



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Elementary School	37-68197-6038418	May 22, 2024	June 25, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Rancho Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) 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.

Educational Partner Involvement

How, when, and with whom did your Rancho Elementary 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 2024-25 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 on April 16, 2024 at 8:30 am
- SSC #4 on April 17, 2024 at 2:30pm and SSC # 5 Meeting May 22, 2024 at 2:30pm
- Staff Meetings where the 2024-25 SPSA goals and strategies (in context NCUST findings) were discussed: May 16, 2024 at 2:30pm.

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.

This section is required for all schools eligible for ATSI and CSI only.

Rancho Elementary qualifies for ATSI in the areas of English Language Arts (ELA), Chronic Absenteeism, and Suspensions for Students with Disabilities (SWD).

Both research and experience emphasize the profound impact of consistent access to effective teaching on student achievement. Rancho Elementary faces challenges in attracting and retaining special education teachers, resulting in extensive turnover during the 2023-2024 school year and ongoing difficulty fully staffing paraprofessional positions. Ensuring resource equity requires prioritizing access to excellent teaching, particularly for students with greater needs. The lack of consistent access to effective teachers and paraprofessionals in the special education department constitutes Rancho Elementary's most significant resource inequity, affecting both academic performance, particularly in ELA, and suspension rates among students with disabilities, given their comprehensive support needs.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

ELA - The most recent data on ELA student achievement from the SBAC indicates a concerning trend of stagnation. We fell short of our ELA targets outlined for the 2023-2024 SBAC assessment. The percentage of proficient students, encompassing Overall English Learners (ELs), Socioeconomically Disadvantaged (SED), and Hispanic) students, declined, albeit with a slight increase observed among Students with Disabilities (SWD). According to the California Dashboard, students with disabilities have accrued more points below the standard, highlighting the necessity for Additional Targeted Support and Improvement (ATSI) designation.

Math - The trajectory in mathematics displays a slight deviation from that observed in ELA. There was a 1% decrease among our Socioeconomically Disadvantaged (SED) students, contrasted by a 3% increase among our English Learner (EL) students, while our Students with Disabilities (SWD) remained steady at 0%. Regrettably, akin to ELA, the CA Dashboard indicates a rise in points below the standard. Strategies for assisting English Learners are discussed in the English Learner Progress Indicator (ELPI) section below.

ELPI - The data suggests that English Learners (ELs) need extra assistance to expedite their advancement in ELA, Math, and English Proficiency. To meet this critical requirement, we intend to introduce various focused tactics aimed at hastening the progress of ELs, outlined as follows:

Designated English Language Development (ELD) with Language Support Strategies prioritize the cultivation of foundational skills alongside language and developmental support. This may involve incorporating visuals, hands-on activities, real-life instances to improve understanding, imparting essential academic vocabulary, utilizing sentence frames, and prompting students to articulate their reasoning verbally and in writing.

Suspensions - Addressing the need to lower suspension rates at Rancho Elementary is imperative, as highlighted by the data. According to the California Dashboard, 2.6% of our student body faced suspension for at least one day during the 2022-2023 school year. However, by April 30, 2024, the suspension rate at Rancho Elementary for the 2023-2024 academic year has declined to 1% of our student body experiencing one day of suspension.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Since our ALL Student performance was either orange or red for each indicator, there were no areas where any single group was two or more levels below our student performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to Dashboard data, Rancho Elementary regularly uses iReady Diagnostic Data, Achieve 3000 data, data collected by the Instructional Leadership Team during learning walks, staff surveys, and PLC notes to inform our instructional decisions.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Rancho Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	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

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

Conclusions based on this data:

1. Student enrollment at Rancho has increased approximately 13% over the last 3 years.
2. Our student subgroup of Caucasians and African Americans are increasing.
3. Our kindergarten students have had the largest increase in enrollment over the last 3 years, more than double the enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	78	91	89	25.2%	29.7%	25.7%
Fluent English Proficient (FEP)	24	28	25	7.8%	9.2%	7.2%
Reclassified Fluent English Proficient (RFEP)	9		7	11.5%		6.7%

Conclusions based on this data:

1. Rancho's English Learner population has decreased.
2. Our Fluent English Proficient students have fluctuated between 3-4 students year to year.
3. Our number of reclassified students has decreased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	54	0	29	53	0	29	53	0.0	96.7	98.1
Grade 4	49	43	30	0	43	29	0	43	29	0.0	100.0	96.7
Grade 5	43	47	48	0	47	47	0	47	47	0.0	100.0	97.9
Grade 6	37	38	47	0	37	46	0	37	46	0.0	97.4	97.9
All Grades	177	158	179	0	156	175	0	156	175	0.0	98.7	97.8

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.	2379.		24.14	18.87		17.24	9.43		27.59	24.53		31.03	47.17
Grade 4		2454.	2415.		18.60	10.34		25.58	10.34		23.26	24.14		32.56	55.17
Grade 5		2478.	2469.		14.89	10.64		23.40	27.66		23.40	23.40		38.30	38.30
Grade 6		2501.	2525.		8.11	21.74		35.14	26.09		29.73	28.26		27.03	23.91
All Grades	N/A	N/A	N/A		16.03	16.00		25.64	18.86		25.64	25.14		32.69	40.00

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		*	11.32		*	56.60		*	32.08
Grade 4		11.63	*		69.77	*		18.60	*
Grade 5		19.15	21.28		59.57	53.19		21.28	25.53
Grade 6		11.11	21.74		55.56	58.70		33.33	19.57
All Grades		15.48	17.14		61.29	56.57		23.23	26.29

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		*	9.43		*	45.28		*	45.28
Grade 4		13.95	*		65.12	*		20.93	*
Grade 5		10.64	8.51		55.32	59.57		34.04	31.91
Grade 6		2.70	6.52		62.16	58.70		35.14	34.78
All Grades		8.97	8.00		60.26	52.57		30.77	39.43

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		*	5.66		*	79.25		*	15.09
Grade 4		9.30	*		81.40	*		9.30	*
Grade 5		12.77	14.89		70.21	68.09		17.02	17.02
Grade 6		19.44	6.52		66.67	80.43		13.89	13.04
All Grades		12.90	9.14		72.90	74.86		14.19	16.00

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		*	13.21		*	54.72		*	32.08
Grade 4		11.63	*		69.77	*		18.60	*
Grade 5		14.89	12.77		57.45	65.96		27.66	21.28
Grade 6		21.62	21.74		64.86	65.22		13.51	13.04
All Grades		16.03	14.86		63.46	62.29		20.51	22.86

Conclusions based on this data:

1. Based on overall ELA achievement, the following percentages of students met or exceeded standards: 3rd grade - 28%, 4th grade - 21%, 5th grade - 38% and 6th grade - 48%.
2. Based on overall ELA achievement, 6th grade students have increased their scored in met or exceeded standards by almost 5%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	54	0	29	54	0	29	54	0.0	96.7	100.0
Grade 4	49	44	30	0	43	29	0	43	29	0.0	97.7	96.7
Grade 5	43	47	48	0	47	48	0	47	48	0.0	100.0	100.0
Grade 6	37	38	47	0	37	47	0	37	47	0.0	97.4	100.0
All Grades	177	159	179	0	156	178	0	156	178	0.0	98.1	99.4

