



Schoolwide Plan Program (SWP) 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 21, 2026	June 16, 2026

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 Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) 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 2026-27 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, 04/16/2026
- * SSC # 4 Meeting, 4/16/26; SSC #5 Meeting, 5/21/26
- * Staff Meetings where the 2026-27 SPSA goals and metrics were discussed: 1/13/26, 1/27/26, 2/10/26 and 5/12/26

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.

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.

Rancho was "Blue" in the area of English Learner Progress. According to the CA Dashboard, 63.2% of Multilingual English Learners were making progress in 2024-2025. This is an increase of 33.6% from 2023-2024. The increase is related to multiple factors, such as attendance improvement of Rancho's Multilingual English Learners and an increase of Tier 2 interventions for Rancho's Multilingual English Learners. Rancho was also "Yellow" in the area of English Language Arts (ELA) for all students scoring 64.6 points below standard. This is an increase of 7.9 points from 2023-2024. Our Multilingual English Learners, however, are in the "Red" scoring 104.4 points below standard. This is a decline of 9.8 points from 2023-2024. Rancho's Mathematics continues to be in the "Orange" for all students, scoring 78.7 points below standard. This is an increase of 5.6 points from 2023-2024. Our Multilingual English Learners, however, are in the "Red" scoring 105.6 points below standard. Rancho's Multilingual English Learners are in the "Orange". 2.2% of our Multilingual English Learners were suspended in 2024-2025.

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.

Rancho's Multilingual English Learners group was one performance levels below "All Students" in the area of chronic absenteeism. To address this issue:

-Improved Communication: Ensure that communication between home and school is strong and effective. Parents should feel supported and know who to contact for help if their child is facing challenges that could lead to chronic absenteeism.

-Regular Monitoring and Support: The Site Attendance Team will regularly monitor attendance rates for African American students in an effort to quickly identify when a student begins to show patterns of absenteeism. Early intervention can help address issues before they lead to chronic absenteeism.

-SART: Identify students with chronic absenteeism in previous years and meet with parents, Principal, School Social Worker, Community Schools Facilitator, and our Health Attendant to identify barriers. If necessary, create a SART contract.

Other Needs

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

On our iReady Reading diagnostics, Rancho needs to focus on Phonological Awareness, Vocabulary Awareness, and Comprehension of Informational Text. Fourth Grade showed that 22% are reading in the Early On or At/Above Grade Level. This tells us that our 5th graders next year will need additional support.

On the iReady Math Diagnostics, Rancho needs to work on Geometry and Measurement & Data. Fourth Grade showed 13% of students scored in the Early On or At/Above Grade Level. We have a new math curriculum that will support all of our students with mastering grade level standards.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	12.64%	11.11%	8.20%	45	36	26
Asian	2.25%	3.09%	2.84%	8	10	9
Filipino	3.37%	3.09%	3.47%	12	10	11
Hispanic/Latino	66.01%	65.12%	66.88%	235	211	212
Pacific Islander	1.40%	1.23%	1.89%	5	4	6
White	8.43%	8.33%	7.89%	30	27	25
Multiple/No Response	5.34%	6.17%	7.26%	19	20	23
Total Enrollment				356	324	317

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		28	42
Kindergarten	62	43	45
Grade 1	61	65	41
Grade 2	40	59	55
Grade3	45	40	49
Grade 4	53	43	43
Grade 5	28	46	42
Grade 6	50		
Total Enrollment	356	324	317

Conclusions based on this data:

1. Rancho's student population has stayed relatively the same, with exception of our African American students. They have dropped from 36 students to 45 students over the last three years.
2. Over the last 2 years, the number of 5th grade students has increased significantly from 28 students in 2023-2024 to 46 students in 2024-2025.

3. Our enrollment grades TK - 5 has increased in the last 2 years from 289 students in 2023-2024 to 324 students in 2024-2025.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	109	92	56	25.7%	30.6%	17.7%
Fluent English Proficient (FEP)	21	12	31	7.2%	5.9%	9.8%
Reclassified Fluent English Proficient (RFEP)	17	24		9%	37%	

Conclusions based on this data:

1. The number of Multilingual English Learners at Rancho has 109 students in 2023-2024 to 92 students in 2024-2025. That's a 2.2% drop.
2. Over the past three years, the percentage of Fluent English Proficient students at Rancho has dropped from 7.2% to 3.7%. This is a decrease of 3.5%.
3. Over the past two years, the percentage of Multilingual English Learners being eligible to be Reclassified Fluent English Proficient was 37%. This is an increase of 28%.

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54	43	39	53	43	39	53	43	39	98.1	100	100
Grade 4	30	53	40	29	51	40	29	51	40	96.7	96.2	100
Grade 5	48	28	45	47	28	44	47	28	44	97.9	100	97.8
Grade 6	47	49		46	47		46	47		97.9	95.9	
All	179	173	124	175	169	123	175	169	123	97.8	97.7	99.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2379.	2369.	2363.	18.87	6.98	10.26	9.43	20.93	15.38	24.53	16.28	12.82	47.17	55.81	61.54
Grade 4	2415.	2393.	2417.	10.34	9.80	10.00	10.34	17.65	25.00	24.14	15.69	15.00	55.17	56.86	50.00
Grade 5	2469.	2415.	2428.	10.64	3.57	11.36	27.66	17.86	11.36	23.40	14.29	11.36	38.30	64.29	65.91
Grade 6	2525.	2466.		21.74	8.51		26.09	12.77		28.26	23.40		23.91	55.32	
All Grades	N/A	N/A	N/A	16.00	7.69	10.57	18.86	17.16	17.07	25.14	17.75	13.01	40.00	57.40	59.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	11.32	4.65	10.26	56.60	62.79	56.41	32.08	32.56	33.33
Grade 4	*	9.80	7.50	*	49.02	52.50	*	41.18	40.00
Grade 5	21.28	*	6.82	53.19	*	47.73	25.53	*	45.45
Grade 6	21.74	6.38		58.70	46.81		19.57	46.81	
All Grades	17.14	6.51	8.13	56.57	54.44	52.03	26.29	39.05	39.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.43	4.65	7.69	45.28	51.16	43.59	45.28	44.19	48.72
Grade 4	*	1.96	2.50	*	39.22	57.50	*	58.82	40.00
Grade 5	8.51	*	4.55	59.57	*	52.27	31.91	*	43.18
Grade 6	6.52	4.26		58.70	36.17		34.78	59.57	
All Grades	8.00	4.14	4.88	52.57	40.83	51.22	39.43	55.03	43.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	5.66	9.30	0.00	79.25	72.09	53.85	15.09	18.60	46.15
Grade 4	*	3.92	7.50	*	76.47	80.00	*	19.61	12.50
Grade 5	14.89	*	11.36	68.09	*	61.36	17.02	*	27.27
Grade 6	6.52	8.51		80.43	63.83		13.04	27.66	
All Grades	9.14	7.10	6.50	74.86	69.82	65.04	16.00	23.08	28.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.21	9.30	12.82	54.72	55.81	38.46	32.08	34.88	48.72
Grade 4	*	13.73	12.50	*	50.98	55.00	*	35.29	32.50
Grade 5	12.77	*	9.09	65.96	*	50.00	21.28	*	40.91
Grade 6	21.74	14.89		65.22	59.57		13.04	25.53	
All Grades	14.86	11.83	11.38	62.29	52.66	47.97	22.86	35.50	40.65

