



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	May 13, 2024	June 18, 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 Marengo Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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

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# Plan Description

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

This plan is being used by Marengo Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## Educational Partner Involvement

How, when, and with whom did Marengo Ranch 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

School Site Council met several times throughout the school year to review and update the SPSA. The updated SPSA was approved by the SSC on Monday, May 13, 2024.

## 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.

No resource inequities were identified.

## 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.

No overall performances are in the "Red" or "Orange" categories.

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.

No student groups were two or more performance levels below the "all 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.

LCAP GOAL 2

Student Survey:

Participants: 2023 = 44 | 2024 = 62

STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80%  
2023 and 2024

Students feel connected to school 76 / 76  
Caring adults in school 77 / 73  
Facilities upkeep 86 / 79  
Social and emotional learning supports 76 / 79  
Anti Bullying climate 80 / 76  
Feel safe at school 84 / 75

Participants: 2023 = 53 | 2024 = 73  
STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80%  
2023 and 2024  
Students feel connected to school 61 / 67  
Caring adults in school 57 / 60  
Social and emotional learning supports 62 / 59  
Anti Bullying climate 65 / 65  
Feel safe at school 56 / 70  
Students treated with respect 81 / 71

## Parental Engagement

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

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Reclassified ELs will benefit from the resources provided by state and federal Title I and Title III funds.

Marengo Ranch Elementary School is fortunate to house a full time social worker. Our social worker implements programs which support all learners. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC), English Learner Advisory Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this School Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

## Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

### Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Marengo Ranch 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	0.6%	0.40%	0.45%	3	2	2
African American	1.9%	1.21%	0.22%	10	6	1
Asian	3.1%	1.62%	1.78%	16	8	8
Filipino	0.6%	1.21%	1.11%	3	6	5
Hispanic/Latino	50.1%	51.11%	56.57%	263	253	254
Pacific Islander	0.4%	0.40%	0.22%	2	2	1
White	39.8%	39.60%	35.19%	209	196	158
Multiple/No Response	3.4%	4.44%	4.45%	18	22	20
<b>Total Enrollment</b>				<b>525</b>	<b>495</b>	<b>449</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	65	44
Grade 1	61	52	60
Grade 2	76	69	52
Grade3	79	73	70
Grade 4	63	80	73
Grade 5	87	67	85
Grade 6	68	89	65
<b>Total Enrollment</b>	<b>525</b>	<b>495</b>	<b>449</b>

#### Conclusions based on this data:

1. Marengo Ranch continues to face declining enrollment concerns; however, Open Enrollment allows for students outside the school's attendance area to enroll in Marengo Ranch.
2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
3. Hispanic/Latino and White student populations make up 89.9% of our student population.

# 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)	60	53	48	11.40%	10.7%	10.7%
Fluent English Proficient (FEP)	24	20	23	4.6%	4.0%	5.1%
Reclassified Fluent English Proficient (RFEP)	22	18	20	4.2%	3.6%	4.5%

### Conclusions based on this data:

1. English Learner enrollment increased in 20-21, but through the reclassification process, we have fewer students in 22-23.
2. The percent of students Fluent English Proficient students continues to increase while the percent of English Learners has decrease slightly over 3 years.
3. Our school-based ELD team meets regularly to review the needs of our EL's and makes decisions about instruction and supports.

# 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		
	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	79	73	70	0	72	70	0	72	70	0.0	98.6	100.0
Grade 4	63	89	74	0	88	74	0	88	74	0.0	98.9	100.0
Grade 5	90	64	81	0	64	81	0	64	81	0.0	100.0	100.0
Grade 6	66	88	67	0	87	66	0	87	66	0.0	98.9	98.5
All Grades	298	314	292	0	311	291	0	311	291	0.0	99.0	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2459.	2438.		34.72	28.57		25.00	28.57		23.61	22.86		16.67	20.00
Grade 4		2457.	2470.		26.14	20.27		14.77	24.32		28.41	35.14		30.68	20.27
Grade 5		2525.	2517.		29.69	23.46		34.38	34.57		21.88	23.46		14.06	18.52
Grade 6		2533.	2526.		13.79	10.61		40.23	40.91		26.44	30.30		19.54	18.18
All Grades	N/A	N/A	N/A		25.40	20.96		28.30	31.96		25.40	27.84		20.90	19.24

