioritized over teacher talk through use of consistent collaborative talk routines school-wide
- Agree upon vertical collaborative talk routines for consistent implementation
- EL coach work with teachers to implement collaborative talk routines
- Ensure gradual release of responsibility (principal observation).
- Investigate and implement rigorous student questioning (and answering) routines so that students carry the cognitive load (NCUST)
- Release time for student shadowing to observe student engagement/talk

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Rancho 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.
- -Use site subs for release time for peer observation. (SSC recommendation)
- Investigate and acquire applications to support math fluency and concept development. (SSC recommendation)

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)

Emerging Bilingual Students

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 explicit tier 1 vocabulary instruction (evidence-based practice) collaborative conversations and writing stems.
- Release teachers for peer observation and planning strategies.
- Use site subs to release teachers to plan strategies to support student expression of mathematical reasoning. (SSC recommendation)

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)

Students with Disabilities

Strategy/Activity

Support SAI students capacity number sense skill proficiency.

- Build teacher capacity to improve student proficiency in number sense through professional development and release days
- IDS assist PLCs and individual teachers with data analysis and corresponding instructional response
- Provide professional development for para pros in the area of number sense development
- Establish vertical instructional routines for addressing number sense

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)

Students with Disabilities (similar to ELA strategy in goal 1)

Strategy/Activity

Ensure SAI services promote access to core instruction and grade level standards mastery.

- SAI schedules ensure that SAI students are in gen. ed for core instruction
- Ensure strategies for 3 Reads, Explicit Instruction Math Language, Word Problems-Explicit Instruction to Deepen Mathematical Understanding and Use of Concrete Representations (evidence-based) are implemented similarly in SAI pull-out and general education classrooms
- Provide training and support to gen. ed teachers on effective scaffolds to ensure access to core instruction.
- Intervention team monitor common formative assessments for students with disabilities in general education class and respond accordingly.
- Provide on-going training to paras in number sense and mathematical reasoning strategies/priorities (3 Reads, Explicit Instruction Math Language and Use of Concrete Representations) to support student access classroom assignments

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)

2023-24 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. The percentage of students with disabilities who are chronically absent from school will decrease by 1% each year.

The percentage of African American 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	<p>In 2022-2023,Rancho rate of chronic absenteeism for all students was 42.86.</p> <p>In 2022-2023,Rancho rate of chronic absenteeism for students with disabilities was 53.42.</p> <p>In 2022-2023,Rancho rate of chronic absenteeism for African American students was 24.53.</p>	<p>In 2023-2024, Rancho will reduce its rate of chronic absenteeism by 1% to 41.86%.</p> <p>In 2023-2024, Rancho will reduce its rate of chronic absenteeism for students with disabilities by 1% to 52.42%.</p> <p>In 2023-2024, Rancho will reduce its rate of chronic absenteeism for African American students by 1% to 23.53%.</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

Promote Consistent Attendance through regular communication about attendance (Evidence-based tier 1 strategy for addressing attendance).

- Communicate with families proactively, stressing the importance of everyday attendance, including the impact of attendance on academics.
- Teachers include attendance information in weekly bulletins or digital communication platforms.
- -postcards, friendly reminders that include number of days absent.
- Investigate effective incentive system that celebrates growth for students with attendance challenges and recognizes those with consistent attendance (SSC suggestion).

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)

Students with Disabilities and African American Students

Strategy/Activity

Implement Second Step Social Emotional Learning Program School-wide to promote a positive climate to support attendance and engagement (Evidence-Based Strategy for attendance).

- Social worker support classroom implementation with model lessons and coaching.
- Release time to plan lessons and peer observation.
- Include implementation as part of PLC artifact documentation.

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)

African American Students

Strategy/Activity

Investigate and Implement "Safer-Saner Schools" (Evidence based program for intermediate and upper grades)

- Promote Responsibility and restoration.
- All school learn how to enact key elements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engage students and parents with a warm and welcoming school environment that builds relationships (Evidence-based tier 1 approach to preventing chronic absenteeism).

- Principal/Social worker greet students and families at the gate.
- Each teacher have a greeting ritual for students at the door.
- Staff implement 2x10 strategy (two minutes a day for ten days in a row getting to know a student) with students at risk for chronic absenteeism.

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

Monitor attendance and respond in a team-based tiered approach to attendance (Evidence-based tier 2 approach to preventing chronic absenteeism).

- 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 to identify and address patterns of excessive absences.
- Work with families to address situations that are leading to absences offering resources when and if appropriate.
- Put system in place to contact and work with parents of chronically absent students, identifying and offering support with barriers and providing incentives for improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

African American Students

Strategy/Activity

Implement Culturally Responsive Teaching so students see themselves and their histories, identities and experiences reflected in content. (Evidence-based strategy to address causal effects attendance) (see goal 1, strategy 3)

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)

Students with Disabilities

Strategy/Activity

Address chronic absenteeism as part of the IEP process (Evidence-based tier-2 strategy to address chronic absenteeism).

- Identify and assist parents with root causes of absences (medical, transportation, etc).
- Write goals for improving attendance in IEP.
- Consider and write goals for mainstreaming and inclusion to address SEL-related causal factors.