Conclusions based on this data:

- Over the last two years, students scoring below standard in English Language Arts has gone from 75% in 21-22 to 72% in 23-24. This is an decrease of 3%.
- The percentage of students scoring at or above standard has gone from 25% in 2023-2024 to 28% in 2024-2025. This is an increase of 3%.
- Fourth grade has made the most growth with 21% scoring At/Above Standard in 2023-2024 to 35% scoring At/Above Standard in 2024-2025, an increase of 15%

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 Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	54	43	40	54	43	39	54	43	39	100.0	100	97.5
Grade 4	30	53	41	29	53	41	29	53	41	96.7	100	100
Grade 5	48	28	46	48	28	45	48	28	45	100.0	100	97.8
Grade 6	47	49		47	48		47	48		100.0	98	
All	179	173	127	178	172	125	178	172	125	99.4	99.4	98.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2392.	2382.	2377.	11.11	11.63	7.69	20.37	16.28	17.95	25.93	16.28	28.21	42.59	55.81	46.15
Grade 4	2403.	2412.	2419.	6.90	3.77	7.32	6.90	13.21	14.63	34.48	37.74	29.27	51.72	45.28	48.78
Grade 5	2433.	2414.	2412.	6.25	3.57	6.67	8.33	10.71	0.00	20.83	17.86	20.00	64.58	67.86	73.33
Grade 6	2444.	2450.		4.26	6.25		12.77	6.25		25.53	27.08		57.45	60.42	
Grade 11															
All Grades	N/A	N/A	N/A	7.30	6.40	7.20	12.92	11.63	10.40	25.84	26.16	25.60	53.93	55.81	56.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

Grade 3	14.81	9.30	15.38	42.59	44.19	35.90	42.59	46.51	48.72
Grade 4	*	9.43	14.63	*	41.51	39.02	*	49.06	46.34
Grade 5	0.00	*	0.00	31.25	*	26.67	68.75	*	73.33
Grade 6	4.26	6.25		36.17	33.33		59.57	60.42	
Grade 11									
All Grades	7.30	7.56	9.60	37.08	37.21	33.60	55.62	55.23	56.80

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.26	13.95	10.26	53.70	30.23	35.90	37.04	55.81	53.85
Grade 4	*	5.66	9.76	*	41.51	39.02	*	52.83	51.22
Grade 5	6.25	*	6.67	41.67	*	31.11	52.08	*	62.22
Grade 6	4.26	6.25		53.19	43.75		42.55	50.00	
All Grades	6.18	7.56	8.80	48.88	38.95	35.20	44.94	53.49	56.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.11	11.63	10.26	62.96	58.14	56.41	25.93	30.23	33.33
Grade 4	*	7.55	4.88	*	50.94	51.22	*	41.51	43.90
Grade 5	2.08	*	4.44	56.25	*	31.11	41.67	*	64.44
Grade 6	4.26	0.00		44.68	66.67		51.06	33.33	
All Grades	6.74	5.81	6.40	53.93	55.81	45.60	39.33	38.37	48.00

Conclusions based on this data:

1. Over the last three years, students scoring below standard in Mathematics has gone from 56% in 2023-2024 to 57% in 2024-2025. Our largest concern is in 5th grade which had an increase of 5% of students scoring below standard.
2. Our largest increase was in 4th grade where they score 17% in 2023-2024 to 22% in 2024-2025, a 5% increase.
3. Over the last 3 years, students scoring At/Above standard in Mathematics has gone from 20% in 2022-2023 to 10% in 2024-2025, a 10% decrease.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://www.cde.ca.gov/ta/tg/eng/elpac/) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1415.9	1424.9	1440.8	1425.0	1445.0	1452.1	1394.6	1377.6	1414.3	15	25	12
1	1422.4	1433.8	1424.1	1439.5	1448.8	1441.4	1404.7	1418.3	1406.4	14	12	16
2	1466.3	1460.1	*	1471.1	1469.7	*	1460.8	1450.2	*	12	15	10
3	1477.5	1476.9	1492.3	1488.2	1483.9	1486.4	1466.4	1469.4	1497.4	17	12	16
4	*	1482.1	1511.1	*	1483.5	1518.2	*	1480.0	1503.6	9	17	12
5	1520.4	*	1522.5	1520.4	*	1533.1	1519.9	*	1511.1	14	9	17
6	1534.5	1535.2		1541.3	1538.6		1527.3	1531.2		15	17	
All										96	107	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	16.00	25.00	40.00	36.00	50.00	40.00	36.00	16.67	13.33	12.00	8.33	15	25	12
1	0.00	0.00	6.25	35.71	16.67	25.00	21.43	58.33	31.25	42.86	25.00	37.50	14	12	16
2	8.33	0.00	*	33.33	46.67	*	50.00	33.33	*	8.33	20.00	*	12	15	*
3	0.00	8.33	12.50	35.29	16.67	37.50	47.06	75.00	37.50	17.65	0.00	12.50	17	12	16
4	*	0.00	8.33	*	35.29	58.33	*	47.06	25.00	*	17.65	8.33	*	17	12
5	14.29	*	17.65	57.14	*	41.18	14.29	*	29.41	14.29	*	11.76	14	*	17
6	26.67	29.41		33.33	47.06		26.67	5.88		13.33	17.65		15	17	
All	9.38	12.15	13.25	40.63	33.64	44.58	33.33	38.32	26.51	16.67	15.89	15.66	96	107	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	6.67	16.00	41.67	40.00	44.00	41.67	40.00	32.00	0.00	13.33	8.00	16.67	15	25	12
1	7.14	8.33	18.75	35.71	50.00	31.25	35.71	16.67	12.50	21.43	25.00	37.50	14	12	16
2	8.33	6.67	*	50.00	60.00	*	41.67	33.33	*	0.00	0.00	*	12	15	*
3	23.53	16.67	12.50	52.94	41.67	56.25	17.65	33.33	18.75	5.88	8.33	12.50	17	12	16
4	*	11.76	50.00	*	64.71	33.33	*	11.76	16.67	*	11.76	0.00	*	17	12
5	57.14	*	64.71	28.57	*	23.53	0.00	*	5.88	14.29	*	5.88	14	*	17
6	40.00	58.82		40.00	17.65		13.33	5.88		6.67	17.65		15	17	
All	26.04	23.36	38.55	40.63	42.99	37.35	23.96	21.50	9.64	9.38	12.15	14.46	96	107	83