* 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.	2392.		13.79	11.11		13.79	20.37		37.93	25.93		34.48	42.59
Grade 4		2423.	2403.		9.30	6.90		16.28	6.90		32.56	34.48		41.86	51.72
Grade 5		2425.	2433.		8.51	6.25		4.26	8.33		23.40	20.83		63.83	64.58
Grade 6		2454.	2444.		2.70	4.26		10.81	12.77		32.43	25.53		54.05	57.45
All Grades	N/A	N/A	N/A		8.33	7.30		10.90	12.92		30.77	25.84		50.00	53.93

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		*	14.81		*	42.59		*	42.59
Grade 4		9.30	*		44.19	*		46.51	*
Grade 5		6.38	0.00		23.40	31.25		70.21	68.75
Grade 6		2.78	4.26		38.89	36.17		58.33	59.57
All Grades		7.74	7.30		37.42	37.08		54.84	55.62

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		*	9.26		*	53.70		*	37.04
Grade 4		9.30	*		51.16	*		39.53	*
Grade 5		6.38	6.25		42.55	41.67		51.06	52.08
Grade 6		5.41	4.26		37.84	53.19		56.76	42.55
All Grades		6.41	6.18		46.15	48.88		47.44	44.94

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		*	11.11		*	62.96		*	25.93
Grade 4		13.95	*		55.81	*		30.23	*
Grade 5		6.38	2.08		51.06	56.25		42.55	41.67
Grade 6		0.00	4.26		72.97	44.68		27.03	51.06
All Grades		10.26	6.74		58.33	53.93		31.41	39.33

Conclusions based on this data:

1. Based on the overall Math achievement over the last 3 years, the greatest percentage of students have scored in the "standard not met" range in grades 3rd-6th.
2. Based on overall Math achievement, the following students met or exceeded standards: 3rd grade - 31%, 4th grade - 14%, 5th grade - 15% and 6th grade - 17%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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	1415.9	*	1411.3	1425.0	*	1388.6	1394.6	9	15	15
1	1466.8	1431.8	1422.4	1484.4	1453.4	1439.5	1449.0	1409.6	1404.7	12	11	14
2	*	1460.4	1466.3	*	1460.5	1471.1	*	1459.8	1460.8	9	13	12
3	1477.6	*	1477.5	1481.5	*	1488.2	1473.3	*	1466.4	19	8	17
4	1510.3	1521.0	*	1512.4	1522.5	*	1507.6	1519.2	*	14	16	9
5	*	1528.1	1520.4	*	1522.4	1520.4	*	1533.2	1519.9	9	16	14
6	1521.5	*	1534.5	1530.4	*	1541.3	1512.1	*	1527.3	11	8	15
All Grades										83	87	96

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	6.67	*	26.67	40.00	*	40.00	40.00	*	26.67	13.33	*	15	15
1	16.67	0.00	0.00	41.67	18.18	35.71	41.67	54.55	21.43	0.00	27.27	42.86	12	11	14
2	*	0.00	8.33	*	38.46	33.33	*	30.77	50.00	*	30.77	8.33	*	13	12
3	15.79	*	0.00	15.79	*	35.29	52.63	*	47.06	15.79	*	17.65	19	*	17
4	28.57	18.75	*	28.57	62.50	*	28.57	12.50	*	14.29	6.25	*	14	16	*
5	*	31.25	14.29	*	25.00	57.14	*	31.25	14.29	*	12.50	14.29	*	16	14
6	9.09	*	26.67	45.45	*	33.33	36.36	*	26.67	9.09	*	13.33	11	*	15
All Grades	16.87	18.39	9.38	36.14	33.33	40.63	39.76	31.03	33.33	7.23	17.24	16.67	83	87	96

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	6.67	*	40.00	40.00	*	20.00	40.00	*	33.33	13.33	*	15	15
1	50.00	0.00	7.14	25.00	63.64	35.71	25.00	36.36	35.71	0.00	0.00	21.43	12	11	14
2	*	7.69	8.33	*	38.46	50.00	*	46.15	41.67	*	7.69	0.00	*	13	12
3	15.79	*	23.53	57.89	*	52.94	15.79	*	17.65	10.53	*	5.88	19	*	17
4	50.00	50.00	*	14.29	43.75	*	28.57	0.00	*	7.14	6.25	*	14	16	*
5	*	31.25	57.14	*	56.25	28.57	*	6.25	0.00	*	6.25	14.29	*	16	14
6	45.45	*	40.00	36.36	*	40.00	9.09	*	13.33	9.09	*	6.67	11	*	15
All Grades	37.35	28.74	26.04	38.55	42.53	40.63	19.28	18.39	23.96	4.82	10.34	9.38	83	87	96

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	6.67	*	20.00	13.33	*	40.00	66.67	*	33.33	13.33	*	15	15
1	16.67	0.00	0.00	25.00	9.09	7.14	25.00	36.36	42.86	33.33	54.55	50.00	12	11	14
2	*	0.00	0.00	*	46.15	41.67	*	15.38	33.33	*	38.46	25.00	*	13	12
3	15.79	*	0.00	5.26	*	11.76	42.11	*	29.41	36.84	*	58.82	19	*	17
4	7.14	6.25	*	28.57	43.75	*	35.71	31.25	*	28.57	18.75	*	14	16	*
5	*	25.00	7.14	*	12.50	21.43	*	37.50	50.00	*	25.00	21.43	*	16	14
6	9.09	*	6.67	9.09	*	20.00	27.27	*	40.00	54.55	*	33.33	11	*	15
All Grades	9.64	11.49	3.13	19.28	25.29	19.79	36.14	34.48	43.75	34.94	28.74	33.33	83	87	96

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	20.00	*	60.00	66.67	*	26.67	13.33	*	15	15
1	33.33	18.18	21.43	66.67	81.82	71.43	0.00	0.00	7.14	12	11	14
2	*	0.00	16.67	*	84.62	75.00	*	15.38	8.33	*	13	12
3	21.05	*	23.53	63.16	*	64.71	15.79	*	11.76	19	*	17
4	57.14	50.00	*	35.71	43.75	*	7.14	6.25	*	14	16	*
5	*	25.00	21.43	*	62.50	57.14	*	12.50	21.43	*	16	14
6	27.27	*	33.33	45.45	*	60.00	27.27	*	6.67	11	*	15
All Grades	33.73	28.74	28.13	56.63	56.32	61.46	9.64	14.94	10.42	83	87	96

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	0.00	*	66.67	60.00	*	33.33	40.00	*	15	15
1	41.67	0.00	7.14	41.67	90.91	71.43	16.67	9.09	21.43	12	11	14
2	*	15.38	16.67	*	84.62	83.33	*	0.00	0.00	*	13	12
3	42.11	*	29.41	47.37	*	58.82	10.53	*	11.76	19	*	17
4	42.86	68.75	*	50.00	25.00	*	7.14	6.25	*	14	16	*
5	*	62.50	85.71	*	31.25	0.00	*	6.25	14.29	*	16	14
6	63.64	*	53.33	36.36	*	33.33	0.00	*	13.33	11	*	15
All Grades	43.37	41.38	33.33	49.40	48.28	48.96	7.23	10.34	17.71	83	87	96