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)

2023-24 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 2.26% to 1.5%

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 - 68.93% Growth Mindset - 61.79% Self-Management - 48.93% Self-Efficacy from - 50.82% Social Awareness - 60.22% 	<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 - 74% Growth Mindset - 67% Self-Management- 54% Self-Efficacy- 56% Social Awareness- 65%

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 - 86%</p> <p>Sense of Community - 88%</p> <p>Sense of Safety - 82%</p>	<p>The percentage of parents who respond favorably will increase to the following percentages in each domain:</p> <p>Support for Academic Learning - 90%</p> <p>Sense of Community - 95%</p> <p>Sense of Safety - 80%</p>
Suspension Data	<p>The suspension rate for Rancho for the 2022-2023 school year is 2.26%</p>	<p>The percentage of students suspended will decrease to 1.5% (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

Implement Anti-bullying program (creating a safe school environment also addresses absenteeism).

- Expand and increase implementation Safe School Ambassadors.
- Investigate and implement systematic anti-bullying program.
- Ensure common language, strategies and consistent responses to bullying.
- Implement "tip form" for anonymous reporting by students.
- Recognize "up-standers" to encourage intervention.
- 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)

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

Implement school-wide social emotional learning programs (creating a safe school environment also addresses absenteeism).

- Ensure consistent and systematic implementation of social emotional learning in all classrooms.
- Train all staff in Second Step and/or Safer Saner Schools curriculum (duplicate goal 3).
- Ensure weekly SEL lessons in all classrooms.
- Release time for planning and peer observation for SEL lessons.
- -Utilize site subs for teacher planning and training in SEL (SSC recommendation).
- Social Worker model and co-teach SEL lessons.
- Social worker do additional class lessons as indicated.
- Continue Comfort Crew and Anchored for Life as additional emotional supports and resiliency development.
- Social worker provide small-group and individual supports to assist with emotional regulation and conflict mediation.
- Continue social skill lessons in select classrooms and specialized support groups.
- Explore and implement resources to build family/caregiver capacity with SEL.
- Provide crisis response and intervention to individual students in crisis.
- Partner with community agencies to provide services to students on campus (San Diego Youth Services, School-Link).

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

Expand and implement culturally responsive school-wide positive behavior support plan (creating a safe school environment also addresses absenteeism).

- Refine and expand school-wide behavior expectations/Rancho's "4-Rs".
- Ensure each class defines and commits to "4-Rs".
- Train staff in restorative practices, trauma informed approaches and positive behavior strategies.
- Staff will employ systematic responses to ensure consistent, student-centered and equitable consequences to promote learning (vs. punishment).
- Staff will utilize a culturally responsive lens and when responding to student behaviors and raise awareness of implications of their own implicit bias, systemic oppression and student experience when responding to students.

- Ensure all staff is aware of progressive "strike" plan, including restoration and amends practices.
- Hold behavior assemblies once a trimester to review the expectations.
- Utilize "10-2" plan with select students to foster resiliency (duplicate goal 3).
- Classrooms hold "circles" on a regular basis.
- Classrooms continue "welcome rituals" (duplicate goal 3).
- Work with District staff to ensure campus attendants are trained in and utilize restorative practices and a positive posture when responding to student behaviors.
- Release time for empathy interviews and student shadowing for trauma insight.
- Investigate programs such as No Excuses University to establish cohesive language and consistent expectations (SSC recommendation).

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Increase mainstreaming and inclusion opportunities for SDC students to foster school community and create a climate of caring and inclusion for all (creating a safe school environment also addresses absenteeism).

- 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

Engage families and caregivers as partners through education, workshops and campus events.

- 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, attendance, and home-school partnerships.
- Elicit family input on safety and bullying concerns.
- 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 in early fall of the new school year to elicit input on needs, interests, topics, time, place, and method of presentation.
- Zoom options for all caregiver education workshops (SSC recommendation).
- Communicate that children are welcome or offer childcare for family-education workshops (SSC recommendation).
- Coordinate with District Parent Liaison to promote workshop participation* (SSC recommendation).

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)

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 family focus group on discipline practices,
- Form family focus group on general suggestions and concerns communication processes.
- Explore how to ensure parents/caregivers' concerns and suggestions are validated and responded to in a meaningful manner.

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)

1000-1999: Certificated Personnel Salaries
Social Worker Salary Portion (district funded)

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

Hire caregiver liaisons to empower caregivers to support their child/children's education and increase family engagement and involvement within the school and the district by:

- * Planning and organizing meetings and educational training classes for caregivers and students, especially our non-English speaking caregivers and students.
- * Coordinating with outside organizations and assist parents in utilizing community service and other resources.
 - ---Investigate other community partnerships such as Family Health Centers (SSC recommendation).
- * Serving as a contact between non-English speaking students, caregivers, families and the school and/or district to increase parent confidence and connection with the school.
- * Helping families to understand the importance of attendance and work with them to help their students get to school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1,377.00

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries
Parent Liaison

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	\$100617.00
Total Federal Funds Provided to the School from the LEA for CSI	\$--
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,377.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$93,000.00
Title I Part A: Parent Involvement	\$1,377.00

Subtotal of additional federal funds included for this school: \$94,377.00

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 (\$)
LCFF	\$11,000.00

Subtotal of state or local funds included for this school: \$11,000.00

Total of federal, state, and/or local funds for this school: \$105,377.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

Expenditures by Funding Source

Funding Source	Amount
LCFF	11,000.00
Title I	93,000.00
Title I Part A: Parent Involvement	1,377.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	82,000.00
2000-2999: Classified Personnel Salaries	23,377.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF	11,000.00
1000-1999: Certificated Personnel Salaries	Title I	82,000.00
2000-2999: Classified Personnel Salaries	Title I	11,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,377.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 4

104,000.00
1,377.00

School Site Council Membership

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

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

Name of Members

Role

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 18, 2023.

Attested:



Principal, C. Elisa Holston-Arteaga on May 18, 2023



SSC Chairperson, Jessica Alvarez on May 18, 2023

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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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