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		8.00	8.33		20.00	41.67		48.00	50.00		24.00	0.00		25	12
1		8.33	0.00		8.33	6.25		33.33	43.75		50.00	50.00		12	16
2		0.00	*		33.33	*		40.00	*		26.67	*		15	*
3		0.00	6.25		8.33	25.00		33.33	56.25		58.33	12.50		12	16
4		0.00	0.00		11.76	33.33		29.41	50.00		58.82	16.67		17	12
5		*	5.88		*	17.65		*	41.18		*	35.29		*	17
6	6.67	0.00		20.00	35.29		40.00	47.06		33.33	17.65		15	17	
All	3.13	3.74	3.61	19.79	21.50	27.71	43.75	40.19	44.58	33.33	34.58	24.10	96	107	83

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	16.00	33.33	66.67	72.00	50.00	13.33	12.00	16.67	15	25	12
1	21.43	33.33	37.50	71.43	50.00	25.00	7.14	16.67	37.50	14	12	16
2	16.67	6.67	*	75.00	86.67	*	8.33	6.67	*	12	15	*
3	23.53	25.00	12.50	64.71	58.33	68.75	11.76	16.67	18.75	17	12	16
4	*	11.76	25.00	*	58.82	66.67	*	29.41	8.33	*	17	12
5	21.43	*	23.53	57.14	*	70.59	21.43	*	5.88	14	*	17
6	33.33	29.41		60.00	52.94		6.67	17.65		15	17	
All	28.13	22.43	25.30	61.46	60.75	57.83	10.42	16.82	16.87	96	107	83

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25

K	0.00	32.00	16.67	60.00	60.00	66.67	40.00	8.00	16.67	15	25	12
1	7.14	8.33	12.50	71.43	83.33	62.50	21.43	8.33	25.00	14	12	16
2	16.67	13.33	*	83.33	86.67	*	0.00	0.00	*	12	15	*
3	29.41	16.67	56.25	58.82	75.00	31.25	11.76	8.33	12.50	17	12	16
4	*	58.82	41.67	*	29.41	58.33	*	11.76	0.00	*	17	12
5	85.71	*	70.59	0.00	*	17.65	14.29	*	11.76	14	*	17
6	53.33	76.47		33.33	5.88		13.33	17.65		15	17	
All	33.33	40.19	42.17	48.96	49.53	45.78	17.71	10.28	12.05	96	107	83

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	4.00	8.33	80.00	72.00	91.67	13.33	24.00	0.00	15	25	12
1	0.00	8.33	0.00	50.00	41.67	18.75	50.00	50.00	81.25	14	12	16
2	16.67	6.67	*	50.00	66.67	*	33.33	26.67	*	12	15	*
3	0.00	0.00	6.25	47.06	50.00	50.00	52.94	50.00	43.75	17	12	16
4	*	0.00	0.00	*	47.06	83.33	*	52.94	16.67	*	17	12
5	14.29	*	5.88	57.14	*	52.94	28.57	*	41.18	14	*	17
6	6.67	5.88		46.67	47.06		46.67	47.06		15	17	
All	7.29	5.61	3.61	56.25	56.07	57.83	36.46	38.32	38.55	96	107	83

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	12.00	33.33	33.33	52.00	58.33	40.00	36.00	8.33	15	25	12
1	0.00	0.00	0.00	64.29	66.67	68.75	35.71	33.33	31.25	14	12	16
2	8.33	0.00	*	75.00	86.67	*	16.67	13.33	*	12	15	*
3	5.88	0.00	12.50	52.94	75.00	87.50	41.18	25.00	0.00	17	12	16
4	*	17.65	0.00	*	35.29	83.33	*	47.06	16.67	*	17	12
5	0.00	*	5.88	85.71	*	76.47	14.29	*	17.65	14	*	17
6	26.67	17.65		60.00	76.47		13.33	5.88		15	17	
All	11.46	8.41	10.84	62.50	65.42	75.90	26.04	26.17	13.25	96	107	83

Conclusions based on this data:

1. The number of Multilingual English Learners at Rancho has gone from 107 in 2023-2024 to 83 in 2024-2025. That's an decrease of 24 students.
2. The percentage of Level 4 Multilingual English Learners went from 12.25% in 2023-2024 to 13.25% in 2024-2025. That's an increase of 1.1%.
3. The biggest area of need is in the Speaking Domain where 12.05% of our Multilingual English Learners scored in the Beginning level.

School and Student Performance Data

Student Population

The 2025 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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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
324	84%	28.4%	0.6%
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	92	28.4%
Foster Youth	2	0.6%
Homeless	12	3.7%
Socioeconomically Disadvantaged	272	84%
Students with Disabilities	89	27.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	11.1%
American Indian	0	0.0%
Asian	10	3.1%
Filipino	10	3.1%
Hispanic	211	65.1%
Two or More Races	20	6.2%
Pacific Islander	4	1.2%
White	27	8.3%

Conclusions based on this data:

1. Rancho students with the highest enrollment by race are Hispanic at 65.1%.
2. Rancho's highest enrollment by student group are our students who are socioeconomically disadvantaged with 84%.
3. With 28.4% of Rancho's students being Multilingual English Learners, there needs to be an greater emphasis on English Language Development.

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

- There needs to be a strong emphases on English Language Arts due to the overall performance being in the "Yellow" on the California Dashboard.
- Rancho's Multilingual English Learners's overall performance has gone from being in the "Red" in 2023-2024 to being in the "Blue" in 2024-2025 on English Learner Progress on the California Dashboard.

3. We need to continue our alternatives to suspension at Rancho since we have gone from being in the "Green" in 2023-2024 to being in the "Yellow" in 2024-2025 on the California Dashboard.