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	6.67	*	60.00	80.00	*	33.33	13.33	*	15	15
1	16.67	9.09	0.00	50.00	18.18	50.00	33.33	72.73	50.00	12	11	14
2	*	0.00	16.67	*	53.85	50.00	*	46.15	33.33	*	13	12
3	15.79	*	0.00	47.37	*	47.06	36.84	*	52.94	19	*	17
4	14.29	6.25	*	50.00	68.75	*	35.71	25.00	*	14	16	*
5	*	31.25	14.29	*	37.50	57.14	*	31.25	28.57	*	16	14
6	9.09	*	6.67	36.36	*	46.67	54.55	*	46.67	11	*	15
All Grades	15.66	13.79	7.29	55.42	48.28	56.25	28.92	37.93	36.46	83	87	96

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	26.67	*	40.00	33.33	*	33.33	40.00	*	15	15
1	33.33	0.00	0.00	41.67	72.73	64.29	25.00	27.27	35.71	12	11	14
2	*	23.08	8.33	*	53.85	75.00	*	23.08	16.67	*	13	12
3	15.79	*	5.88	63.16	*	52.94	21.05	*	41.18	19	*	17
4	14.29	12.50	*	64.29	68.75	*	21.43	18.75	*	14	16	*
5	*	25.00	0.00	*	56.25	85.71	*	18.75	14.29	*	16	14
6	9.09	*	26.67	72.73	*	60.00	18.18	*	13.33	11	*	15
All Grades	14.46	21.84	11.46	59.04	57.47	62.50	26.51	20.69	26.04	83	87	96

Conclusions based on this data:

1. Reading Domain is our students lowest performing strand.

2. Across grade-levels the majority of students are somewhat/moderately developed in listening and writing.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
346	79.5	25.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rancho Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	89	25.7
Foster Youth		
Homeless	17	4.9
Socioeconomically Disadvantaged	275	79.5
Students with Disabilities	62	17.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	13
Asian	8	2.3
Filipino	12	3.5
Hispanic	230	66.5
Two or More Races	18	5.2
Pacific Islander	3	0.9
White	30	8.7

Conclusions based on this data:

1. SED students make up most of our school population.

2. The Hispanic ethnicity is our largest demographic group.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Orange

Conclusions based on this data:

1. We need to provide additional interventions for chronic absenteeism.
2. We need to continue to focus on improving school climate in order to lower Rancho's suspension rate.
3. Our overall academic performance needs to increase.

School and Student Performance Data

Academic Performance English Language Arts

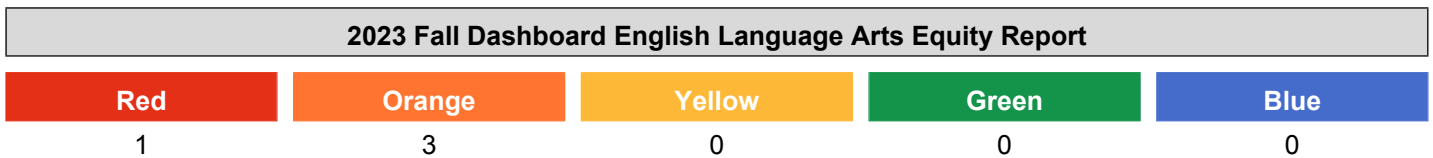
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>35.1 points below standard</p> <p>Decreased -12.6 points</p> <p>169 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>58 points below standard</p> <p>Decreased Significantly -30.9 points</p> <p>60 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>87.9 points below standard</p> <p>Decreased Significantly -15.9 points</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>43.8 points below standard</p> <p>Decreased -12.1 points</p> <p>138 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>104 points below standard</p> <p>Maintained -1.4 points</p> <p>36 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>22.7 points above standard</p> <p>Maintained -2.6 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>45.5 points above standard</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>52.9 points below standard</p> <p>Decreased -12.1 points</p> <p>115 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>111.2 points below standard</p> <p>13 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>85 points below standard</p> <p>Decreased Significantly -38.8 points</p> <p>49 Students</p>	<p>29.5 points above standard</p> <p>Maintained +0.4 points</p> <p>12 Students</p>	<p>24.2 points below standard</p> <p>Maintained -0.5 points</p> <p>99 Students</p>

Conclusions based on this data:

- All students decreased 12.6 points and have average of 35.1 points below standard met.
- Students with disabilities are red and the average is 104 points below standard. They need to be area of focus for ELA intervention in the upcoming school year.
- Hispanic, our largest population is an average of 58 points below standard had the largest decrease of any group (-30.9 points).

School and Student Performance Data

Academic Performance Mathematics

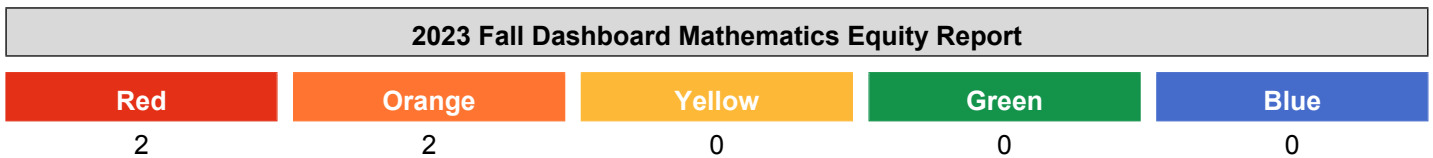
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>78.6 points below standard</p> <p>Decreased -5.8 points</p> <p>168 Students</p>	<p>English Learners</p>  <p>Red</p> <p>96 points below standard</p> <p>Decreased Significantly -20.6 points</p> <p>60 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>125.2 points below standard</p> <p>Decreased -12.4 points</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>87.2 points below standard</p> <p>Decreased -3.3 points</p> <p>137 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>129.8 points below standard</p> <p>Increased Significantly +20.5 points</p> <p>35 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>37.3 points below standard</p> <p>Increased +7.4 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>9.5 points below standard</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>98.2 points below standard</p> <p>Decreased -6.3 points</p> <p>115 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>107.3 points below standard</p> <p>12 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>114.2 points below standard</p> <p>Decreased Significantly -15.8 points</p> <p>49 Students</p>	<p>42.3 points below standard</p> <p>Decreased Significantly -34.8 points</p> <p>12 Students</p>	<p>68.8 points below standard</p> <p>Increased +6.9 points</p> <p>98 Students</p>

Conclusions based on this data:

1. Students with disabilities increased significantly by 20.5 points. This moved our students with disabilities group to the orange band.
2. Hispanic students are the furthest average from standard met and Hispanic decreased 6.3 points.
3. English Learners decreased the most (-20.6) and are at an average of 96 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

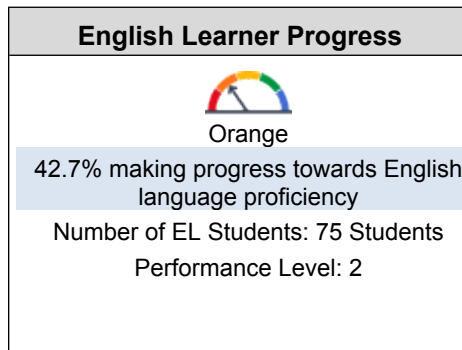
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	29	2	29

Conclusions based on this data:

1. 60% of English Learner students maintained or grew a level.
2. A little less than half of our students are on track towards English proficiency.
3. There are still students who are not progressing in their English language development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 41.5% Chronically Absent Increased 2.5 383 Students	 Red 47.7% Chronically Absent Increased 4.8 109 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
65% Chronically Absent Increased 19.5 20 Students	 Red 43.7% Chronically Absent Increased 1 300 Students	 Red 51.2% Chronically Absent Maintained 0.3 86 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 25% Chronically Absent Declined -3.2 52 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	15.4% Chronically Absent Declined -2.3 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 47% Chronically Absent Increased 2.4 247 Students	32% Chronically Absent Increased 3.4 25 Students	Less than 11 Students 4 Students	47.1% Chronically Absent Increased 15.1 34 Students

Conclusions based on this data:

1. Chronic Absenteeism maintained or increased in all student groups, except Students with Disabilities and African American students.
2. White and Latinx students had the biggest increases in chronic absenteeism. This correlates with academic performance gap.
3. Students with disabilities continue to be of concern. Although they did not decrease, 51.2% of our students with disabilities are chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

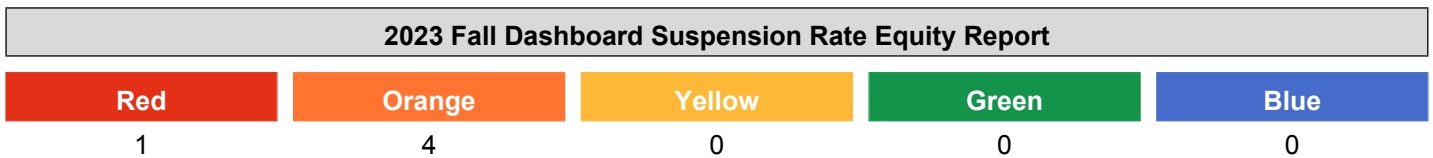
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.4 390 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.8 109 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Declined -4.5 22 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 1.8 305 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>6.9% suspended at least one day</p> <p>Increased 3.7 87 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 3.7% suspended at least one day Increased 3.7 54 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8% suspended at least one day Increased 1.1 250 Students	4% suspended at least one day Increased 4 25 Students	Less than 11 Students 4 Students	0% suspended at least one day Maintained 0 36 Students

Conclusions based on this data:

1. As of the availability of this data, suspension rates continue to be a concern, having increased rather than decreased from the previous year.
2. African American are a small population, but have a significantly higher rate of suspension than other demographic groups.
3. Suspension Rates have improved for our Homeless students.

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 31% to 34% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 9% to 17% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 31% to 39% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 7% to 15% (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 20% (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 Hispanic students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 13% to 20% (site selected goal).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	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. <ul style="list-style-type: none"> PLCs will use tools developed by the ILT (instructional leadership team) to focus their 	PLC Notes ILT Learning Walk Data	We are seeing that all grade levels are looking at data regularly to improve student achievement. PLC meeting are also being used to discuss intervention strategies for each grade level.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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.</p> <ul style="list-style-type: none"> • 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 			

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	about their implementation of PLC practices.			
	<p>Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in reading comprehension.</p> <ul style="list-style-type: none"> • 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. 	Classroom Walkthrough Observations	In all classrooms, students understand the learning intentions and success criteria of lessons. This impacts students by empowering them as active participants in their own learning journey.	Continue
	Implement culturally responsive teaching practices.	Classroom Walkthrough Observations	These teaching practices positively	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> • 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 	Lesson plans Collaboration Release artifacts	impacted students by fostering a sense of belonging and validation of their cultural identities, leading to increased engagement and academic achievement. By incorporating diverse perspectives and materials into the curriculum, students are better able to connect with the content, promoting deeper understanding and critical thinking skills.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>teams will investigate and integrate culturally responsive curriculum and instructional materials to align with essential standards.</p> <ul style="list-style-type: none"> 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. Provide opportunities for teachers to attend conferences and workshops. 			
<p>LLRT Extra hours for literacy intervention 2000-2999: Classified Personnel Salaries Title I 11000</p> <p>LLRT Extra hours for literacy intervention 2000-2999: Classified</p>	<p>Implement MTSS to support all students to make adequate progress in literacy development.</p> <ul style="list-style-type: none"> PLCs create and analyze common formative assessments aligned to essential standards. PLCs identify students not 	<p>iReady Reading Scores SIPPS Assessment Scores Literably Scores</p>	<p>Teachers have provided students with personalized interventions that address their specific needs. Through targeted interventions at different tiers, students receive the support necessary to make adequate progress in literacy,</p>	<p>Modify</p> <p>This strategy will be modified by adding 1st and 2nd graders to the LLRT's small group interventions.</p>

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Personnel Salaries LCFF 11000 Supplemental reading and math software (IXL and Flocabulary) 5800: Professional/Consulting Services And Operating Expenditures Title I 2500	making adequate progress and implement tier 2 interventions. <ul style="list-style-type: none"> 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 SIPPs materials so upper grade teachers can access and implement. Use site subs to release teachers for SIPPS 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. 		leading to improved academic outcomes.	
	Rancho teachers will ensure appropriate grade level rigor and common expectations across grade levels in writing. <ul style="list-style-type: none"> Collaborative teams will create and teach one genre unit per trimester aligned with 	Grade level rubrics Collaboration Release artifacts Student pre and post assessments	This has provided a consistent and scaffolded learning experience. Through collaborative efforts to create genre units, develop rubrics, and engage in student conferences, students have benefitted from	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>essential standards and reflective of cultural responsiveness with explicit connections to informational text response as appropriate.</p> <ul style="list-style-type: none"> • 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. 		clearer expectations, personalized feedback, and opportunities for self-assessment.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
EL Coach 60% 1000-1999: Certificated Personnel Salaries Title I 82,000	<p>Provide English Learner coach to build teacher capacity in supporting English Learners. (EL Focused Coaching {Evidence-Based Strategy}).</p> <ul style="list-style-type: none"> • 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. 	ELPAC scores iReady Reading SIPPS Assessment Scores Literably Scores Number of RFEP students	The progress of English Learners falls short of our expectations. In 2022, 27% of Rancho's English Learners achieved proficiency or above on the CAASPP English Language Arts test, but this figure dropped to 23% in 2023. On iReady Reading, 45% of our English Learners have made expected growth, as opposed to 55% of our English only students.	Discontinue Based on data and resources available, we can no longer fund this position.
	<p>Identify and implement best practices to promote informational text comprehension.</p> <ul style="list-style-type: none"> • PLCs will work together to prioritize informational text comprehension standards. 	iReady Reading - Comprehension of Informational Text Achieve 3000 Level Set (grades 3-6)	Teachers are fostering deeper engagement and understanding of complex texts. By prioritizing informational text comprehension standards and integrating culturally relevant materials, students are provided	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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. <p>*Ensure GIST routines are defined and implemented vertically (evidence-based strategy).</p> <ul style="list-style-type: none"> 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 diverse perspectives that enhance their critical thinking skills.	