School and Student Performance Data

Academic Performance English Language Arts

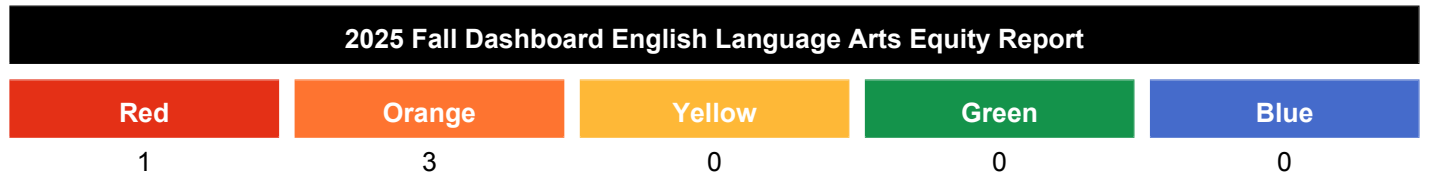
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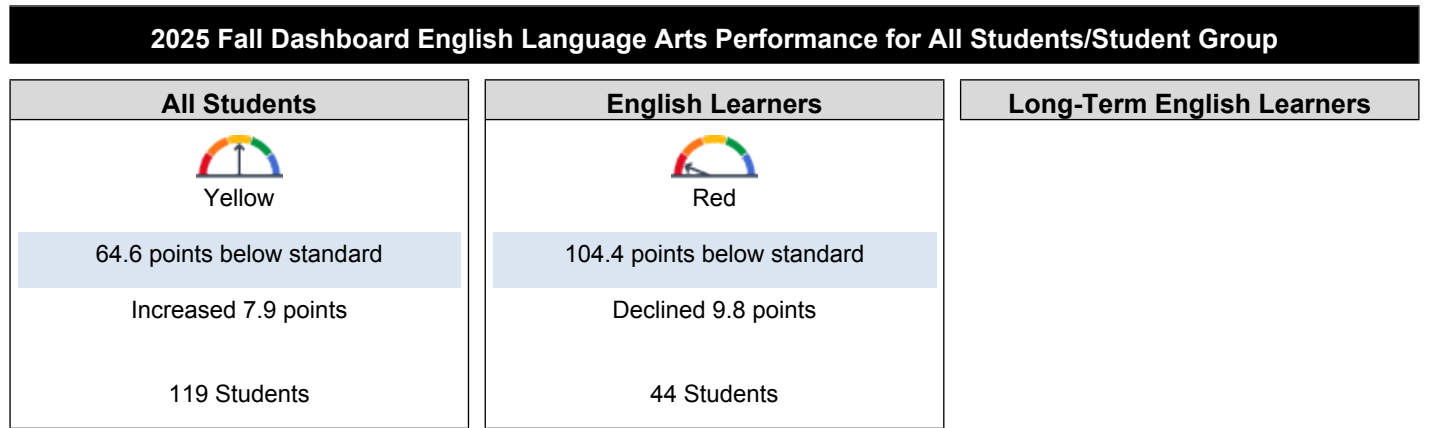
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This section provides number of student groups in each level.



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.



Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 73.3 points below standard Increased 3.8 points 98 Students
Students with Disabilities  Orange 109.8 points below standard Increased 15.3 points 48 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Orange 70.4 points below standard Increased 18.5 points 89 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

- Overall, students at Rancho scored in the "Yellow" on English Language Art. They scored 64.6 points below standard, an increase of 7.9 points from 2023-2024.
- Scoring 109.8 points below standard, Rancho's Students With Disabilities (SWD) scored the lowest in English Language Arts. However, they had an increase of 15.3 points.
- Rancho's Hispanic students make up the largest population at Rancho, with 65.1% of students being Hispanic. This student group went from scoring in the "Red" to scoring in the "Orange", with an increase of 18.5 points. Although this group scored 70.4 points below standard, there have been substantial gains.

School and Student Performance Data

Academic Performance Mathematics

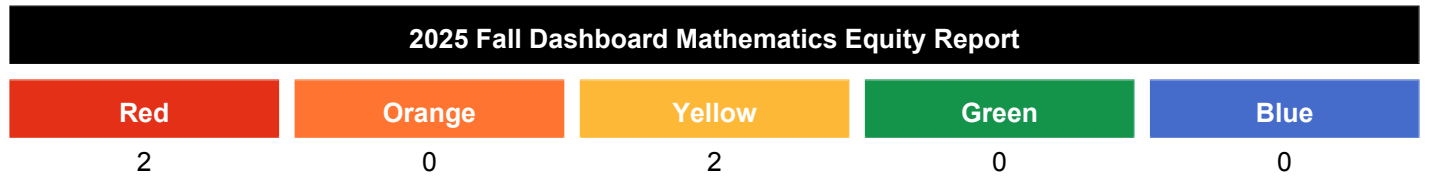
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 78.7 points below standard Increased 5.6 points 119 Students	 Red 105.6 points below standard Maintained -2.3 points 44 Students	

Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Yellow 82.8 points below standard Increased 9.2 points 98 Students
Students with Disabilities  Red 120.5 points below standard Maintained -0.3 points 48 Students	African American  No Performance Color 147.6 points below standard Declined 87.9 points 11 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 85.9 points below standard Increased 17.9 points 89 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

- Overall, students at Rancho went from scoring in the "Orange" in 2023-2024 to scoring in the "Yellow" in 2024-2025 on Mathematics. Students scored 78.7 points below standard, an increase of 5.6 points from 2023-2024.
- Rancho's African American students scored the lowest on Mathematics. They scored 147.6 points below standard, a decline of 87.9 points from 2023-2024. There needs to be an emphasis on early mathematics intervention for this student group.
- Rancho's Hispanic students make up the largest population at Rancho, with 65.1% of students being Hispanic. This student group scored in the "Red" on in 2023-2024 to scoring in the "Yellow" in 2024-2025 in mathematics. Although our Hispanic students scored 85.9 points below standard, this is an increase of 17.9 points from the previous year.

School and Student Performance Data

Academic Performance Science

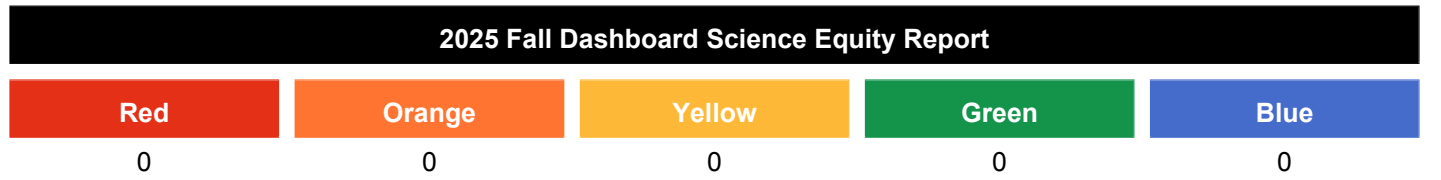
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 No Performance Color 42.1 science points Maintained 0.5 points 44 Students	 No Performance Color 35.4 science points 16 Students	 No Performance Color 0 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 40.4 science points Maintained -1 points 36 Students
Students with Disabilities  No Performance Color 26.9 science points 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 39.5 science points Maintained -0.9 points 33 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. In 2024-2025, fifth grade students taking the California Science Test (CAST) maintained within 1/2 of a point from 2023-2024.
2. In 2024-2025, all subgroups taking the California Science Test (CAST) maintained their score from 2023-2024.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 63.2 making progress. Number Students: 68 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
11.8%	25%	0%	63.2%

Conclusions based on this data:

1. Rancho has 0 students who are Long-Term English Learner, but 25% of Rancho's Multilingual English Learners have maintained their ELPI level, not making growth or declining.
2. Multilingual English Learners went from scoring in the "Red" in 2023-2024 to scoring in the "Blue" in 2024-2025 with 63.2% of them making progress of at least one ELPI Level.
3. We need to continue an emphasis of identifying strategies to support the English Learners at Rancho since 11.8% of them decreased one ELPI Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

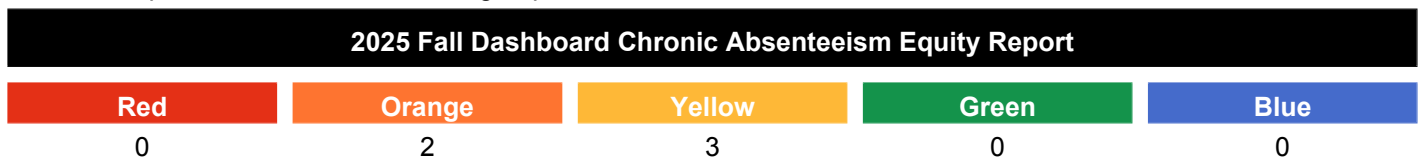
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 25.2% Chronically Absent Declined 8.1 349 Students	English Learners  Orange 26% Chronically Absent Declined 10.7 96 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 33.3% Chronically Absent Declined 21.2 15 Students	Socioeconomically Disadvantaged  Yellow 28.9% Chronically Absent Declined 7.6 291 Students

Students with Disabilities  Orange 28.8% Chronically Absent Declined 14.7 132 Students	African American  Yellow 13.2% Chronically Absent Declined 20.2 38 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% Chronically Absent Declined 16.7 11 Students	Filipino  No Performance Color 16.7% Chronically Absent Increased 3.3 12 Students	Hispanic  Yellow 27.9% Chronically Absent Declined 7.9 226 Students
Two or More Races  No Performance Color 24.1% Chronically Absent Declined 12.9 29 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 28.6% Chronically Absent Increased 9.2 28 Students

Conclusions based on this data:

1. According to the California Dashboard, chronic absenteeism at Rancho continues to be in the "Yellow" going from 33.3% in 2023-2024 to 25.1% in 2024-2025. That's a decline of 8.1%. Rancho's efforts to improving attendance needs to continue.
2. Our African American Students were in the "Red" in 2023-2024 with 33.3% being chronically absent. In 2024-2025, they dropped to 13.2% being chronically absent. This is a decline of 20.1%, placing them in the "Yellow". Our efforts of improving attendance have shown, but must still continue.
3. Our Homeless students made the largest gains, with 33.3% of students chronically absent. This is a decrease of 20.1% from 2023-2024.

School and Student Performance Data

Conditions & Climate Suspension Rate

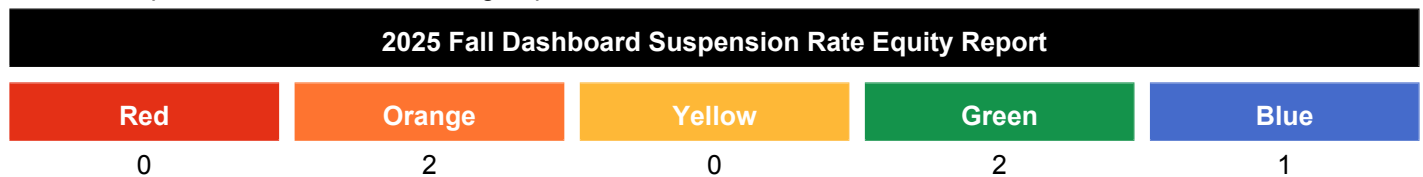
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	
1.1% suspended at least one day	2% suspended at least one day	
Maintained -0.1%	Increased 2%	
368 Students	99 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	5.6% suspended at least one day	1% suspended at least one day
2 Students	Increased 5.6%	Declined 0.4%
	18 Students	307 Students

Students with Disabilities  Green 1.5% suspended at least one day Declined 1.2% 133 Students	African American  Blue 0% suspended at least one day Declined 2% 40 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	Hispanic  Orange 1.3% suspended at least one day Increased 0.5% 236 Students
Two or More Races  No Performance Color 3.3% suspended at least one day Increased 3.3% 30 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  No Performance Color 0% suspended at least one day Declined 6.3% 29 Students

Conclusions based on this data:

1. According to the California Dashboard, Rancho is in the "Yellow" for suspensions 1.1% of all students were suspended in 2024-2025 compared to 1.2% of students being suspended in 2023-2024.
2. Our Homeless students are a small population, but have a significantly higher rate of suspension than other demographic groups.
3. Our Hispanic student made the largest decrease in suspensions with 1.3% being suspended at least one day. This group went from being in the "Orange" in 2023-2024 to being in the "Blue" in 2024-2025.

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

By June 2027, all students, including English Learners and socioeconomically disadvantaged students, will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP ELA (grades 3–5) and the i-Ready ELA Diagnostic in English Language Arts.

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 showed an overall decrease. But overall achievement for all student groups in reading comprehension continues to be an area of concern.

ELA- All students assessed in this area scored in the Yellow range during the 2024-2025 school year which was a positive gain when compared to the 2023-2024 school year when they scored in the Red range. We will continue to focus on the powerful practice of close reading along with short constructive response which will help our students better understand what it is they are reading. We will also give our students the opportunity to verbally express themselves by practicing collaborative conversations with their peers in the classroom.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange range during the 2024-2025 school year which was a positive increase from the 2023-2024 school year where they scored in the Red range. Forty nine students were assessed in this area and we did have a positive increase of 15.3 points in this area when compared to the 2023-2024 school year. Students in this subgroup will receive basic reading skills support and support in the area of reading comprehension. We have several students in our special day classrooms who have Autism. These students will receive additional support with their general ed peers outside of their special day classroom.

ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the Red range during the 2024-2025 school year. Forty four students were assessed in this area and we did have a decrease increase of 9.8 points in this area when compared to the 2023-2024 school year. We will continue to support these students by providing integrated ELD and ELD scaffolds for them during the day. We have many newcomers this school year and these students are given the opportunity to work during their ELD time in a structured group setting to help support their language development.