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	with reading. (SSC recommendation)			
	<p>Ensure active engagement and appropriate rigor in reading instruction.</p> <ul style="list-style-type: none"> 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. 	Classroom Walkthrough Observations	Through consistent use of collaborative talk routines and gradual release of responsibility, students are empowered to construct meaning collaboratively and develop essential comprehension skills. Rigorous student questioning routines further deepen their understanding and engagement.	Continue
	<p>Ensure SAI services promote access to core instruction and grade level standards mastery.</p> <ul style="list-style-type: none"> SAI schedules ensure that SAI students are in general education 	iReady Reading - Students with Disabilities	Implementing strategies to ensure that SAI services promote access to core instruction and grade-level standards mastery has positively impacted	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>classes for core instruction.</p> <ul style="list-style-type: none"> • 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. 		students by fostering an inclusive learning environment. By integrating SAI students into general education classes and providing targeted support, students with disabilities have been better equipped to access and engage with grade-level curriculum, leading to increased academic achievement.	
	<p>Ensure timely tier 2 and tier 3 intervention and progress monitoring students for special education student in general education.</p> <ul style="list-style-type: none"> • Identify and address reading skill gaps for SAI and speech language students. • Identify special education students for SIPP's program 	iReady Reading	By addressing reading skill gaps through evidence-based programs and closely monitoring progress, students receive the necessary support to improve fluency and foundational skills, leading to increased academic achievement and confidence in their learning abilities.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	participation (evidenced based). <ul style="list-style-type: none"> 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. 			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major changes.

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 only major change to this goal for the 2024-2025 SPSA is that we are discontinuing the 60% EL coach strategy.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 21% to 24% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 9% to 17% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 22% to 30% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 0% to 8% (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 20% to 23% (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 8% to 16% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 17% 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 (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 24% to 32%.

The percentage of Hispanic students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 14% to 22%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	PLC (see goal 1, strategy 1)	PLC Notes	We are seeing that most grade levels are looking at data regularly to improve student achievement. PLC meeting are also being used to discuss intervention strategies for each grade level.	Continue
	Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in mathematics. (duplicate goal 1)	Classroom Walkthrough Observations	In most classrooms, students understand the learning intentions and success criteria of lessons. This impacts students by empowering	Modify IDS teacher will work with the 4 teachers who weren't consistently utilizing

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	<ul style="list-style-type: none"> 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. 		them as active participants in their own learning journey.	learning intentions with success criteria in order to have 100% implementation.
	<p>Ensure active engagement and appropriate rigor in mathematics instruction. (duplicate goal 1)</p> <ul style="list-style-type: none"> Teachers will ensure that instructional time prioritizes essential standards instruction. Ensure that student talk is prioritized over teacher talk through use of consistent 	<p>Grade level rubrics Collaboration Release artifacts Student pre and post assessments</p>	<p>This has provided a consistent and scaffolded learning experience. Through collaborative efforts to create genre units, develop rubrics, and engage in student conferences, students have benefited from clearer expectations, personalized feedback, and opportunities for self-assessment.</p>	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>collaborative talk routines school-wide</p> <ul style="list-style-type: none"> • 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 			
	<p>Rancho staff will implement best practices to support student success with mathematical reasoning and problem solving</p> <ul style="list-style-type: none"> • Teams will identify and prioritize math standards based on SBAC and i-Ready 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 	iReady Math Summative Math Assessments	Most teachers are fostering a deeper understanding of mathematical concepts and enhancing their problem-solving skills. Through collaborative approaches such as Number Talks and consistent problem-solving routines, students have developed the ability to approach math tasks with confidence and flexibility, leading to increased proficiency and success in mathematics.	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>consistent problem-solving routines.</p> <ul style="list-style-type: none"> 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) 			
	<p>Teachers will implement integrated ELD scaffolding strategies to support students to access math concepts and domain specific language functions and vocabulary .</p> <ul style="list-style-type: none"> 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 	iReady Math - English Learners	Most students have improved their comprehension of mathematical concepts and enhanced their ability to communicate their reasoning effectively. Through the use of targeted instructional strategies, students have gained confidence in both understanding and expressing mathematical ideas, leading to increased engagement and academic achievement in math.	<p>Modify</p> <p>We will not have an EL Coach for the 2024-2025 school year. Our IDS teacher will be supporting all grade levels to identify strategies to support English Learners in math.</p>

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	vocabulary instruction (evidence-based practice) collaborative conversations and writing stems. <ul style="list-style-type: none"> • 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) 			
	Support SAI students capacity number sense skill proficiency. <ul style="list-style-type: none"> • 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 	iReady Math - Students with Disabilities	Most SAI students have experienced improvements in their mathematical understanding and confidence. As a result, students are better equipped to tackle mathematical challenges.	Continue
	Ensure SAI services promote access to core instruction and grade level standards mastery.	PLC Meeting Notes iReady Math - Students with Disabilities	Through integration into general education classes and consistent	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> 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 		<p>implementation of evidence-based strategies, students on IEPs have received tailored instruction aligned with their individual needs, leading to increased engagement and proficiency in math. Teachers have fostered a more inclusive and supportive learning environment for all students.</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major changes.

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.

There will not be any anticipated changes to this goal for the 2024-2025 school year.

Goal #3

The percentage of students who are chronically absent from school will decrease from 41.5% to 40.5%.

The percentage of students with disabilities who are chronically absent from school will decrease from 30.61% to 29.61%.

The percentage of African American students who are chronically absent from school will decrease from 51.2% to 50.2%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Student Incentives 4000-4999: Books And Supplies Title I 725	<p>Promote Consistent Attendance through regular communication about attendance (Evidence-based tier 1 strategy for addressing attendance).</p> <ul style="list-style-type: none"> 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). 	Attendance Reports	Teachers and our school social worker have implemented strategies to promote consistent attendance, such as proactive communication and incentive systems, has positively impacted students by instilling a greater sense of responsibility and awareness regarding the importance of attending school regularly. All classes have been able to recognize and celebrate students' efforts to maintain consistent attendance and foster a supportive and encouraging school environment, reinforcing positive behaviors and promoting a sense of belonging within the school community.	<p>Modify</p> <p>Since these strategies have shown to be successful, additional funding will be added to this strategy for the 2024-2025 school year.</p>
	<p>Implement Second Step Social Emotional Learning Program School-wide to promote a positive climate to support attendance and engagement (Evidence-Based Strategy for attendance).</p> <ul style="list-style-type: none"> Social worker support classroom implementation 	Behavior Reports	Implementing Second Step has fostered a positive and supportive school climate. With the support of the social worker and dedicated release time for planning and peer observation, students receive consistent and effective	Continue