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)	CAASPP 2024-2025 All students, Grades 3-5 - 28% English Learners, Grades 3-5 - 23% Socioeconomically Disadvantaged Students, Grades 3-5 - 23% Students with Disabilities, of testing age - 8%	CAASPP 2025-2026: All students, grades 3-5 - 35% English Learners, of testing age - 30% Socioeconomically Disadvantaged Students, of testing age - 30% Students with Disabilities, of testing age - 15%
i-Ready ELA Assessment - % of students at or above grade level (All grades)	2025-2026 i-Ready Diagnostic 2 - 41% English Learners - 24% Socioeconomically Disadvantaged Students - 37% *Students with Disabilities - 23%	2026-2027 i-Ready Diagnostic 2: All students - 49% English Learners - 32% Socioeconomically Disadvantaged Students - 45% Students with Disabilities - 31%

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	60% Site Substitute Teacher will support the implementation of the reading intervention program for students in grades K-5. This position will provide targeted, small-group reading instruction aligned with evidence-based literacy practices to support students performing below grade level. The goal of this position is to provide structured intervention blocks in foundational reading, progress monitor, the Site Sub will help ensure that struggling students receive timely and effective support, ultimately increasing the number of students meeting or exceeding grade-level reading and math benchmarks.	All Students and Multilingual English Learners	32742 Title I 1000-1999: Certificated Personnel Salaries 60% Site Sub
1.2	Based on i-Ready data in the areas of reading comprehension and informational text, targeted supplemental reading supports will be implemented for students in grades 2–5 to strengthen comprehension and informational text skills. Student progress will be monitored using i-Ready Standards Mastery data collected at the beginning, middle, and end of the year. Additional progress monitoring will occur in grades 1-3 through IXL and Raz-Kids usage and performance data to assess student growth and inform ongoing instructional decisions. Teachers will establish and implement routines for students to monitor their own progress and engage	All Students, Multilingual English Learners, and students with disabilities.	20000 Title I 4000-4999: Books And Supplies Supplemental supplies to core program 9600 Title I 1000-1999: Certificated Personnel Salaries Subs for Teacher Release/Additional Hours

	in self-assessment, reflection, and goal setting with action plans, including regular data chats and rubric-based conferences. Students will set goals, monitor their progress, and reflect on their growth toward informational text comprehension proficiency. Teachers will be provided with release time or additional hours to support student conferences, data chats, teacher collaboration, and professional learning focused on analyzing student data and strengthening instructional practices.		
1.3	Ensure consistent implementation of systematic, explicit phonics instruction in grades K–2 using the SIPPS program that allows for structured routines and progress monitoring to support early literacy development.	All Students, Multilingual English Learners, and students with disabilities.	
1.4	Engage teachers in VAPA to plan and implement integrated ELD strategies using comprehensible input, while consistently reviewing a targeted list of English learner students to monitor progress using ELD data, formative assessments, and student work to improve language development and access to grade-level content.	Multilingual English Learners	
1.5	Use PLC time to analyze ELA data (DIBELS, iReady, and Common Formative Assessments) and student work, and to plan targeted instruction that incorporates evidence-based literacy strategies (e.g., explicit instruction, guided practice, and formative assessment) to improve student achievement.	Socioeconomically Disadvantaged Students and English Learners	5200 Title I 5800: Professional/Consulting Services And Operating Expenditures Supplemental reading and math software license (IXL and A-Z Learning)
1.6	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student groups.	All Students, Multilingual English Learners, and students with disabilities	
1.7	Ensure SAI services promote access to core instruction and grade level standards mastery. * SAI schedules ensure that SAI students are in general education classes for core instruction. * 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 with Disabilities	
1.8	Teachers will participate in GLAD (Guided Language Acquisition Design) professional	Multilingual English Learners	3600

	development to strengthen instructional practices that support language development, academic vocabulary, and content comprehension for all students, including English learners. Through this training, teachers will implement GLAD strategies such as structured academic talk, visual supports, and language scaffolds to increase student engagement and access to grade-level content. Teachers will collaborate during grade-level planning to incorporate GLAD strategies into daily instruction and share effective practices. Student progress will be monitored through classroom assessments, writing samples, and language development data to evaluate the impact of GLAD strategies on student learning. Teachers may be provided with release time or additional hours for training, collaboration, and implementation planning to ensure successful integration of GLAD strategies across classrooms.		Community Schools Grant Rollover 5800: Professional/Consulting Services And Operating Expenditures Fees for GLAD Training 3600 Title I 2000-2999: Classified Personnel Salaries Subs for GLAD Training
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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

By June 2027, all students will achieve or surpass the expected outcomes outlined in the Annual Measurable Outcomes section below, as measured by CAASPP Math (grades 3–5) and the i-Ready ELA Diagnostic in Math. [add other local data, as needed]

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.

MATH - All students scored in the Yellow range during the 2024-2025 school year which was a positive increase from the 2023-2024 school year where our students scored in the Red range. With the implementation of the new district-adopted math curriculum, i-Ready Classroom Mathematics (CMC), teachers will provide standards-based instruction with built-in supports for differentiation and intervention. The program includes targeted lessons, scaffolds, and additional practice to support students who need intervention in key mathematical concepts.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange range during the 2024-2025 school year. Forty eight students were assessed in this area and did have a positive increase of 15.3 points when compared to the 2023-2024 school year. We will continue to support these students by providing differentiated instruction, scaffolds, and targeted interventions that help students with disabilities access grade-level math content.

MULTILINGUAL ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the Red range during the 2024-2025 school year compared to the 2023-2024. Forty four students were assessed in this area and there was a decrease of 9.8 points when compared to the previous year. We will support our Multilingual English Learners by including language scaffolds, visual supports, and differentiated lessons to help MELs access grade-level math content. Teachers will provide targeted small-group instruction, monitor progress through Standards Mastery and formative data, and adjust support to strengthen both language development and math proficiency.

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)	2024-2025 SBAC Math, Grades 3-5: All students- 18% Multilingual English Learners, Grades 3-5 - 11% Socioeconomically Disadvantaged Students, Grades 3-5 - 16% Students with Disabilities of testing age - 8%	2025-2026 SBAC Math, Grades 3-5: All students - 25% Multilingual English Learners, of testing age - 20% Socioeconomically Disadvantaged Students of testing age- 25% Students with Disabilities of testing age -15%
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	2025-2026 i-Ready Diagnostic 2: All Students- 20% Multilingual English Learners - 7% Socioeconomically Disadvantaged Students - 17% Students with Disabilities - 7%	2026-2027 i-Ready Diagnostic 2: All Students - 28% Multilingual English Learners - 15% Socioeconomically Disadvantaged Students - 25% Students with Disabilities - 15%

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	During PLCs, teachers will collaboratively implement lessons from the newly adopted math curriculum, analyze student responses to inform, refine, and strengthen instructional practices and delivery of grade-level mathematical content.	All Students, Students with disabilities, and Multilingual English learners	
2.2	Utilize the Instructional Leadership Team to support the implementation of the Gradual Release of Responsibility (GRR) model through dissemination of professional learning, peer walkthroughs, and tiered instructional practices to increase access and achievement for underrepresented student group.	All Students, Students with disabilities, and Multilingual English learners	
2.3	Our ELEI teacher will provide targeted after school instruction for ALL students performing below grade level including students with disabilities and Multilingual English Learning students two times per week using standards mastery as a pre and post assessment to monitor progress.	All Students, Students with disabilities, and Multilingual English learners	
2.4	Use collaboration time for teachers to explore and implement the new math curriculum, reflect on lesson effectiveness, and adjust instruction based on student engagement and formative assessment data. As a site we will particularly focus on "How will we know they have learned it?" (Goal 1.2 expenditures)	All Students, Students with disabilities, and Multilingual English learners	
2.5	60% Site Substitute Teacher will support the implementation of the	All Students and Multilingual English Learners	Title I

	reading intervention program and math intervention for students in grades K-5. This position will provide targeted, small-group reading instruction aligned with evidence-based literacy practices to support students performing below grade level. The goal of this position is to provide structured intervention blocks in foundational reading and math and progress monitor, the Site Sub will help ensure that struggling students receive timely and effective support, ultimately increasing the number of students meeting or exceeding grade-level reading and math benchmarks.		1000-1999: Certificated Personnel Salaries Site Sub (Expenditure in Goal 1.1)
2.6	Support student achievement and school-wide math goals by providing collaboration release time or additional hours for teachers to: * Analyze data * Plan instruction using the new math curriculum * Align strategies	Multilingual English Learners and Socioeconomically Disadvantaged Students	4000 Title I 1000-1999: Certificated Personnel Salaries Subs for teacher release or additional hours
2.7	Ensure SAI services promote access to core instruction and grade level standards mastery. * SAI schedules ensure that SAI students are in gen. ed for core instruction * Ensure strategies for 3 Reads, Explicit Instruction Math Language, Word Problems-Explicit Instruction to Deepen Mathematical Understanding and Use of Concrete Representations (evidence-based) are implemented similarly in SAI pull-out and general education classrooms * Provide training and support to gen. ed teachers on effective scaffolds to ensure access to core instruction.	Students with Disabilities	

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

By June 2027, the school will decrease chronic absenteeism school-wide by 1%, and for each specified student group in the Annual Measurable Outcome section, as measured by end of year chronic absenteeism rates, by addressing the barriers through the strategies listed below.

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.

We scored in the yellow range on the California dashboard and had a 8.1% decline in chronic absenteeism. We currently have an overall chronic absenteeism rate of 25%.

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
California Dashboard Rate of Chronic Absenteeism	At the end of 24-25 school year, our rate of chronic absenteeism was 25.2%. Multilingual English Learners - 26% Students with Disabilities - 28.8%	In 2025-2026, we will reduce the rate of chronic absenteeism by 1%. Multilingual English Learners - 25% Students with Disabilities - 27.8%

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	Implement a site-based Attendance Team that meets regularly to monitor attendance data and coordinate a tiered system of supports. * Tier 1, implement schoolwide attendance practices and incentive programs to promote consistent attendance for all students.	All Students	4000 Title I 4000-4999: Books And Supplies Student Incentives

	* Tier 2, identify students at risk of chronic absenteeism, particularly students with disabilities, and provide targeted supports such as attendance conferences and family outreach. * Tier 3, provide intensive, individualized interventions, including small group supports and personalized attendance plans, for students experiencing chronic absenteeism to re-engage them in school.		
3.2	The School-Based Mental Health Provider will implement a coordinated system of Tier 2 and Tier 3 mental health supports to promote students' social-emotional well-being, engagement, and readiness to learn. Services will include * targeted small-group interventions, individualized counseling, classroom-based supports, and Educationally Related Mental Health Services (ERMHS) aligned to student IEPs and identified needs. * collaboration with teachers, administrators, special education staff, and families to identify students in need of support through data review, referrals, and ongoing progress monitoring. Interventions will focus on building coping skills, emotional regulation, positive peer interactions, and resilience, while reducing barriers to attendance and academic participation. * partner with community mental health agencies and school-based teams to ensure continuity of care and access to outside resources when needed * professional development and consultation will also be provided to staff to strengthen trauma-informed practices and classroom-based social-emotional supports. * progress will be monitored through student outcome data, attendance, behavior referrals, counseling goals, and feedback from staff and families to ensure services are effective and responsive to student needs.	Special Education All Students	32583 Title 1 Carryover 1000-1999: Certificated Personnel Salaries Full-time Mental Health Provider (80% centrally funded)
3.3	Conduct proactive, multilingual outreach to families of students with attendance concerns to identify and address barriers to attendance (e.g., transportation, health, housing instability) and connect students and families to appropriate school and community resources to support consistent school attendance.	All Students, English Learners, and Students with Disabilities	
3.4	Engage students and parents with a warm and welcoming school environment that builds relationships (Evidence-based tier 1 approach to preventing chronic absenteeism). * Principal/Social worker and staff greet students and families at the gate. * Staff implement 2×10 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 and Students with Disabilities	
3.7	Address chronic absenteeism as part of the IEP process (Evidence-based tier-2 strategy to address chronic absenteeism).	Students with Disabilities	

	* 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.		
3.9	After-school enrichment incentive for students with attendance >93%. Students will have the opportunity to participate in i9 Sports Clinics after school. *Incentive/reward for good attendance *Weekly clinics for grade level spans	All students	8,000 Community Schools Grant 5800: Professional/Consulting Services And Operating Expenditures i9 Sports 4000 Title I 5800: Professional/Consulting Services And Operating Expenditures i9 Sports

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

By June 2027, the school will improve overall school climate by reducing suspension rates, increasing student and parent perceptions of safety, belonging, and school satisfaction, and strengthening parent engagement and partnership in school decision-making and activities, as measured by the indicators in the Annual Measurable Outcomes section below.