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>with model lessons and coaching.</p> <ul style="list-style-type: none"> • Release time to plan lessons and peer observation. • Include implementation as part of PLC artifact documentation. 		SEL instruction that enhances their social and emotional skills.	
	<p>Investigate and Implement "Safer-Saner Schools" (Evidence based program for intermediate and upper grades)</p> <ul style="list-style-type: none"> • Promote Responsibility and restoration. • All school learn how to enact key elements. 	Attendance Reports	Professional Learning and materials were not purchased and we were unable to implement this program.	Discontinue
	<p>Engage students and parents with a warm and welcoming school environment that builds relationships (Evidence-based tier 1 approach to preventing chronic absenteeism).</p> <ul style="list-style-type: none"> • 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. 	Attendance Reports CORE SEL (Culture and Climate)	We have ensured that every morning parents and students are welcomed at the front gate by the principal, social worker and sometimes teachers to build relationships with families. Students feel valued and supported, which increases their motivation to attend school regularly and actively participate in learning activities.	Continue
	<p>Monitor attendance and respond in a team-based tiered approach to attendance (Evidence-based tier 2 approach to preventing chronic absenteeism).</p> <ul style="list-style-type: none"> • Provide personalized early, 	Attendance Reports	Our social worker has implemented a tier 2 approach to preventing chronic absenteeism to addressing barriers to attendance and foster a supportive school environment. By	<p>Modify</p> <p>We will begin this in August for the 2024-2025 school year and start with students who were</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance.</p> <ul style="list-style-type: none"> • 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. 		proactively addressing absenteeism and providing incentives for improvement, students are motivated to attend school regularly. This was not started until the middle of trimester 2, so the effectiveness is very limited.	chronically absent in 2023-2024.
	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)	Attendance Reports	These teaching practices positively impacted students by fostering a sense of belonging and validation of their cultural identities, leading to increased engagement and academic achievement. By incorporating diverse perspectives and materials into the curriculum, students are better able to connect with the content, promoting deeper understanding and critical thinking skills.	Continue
	Address chronic absenteeism as part of the IEP process (Evidence-based tier-2 strategy	IEP Progress on Attendance Goals Attendance Reports	The IEP teams have identified and assisted parents with the root	Modify

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	to address chronic absenteeism). <ul style="list-style-type: none"> 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. 		causes of absences and incorporated attendance goals into the IEP. Students with attendance concerns have received personalized interventions that prioritize regular school attendance. This was not started until the middle of trimester 2, so the effectiveness is very limited.	We will begin this in August for the 2024-2025 school year and start with students who were chronically absent and on IEPs in 2023-2024.

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major changes.

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.

By utilizing attendance reports from the previous year, we will proactively identify students with a history of chronic absenteeism and implement targeted interventions at the beginning of the 2024-2025 school year. This approach will enable us to address attendance issues early on, fostering a culture of regular attendance and minimizing the risk of chronic absenteeism among students.

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 2.6% to 1.5%

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	Implement Anti-bullying program (creating a safe school environment also addresses absenteeism). <ul style="list-style-type: none"> • 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. 	Behavior Referrals Bullying investigations	By expanding Safe School Ambassadors and implementing systematic anti-bullying measures, students have been empowered to actively participate in creating a supportive community, leading to increased engagement in school activities and a greater sense of belonging. Teachers have been recognizing and rewarding "up-standers" at weekly assemblies to reinforce the importance of positive behavior and encourage students to take ownership of their school culture.	Continue
	Implement school-wide social emotional learning programs	CORE SEL Data	The implementation of school-wide social-	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>(creating a safe school environment also addresses absenteeism).</p> <ul style="list-style-type: none"> • 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 		<p>emotional learning (SEL) programs has impacted student engagement by fostering a supportive and inclusive school environment. Targeted supports from the social worker, along with resources like Dinosaur School and Safe School Ambassadors, provide students with the necessary tools to navigate challenges and build positive relationships, further enhancing their overall engagement and sense of belonging within the school.</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>resources to build family/caregiver capacity with SEL.</p> <ul style="list-style-type: none"> • 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). 			
	<p>Expand and implement culturally responsive school-wide positive behavior support plan (creating a safe school environment also addresses absenteeism).</p> <ul style="list-style-type: none"> • 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 	Behavior Referrals	Implementing a culturally responsive school-wide positive behavior support plan, Rancho's "4-Rs" were be refined and expanded. Staff employ systematic responses, prioritizing student-centered consequences over punishment, and raise awareness of implicit bias.	<p>Modify</p> <p>We will be adding a metric to monitor SWD suspensions, an ATSI requirement.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>implications of their own implicit bias, systemic oppression and student experience when responding to students.</p> <ul style="list-style-type: none"> • 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). 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>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).</p> <ul style="list-style-type: none"> 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. 	<p>PLC Notes Teacher Lesson Plans Community Circle Names</p>	<p>Rancho has increased mainstreaming and inclusion opportunities for SDC students to foster a caring school community. SDC and general education teachers have collaborated to plan inclusive activities and cross-class activities have been implemented to promote interaction between general education and SDC students. Additionally, SDC students are integrated into school-wide recognition events.</p>	<p>Continue</p>
<p>Books and supplies for Family Reading Friday 4000-4999: Books And Supplies Title I 1300</p>	<p>Engage families and caregivers as partners through education, workshops and campus events.</p> <ul style="list-style-type: none"> 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 	<p>Sign In Sheets from Events Parent Feedback Forms</p>	<p>We have engaged families and caregivers as partners through education, workshops, and campus events by holding 7 Family Reading Fridays with topics such as SEL, behavior, and attendance so families are empowered with the knowledge and resources to support their child's academic and socio-emotional growth. We have also hosted 4 workshops for</p>	<p>Continue</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>be meaningful and relevant (polls, focus groups).</p> <ul style="list-style-type: none"> • 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). • Hold monthly Family Reading Fridays with parent education. 		parents through San Diego Youth Services on positive parenting and supporting behavior at home.	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Social Worker Salary Portion (district funded) 1000-1999: Certificated Personnel Salaries	<p>Engage parents as partners through equity lens.</p> <ul style="list-style-type: none"> 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 general suggestions and concerns communication processes. Explore how to ensure parents/caregivers' concerns and suggestions are validated and responded to in a meaningful manner. 	Attendance Reports Social Worker/Principal Meeting Notes	Our school social worker has been instrumental in supporting families during crises by providing valuable resources and guidance. Additionally, she has initiated an attendance incentive program and offered vital support to students navigating emotionally challenging times, demonstrating their dedication to the holistic well-being of our school community.	Continue

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,377.00	<p>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:</p> <ul style="list-style-type: none"> * 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. <ul style="list-style-type: none"> • ---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. 	Sign In Sheets School Calendar	Rancho families were able take part in 4 parent education classes in English and Spanish. The topics were student health and information about the risks of vaping. For the 24-25 school year, there will be additional classes for parents.	Continue

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There were no major changes.

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.

We will be adding a metric to monitor SWD suspensions, an ATSI requirement.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 31% to 35%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 9% to 18%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 31% to 40%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 7% to 16%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 17% to 26%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 2% to 11%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 14% to 23%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 25% to 34%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments in reading comprehension. Informal comparison of trimester 2 from last year to this year did show a slight increase, but overall achievement for all student groups in reading comprehension continues to be an area of concern.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 31%</p> <p>English Learners, Grades 3-6 - 9%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 31%</p> <p>Students with Disabilities, Grades 3-6 - 7%</p>	<p>ALL students, of testing age - 40%</p> <p>English Learners, of testing age - 18%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 40%</p> <p>Students with Disabilities, of testing age - 16%</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>ALL students - 26%</p> <p>English Learners - 11%</p> <p>Socioeconomically Disadvantaged Students - 23%</p> <p>Students with Disabilities - 23%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Learning Communities (PLCs) A professional learning community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.</p> <ul style="list-style-type: none"> Staff meetings, Site Learning Days, and grade level meetings will be used to develop strong PLCs based on the collective responsibility all members of the PLC share for the achievement of all students and to increase effective instruction in each classroom. 	All Students	
1.2	<p>Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in reading comprehension.</p> <ul style="list-style-type: none"> 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. 	Socioeconomically Disadvantaged Students	6832 Title I 4000-4999: Books And Supplies Supplemental supplies to core program

	<ul style="list-style-type: none"> 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. 		
1.4	<p>Implement MTSS to support all students to make adequate progress in literacy development.</p> <ul style="list-style-type: none"> 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 works with grade level teams to assist them in gathering resources and strategies for tier 2 interventions. Use site sub to release teachers for 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. 	All Students	19000 Title I 2000-2999: Classified Personnel Salaries LLRT Extra hours for literacy intervention 2,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental reading and math software (IXL and Flocabulary)
1.5	<p>We are committed to closely monitoring the progress of English Learners and implementing timely, systematic interventions as needed.</p> <ul style="list-style-type: none"> Alongside the 30 minutes of Designated English Language Development (ELD), English Learners scoring at performance levels 1 or 2 on the ELPAC will have the opportunity to utilize Wonders Adaptive Learning for English Learners. Progress plans will be employed to track English Learner advancement, with interventions provided for those not demonstrating adequate progress. Teachers will enhance the integration of structured routines and language frames to foster collaborative discussions and academic discourse across all subject areas. 	English Learners	
1.7	<p>Identify and implement best practices to promote informational text comprehension.</p> <ul style="list-style-type: none"> 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 	All Students	

	<p>responsive non fiction text to essential standards. (SSC recommendation)</p> <ul style="list-style-type: none"> • Staff identify vertical strategies that support informational text comprehension across grades (including RACEs close reading, evidenced-based "Asking and Answering Questions" {identify question type}, Collaborative Conversations, Short-Constructed Response and protocols for citing evidence) and determine how strategies will build upon each other as student move up grades. • Release time for peer observation and team planning of information text comprehension. • Acquire and implement Achieve 3000 as supplement for 3-6th graders. • Provide students with SIPPS intervention groups after school with Rancho's ELOP teacher. 		
1.8	<p>Ensure active engagement and appropriate rigor in reading instruction.</p> <ul style="list-style-type: none"> • Teachers will ensure that instructional time prioritizes essential standards instruction. • Ensure that student talk is prioritized over teacher talk through use of consistent collaborative conversations routines school-wide. • Agree upon vertical collaborative talk routines for consistent implementation. • Ensure gradual release of responsibility (principal observation). • Investigate and implement rigorous student questioning routines so that students carry the cognitive load (NCUST). 	All Students	
1.9	<p>Ensure SAI services promote access to core instruction and grade level standards mastery.</p> <ul style="list-style-type: none"> • SAI schedules ensure that SAI students are in general education classes for core instruction. • 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 	Students with Disabilities (ATSI)	

	disabilities in general education class and respond accordingly.		
1.10	<p>Ensure timely tier 2 and tier 3 intervention and progress monitoring students for special education students in general education.</p> <ul style="list-style-type: none"> • Identify and address reading skill gaps for SAI and speech language students. • Identify special education students for SIPP's program participation (evidenced based). • Identify 3rd grade - 5th grade 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. 	Students with Disabilities (ATSI)	10,160 Title I 5800: Professional/Consulting Services And Operating Expenditures Achieve 3000

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 22% to 30%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 9% to 17%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 22% to 30%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 0% to 8%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 16%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 0% to 8%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 15%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 11%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The decline in mathematics performance reflects a similar trend observed in English Language Arts (ELA), with various student groups experiencing regression. Additionally, the CA Dashboard indicates a rise in the number of points below standard, further underscoring the concerning trend across academic domains.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 22%</p> <p>English Learners, Grades 3-6 - 9%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 22%</p> <p>Students with Disabilities, Grades 3-6 - 0%</p>	<p>ALL students of testing age, 30%</p> <p>English Learners, of testing age - 17%</p> <p>Socioeconomically Disadvantaged Students of testing age- 30%</p> <p>Students with Disabilities of testing age - 8%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 8%</p> <p>English Learners - 0%</p> <p>Socioeconomically Disadvantaged Students - 7%</p> <p>Students with Disabilities - 3%</p>	<p>ALL students of testing age - 16%</p> <p>English Learners - 8%</p> <p>Socioeconomically Disadvantaged Students - 15%</p> <p>Students with Disabilities - 11%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	PLC (see goal 1, strategy 1)	All Students	
2.2	<p>Support students as active stakeholders in their learning through visible targets, goal setting and progress monitoring in mathematics.</p> <ul style="list-style-type: none"> 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. 	All Students	
2.3	<p>Ensure active engagement and appropriate rigor in mathematics instruction. (duplicate goal 1)</p> <ul style="list-style-type: none"> 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 	All Students	

	<ul style="list-style-type: none"> • Agree upon vertical collaborative talk routines for consistent implementation • IDS Teacher will work with teachers to model lessons, coaching sessions, and collaborative planning. • 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 		
<p>2.4</p>	<p>Rancho staff will implement best practices to support student success with mathematical reasoning and problem solving</p> <ul style="list-style-type: none"> • Teams will identify and prioritize math standards based on SBAC and i-Ready 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) 	<p>All Students</p>	
<p>2.5</p>	<p>Teachers will implement integrated ELD scaffolding strategies to support students to access math concepts and domain specific language functions and vocabulary .</p> <ul style="list-style-type: none"> • 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) 	<p>English Learners</p>	

<p>2.6</p>	<p>Support SAI students capacity number sense skill proficiency.</p> <ul style="list-style-type: none"> • 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 	<p>Students with Disabilities</p>	
<p>2.7</p>	<p>Ensure SAI services promote access to core instruction and grade level standards mastery.</p> <ul style="list-style-type: none"> • 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 	<p>Students with Disabilities</p>	

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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. Working with families to eliminate barriers to students coming to school on time every day.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 41.5%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 1.5% to 40%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Attendance</p> <p>Promote Consistent Attendance through regular communication about attendance (Evidence-based tier 1 strategy for addressing attendance).</p> <ul style="list-style-type: none"> Communicate with families proactively, stressing the importance of everyday attendance, including the impact of attendance on academics. Tiered approach to intervention (i.e. Tiers for students missing 5-9%, students missing 10-19%, and students missing 20%+) that includes the most effective attendance improvement strategies: access to tutoring, home visits. 	All Students	<p>1000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Student Incentives</p>