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
Annual Spring Panorama Survey (3-5 grades only)	The percentage of 3-5 grade students who responded favorably in the 2026 Winter Panorama domains listed below are as follows: Emotional Regulation 48% Grit 57% Growth Mindset 54% School Climate 62% School Safety 51% Self-Efficacy 50% Self-Management 64% Sense of Belonging 66% Social Awareness 65% Supportive Relationships 90%	The percentage of students who will respond favorably in the 2027 Spring Panorama Survey will increase to the following percentages are as follows: Emotional Regulation 53% Grit 62% Growth Mindset 59% School Climate 67% School Safety 56% Self-Efficacy 55% Self-Management 67% Sense of Belonging 71% Social Awareness 70% Supportive Relationships 95%
La-Mesa Spring Valley Annual Spring Parent Survey Results	The percentage of parents who responded favorably in the 2026 Spring domains listed below are as follows: Support for Academic Learning - 88% Sense of Community - 81%	The percentage of parents who respond favorably in the Spring 2027 survey will increase to the following percentages in each domain: Support for Academic Learning - 90% Sense of Community - 83%

	Sense of Safety - 83%	Sense of Safety - 85%
California Dashboard Suspension Data	Based on the California Dashboard, our school's 2024-2025 suspension rate is 1.1%	Based on the California Dashboard, our school's 2025-2026 percentage of students suspended will maintain or decrease to 0%.

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 targeted family engagement strategies to increase participation of underrepresented families by providing culturally responsive outreach, flexible meeting times, language access, and multiple engagement opportunities to support student learning.	All Students	
4.2	Engage families and caregivers as partners through education, workshops and campus events. * Hold a variety of monthly family events establishing relationships with school staff, including activities that will attract families to campus. * Use ClassDojo and Parent Square 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). * Coordinate with District Parent Liaison to promote workshop participation* * Hold monthly Family Reading Fridays with parent education.	All students	3000 Title I 4000-4999: Books And Supplies Books and supplies for Family Reading Friday 1582.45 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for parent workshops 2549.17 Title I 2000-2999: Classified Personnel Salaries Childcare for Parent Education/Workshops
4.3	Implement tiered social-emotional supports through PBIS and restorative practices, including universal SEL lessons in classrooms, with the Culture Committee monitoring behavior data to inform targeted supports and interventions that promote positive behavior, strengthen relationships, and support the needs of all students.	All Students	5000 Title I 4000-4999: Books And Supplies Tier 1 Incentives for PBIS and Tier 2 Supports & Tools
4.4	To increase student engagement and provide meaningful, hands-on learning experiences, students in grades TK–5 will participate in weekly	All Students	5000 Community Schools Grant

	garden classes in the school garden. Garden-based learning will be integrated into science, literacy, and math instruction to promote inquiry, collaboration, and real-world application of academic concepts. Teachers and garden educator will incorporate lessons that support environmental awareness, problem-solving, and responsibility while reinforcing grade-level standards. Student engagement will be supported through interactive activities such as planting, observing plant growth, maintaining garden spaces, and connecting garden experiences to classroom learning.		2000-2999: Classified Personnel Salaries Classified hourly timesheet for garden classes 2000 Community Schools Grant 4000-4999: Books And Supplies Supplies for the garden
4.5	Increase mainstreaming and inclusion opportunities for SDC students to foster school community and create a climate of caring and inclusion for all (creating a safe school environment also addresses absenteeism). * SDC and general education teachers will meet and collaborate to plan inclusion opportunities for SDC students to participate in general education lessons and classroom activities. * Staff will plan and implement cross-class activities to increase interaction between general education and SDC students. * SDC students will participate in school-wide recognition. * General education students will push into SDC classes as "helpers" to build relationships with students.	Students with Disabilities	
4.6	Utilize our Community Schools Facilitator to provide culturally and linguistically responsive outreach, strengthen two-way communication, and coordinate access to integrated supports and community partnerships, with a focus on increasing engagement and access for underrepresented families and addressing student and family needs.	All Students	
4.8	Rancho's school psychologist will assist school personnel in identifying and resolving problems of student learning and behavior. *Consult with school personnel concerning appropriate learning objectives for children; have knowledge of and make recommendations for age appropriate educational intervention programs for students. *Consult with school personnel, 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 and Students with Disabilities	29,780 Title I 1000-1999: Certificated Personnel Salaries 20% School Psychologist (60% centrally funded)

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	\$TBD
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$176,236.62
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	\$123,471.17
Title I Part A: Parent Involvement	\$1,582.45

Subtotal of additional federal funds included for this school: \$125,053.62

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 (\$)
Community Schools Grant	\$15,000.00
Community Schools Grant Rollover	\$3,600.00
Title 1 Carryover	\$32,583.00

Subtotal of state or local funds included for this school: \$51,183.00

Total of federal, state, and/or local funds for this school: \$176,236.62

Budgeted Funds and Expenditures in this Plan

Budget Allocations

- Budget allocations will be added to this document.
- Totals will auto-populate from expenses entered in the SPSA.
 - Do not adjust numbers on this page.**

If total expenses exceed available funds, revise your **funding sources** in the SPSA.

For **duplicate costs** (e.g., an intervention teacher supporting ELA and Math)

- List the funding source twice
- Enter the cost only once; leave the second entry as duplicate (no dollar amount).

Funding Notes:

All Title I and CSI funds must be fully budgeted

Other funding sources may be used but do not require SSC approval.

Community Schools: Document Community Schools grant-funded expenses in the SPSA

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	123,471.17	0.00
Title I Part A: Parent Involvement	1,582.45	0.00
Community Schools Grant	15,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Community Schools Grant	15,000.00
Community Schools Grant Rollover	3,600.00
Title 1 Carryover	32,583.00
Title I	123,471.17
Title I Part A: Parent Involvement	1,582.45

Expenditures by Budget Reference

Budget Reference	Amount
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1000-1999: Certificated Personnel Salaries	108,705.00
2000-2999: Classified Personnel Salaries	11,149.17
4000-4999: Books And Supplies	35,582.45
5800: Professional/Consulting Services And Operating Expenditures	20,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Community Schools Grant	5,000.00
4000-4999: Books And Supplies	Community Schools Grant	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Community Schools Grant	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Community Schools Grant Rollover	3,600.00
1000-1999: Certificated Personnel Salaries	Title 1 Carryover	32,583.00
1000-1999: Certificated Personnel Salaries	Title I	76,122.00
2000-2999: Classified Personnel Salaries	Title I	6,149.17
4000-4999: Books And Supplies	Title I	32,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,582.45

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,742.00
Goal 2	4,000.00
Goal 3	48,583.00
Goal 4	48,911.62

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
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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



State Compensatory Education Advisory Committee



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 21, 2026.

Attested:



Principal, Stibaly Johnson on May 21, 2026

SSC Chairperson, Jessica Alvarez on May 21, 2026