	<ul style="list-style-type: none"> Investigate effective incentive system that celebrates growth for students with attendance challenges and recognizes those with consistent attendance (SSC suggestion). Connect families with before/after school care if this will possibly improve attendance. 		
3.2	<p>Implement Second Step Social Emotional Learning Program School-wide to promote a positive climate to support attendance and engagement (Evidence-Based Strategy for attendance).</p> <ul style="list-style-type: none"> 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. 	Students with Disabilities	
3.3	<p>Attendance</p> <ul style="list-style-type: none"> All strategies listed above will be utilized. Social worker will contact families of SWD who receive attendance letters to identify specific needs that may be addressed through the IEP to support attendance. Provide information about attendance to parents of SWD via email, text and ClassDojo. 	Students with Disabilities	
3.4	<p>Engage students and parents with a warm and welcoming school environment that builds relationships (Evidence-based tier 1 approach to preventing chronic absenteeism).</p> <ul style="list-style-type: none"> Principal/Social worker greet students and families at the gate. 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. 	All Students	
3.5	<p>Monitor attendance and respond in a team-based tiered approach to attendance (Evidence-based tier 2 approach to preventing chronic absenteeism).</p> <ul style="list-style-type: none"> 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 	All students	

	with barriers and providing incentives for improvement.		
3.6	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) (see goal 1, strategy 3)	African American Students	
3.7	Address chronic absenteeism as part of the IEP process (Evidence-based tier-2 strategy to address chronic absenteeism). <ul style="list-style-type: none"> 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. 	Students with Disabilities	
3.8	Rancho's school psychologist will assist school personnel in identifying and resolving problems of student learning and behavior. She shall work with parents in creating an overall school environment conducive to learning for students. <ul style="list-style-type: none"> Collaborate with SAI and SDC Teachers concerning appropriate learning objectives for children; have knowledge of and make recommendations for age appropriate educational intervention programs for students. Consult with classroom teachers, in the development and implementation of classroom methods and procedures designed to facilitate student learning and appropriate behavior. Plan and conduct inservice training and programs for general and special education staff involved in understanding the needs of children requiring interventions and special services 	All students	55900 Title I 1000-1999: Certificated Personnel Salaries .4 Psychologist

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate & Culture

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

Culture/Climate - 75% to 80%

Growth Mindset - 63% to 68%

Self-Management - 60% to 65%

Self-Efficacy - 53% - 58%

Social Awareness - 62% to 67%

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

Support for Academic Learning 83% to 88%

Sense of Community 87% to 92%

Sense of Safety 83% to 88%

The number of students suspended will decrease from 2.6% to 1.6%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As it relates to the SEL survey, Rancho Elementary's greatest area for growth is in students' sense of self-efficacy. Rancho Elementary will continue to provide weekly SEL lessons with an emphasis on listening to others' point of view, getting along with people different from you, disagreeing respectfully, and describing feelings.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate - 75% Growth Mindset - 63% Self-Management- 60% Self-Efficacy- 53% Social Awareness- 62%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 80% Growth Mindset - 68% Self-Management- 65% Self-Efficacy- 58% Social Awareness- 67%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 83% Sense of Community - 87% Sense of Safety - 83%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 88% Sense of Community -92% Sense of Safety - 88%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 2.6%. ATSI - SWD suspension rate was 6.9%	The percentage of students suspended will decrease to 1.6%. The percentage of SWD suspended will decrease to 5.9%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Implement Anti-bullying program (creating a safe school environment also addresses absenteeism). <ul style="list-style-type: none"> 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. 	All Students	
4.2	Implement school-wide social emotional learning programs (creating a safe school environment also addresses absenteeism). <ul style="list-style-type: none"> Ensure consistent and systematic implementation of social emotional learning in all classrooms. All teachers are trained to use the research-based Second Step Social 	All Students	

	<p>Emotional Learning Curriculum. Our site social worker also conducts class lessons using this curriculum and trains teachers to use the curriculum with their own classes.</p> <ul style="list-style-type: none"> • Social Worker model and co-teach SEL lessons. • Social worker do additional class lessons as indicated. • 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. • Through our partnership with San Diego Youth Services, we will continue to offer Dinosaur School with class lessons and small groups for grades TK - 3rd. 		
<p>4.3</p>	<p>Expand and implement culturally responsive school-wide positive behavior support plan (creating a safe school environment also addresses absenteeism).</p> <ul style="list-style-type: none"> • 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 	<p>All Students</p>	

	<p>posture when responding to student behaviors.</p> <ul style="list-style-type: none"> • 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). 		
4.4	<p>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).</p> <ul style="list-style-type: none"> • 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. 	Students with Disabilities	
4.5	<p>Engage families and caregivers as partners through education, workshops and campus events.</p> <ul style="list-style-type: none"> • Hold a variety of family events establishing relationships with school staff, including activities that will attract families to campus. • Use ClassDojo school-wide for communication with families in over 30 languages. • Strive to have SSC, ELAC, and PTA membership that reflects school demographic proportions. • San Diego Youth Services will continue to 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. • Communicate that children are welcome or offer childcare for family-education workshops (SSC recommendation). 	All students	<p>1300 Title I 4000-4999: Books And Supplies Books and supplies for Family Reading Friday</p>

	<ul style="list-style-type: none"> Coordinate with District Parent Liaison to promote workshop participation* Hold monthly Family Reading Fridays with parent education. 		
4.6	<p>Engage parents as partners through equity lens.</p> <ul style="list-style-type: none"> 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. 	All Students	1000-1999: Certificated Personnel Salaries Social Worker Salary Portion (district funded)
4.7	<p>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:</p> <p>* Planning and organizing meetings and educational training classes for caregivers and students, especially our non-English speaking caregivers and students.</p> <p>* Coordinating without outside organizations and assist parents in utilizing community service and other resources.</p> <ul style="list-style-type: none"> ---Investigate other community partnerships such as Family Health Centers (SSC recommendation). <p>* 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.</p> <p>* Helping families to understand the importance of attendance and work with them to help their students get to school.</p>	All Students	1408.61 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison
4.8	<p>Positive Behavior Interventions and Supports (PBIS)</p> <ul style="list-style-type: none"> Solidify School Culture Team at Rancho Implement School-wide behavior matrix for all student areas on campus 	All Students	5000 Title I 4000-4999: Books And Supplies Tier 1 Incentives for PBIS and Tier 2 Supports &

	<ul style="list-style-type: none"> • Create a flow chart to include definition of behaviors and consequences for behaviors that are logical and natural • Teacher accountability and support for Tier 1 (ex. Class Dojo, Table Points, etc.) and Tier 2 behavior supports (ex. Behavior Contract, Behavior Intervention Plan, Calm Corners in <ul style="list-style-type: none"> • Decrease the number of suspension through the district's diversionary program. 		Tools
4.9	<p>For SWD exhibiting behaviors that continue after interventions in General Education, an IEP meeting will be held to discuss possible next steps to support prosocial behaviors and prevent suspension.</p> <p>Refer SWD to Diversion, counseling, and/or Dino School for education in lieu of suspension, when appropriate.</p>	Students with Disabilities	

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$103,100.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103,100.61
Total Federal Funds Provided to the School from the LEA for CSI	\$--

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$101,692.00
Title I Part A: Parent Involvement	\$1,408.61
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$103,100.61

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$103,100.61

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
Title I	101,692.00
Title I Part A: Parent Involvement	1,408.61

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	55,900.00
2000-2999: Classified Personnel Salaries	20,408.61
4000-4999: Books And Supplies	14,132.00
5800: Professional/Consulting Services And Operating Expenditures	12,660.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	55,900.00
2000-2999: Classified Personnel Salaries	Title I	19,000.00
4000-4999: Books And Supplies	Title I	14,132.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,660.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,408.61

Expenditures by Goal

Goal Number
Goal 1
Goal 3
Goal 4

Total Expenditures
38,492.00
56,900.00
7,708.61

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 22, 2024.

Attested:



Principal, Stibaly Johnson on May 22, 2024



SSC Chairperson, Jessica Alvarez on May 22, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 *EC* 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.
- Funding Sources: List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

5. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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