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		27.78	14.29		59.72	68.57		12.50	17.14
<b>Grade 4</b>		19.32	16.22		68.18	67.57		12.50	16.22
<b>Grade 5</b>		25.00	25.93		60.94	64.20		14.06	9.88
<b>Grade 6</b>		13.79	12.12		62.07	66.67		24.14	21.21
<b>All Grades</b>		20.90	17.53		63.02	66.67		16.08	15.81

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		30.56	24.29		48.61	61.43		20.83	14.29
<b>Grade 4</b>		11.36	13.51		53.41	70.27		35.23	16.22
<b>Grade 5</b>		28.13	25.93		60.94	64.20		10.94	9.88
<b>Grade 6</b>		14.94	12.12		64.37	72.73		20.69	15.15
<b>All Grades</b>		20.26	19.24		56.91	67.01		22.83	13.75

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.67	8.57		76.39	80.00		6.94	11.43
<b>Grade 4</b>		10.23	5.41		72.73	82.43		17.05	12.16
<b>Grade 5</b>		9.38	14.81		81.25	72.84		9.38	12.35
<b>Grade 6</b>		12.64	18.18		74.71	71.21		12.64	10.61
<b>All Grades</b>		12.22	11.68		75.88	76.63		11.90	11.68

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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		22.22	15.71		66.67	67.14		11.11	17.14
Grade 4		13.64	17.57		68.18	71.62		18.18	10.81
Grade 5		17.19	18.52		76.56	66.67		6.25	14.81
Grade 6		12.64	13.64		72.41	66.67		14.94	19.70
All Grades		16.08	16.49		70.74	68.04		13.18	15.46

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**Conclusions based on this data:**

1. Following the pandemic, scores dropped slightly from 55.26% in 2018-2019 to 53.70 in 21-22. In 22-23, scores were slightly lower than the previous year, 52.92%. The difference was 0.78%. More students met the standard and fewer students exceeded the standard.
2. 3rd grade demonstrated the highest percentage of students exceeding or meeting standards - 63.29%
3. Writing scores were slightly lower than the previous year. This is an area to strengthen. In 22-23, 86.25% of the students were above, at, or near the standard. This is an increase of 9.08%.

# 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		
	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	79	73	70	0	72	70	0	72	70	0.0	98.6	100.0
Grade 4	63	90	74	0	89	74	0	89	74	0.0	98.9	100.0
Grade 5	90	64	81	0	64	81	0	64	81	0.0	100.0	100.0
Grade 6	66	88	67	0	87	67	0	87	67	0.0	98.9	100.0
All Grades	298	315	292	0	312	292	0	312	292	0.0	99.0	100.0

\* 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		
	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		2439.	2440.		20.83	20.00		37.50	32.86		19.44	27.14		22.22	20.00
Grade 4		2470.	2478.		11.24	13.51		33.71	33.78		33.71	31.08		21.35	21.62
Grade 5		2520.	2534.		21.88	33.33		25.00	23.46		32.81	27.16		20.31	16.05
Grade 6		2492.	2542.		14.94	22.39		9.20	16.42		32.18	40.30		43.68	20.90
All Grades	N/A	N/A	N/A		16.67	22.60		25.96	26.71		29.81	31.16		27.56	19.52

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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		29.17	21.43		48.61	57.14		22.22	21.43
Grade 4		26.97	27.03		51.69	50.00		21.35	22.97
Grade 5		23.44	33.33		54.69	44.44		21.88	22.22
Grade 6		14.94	22.39		43.68	58.21		41.38	19.40
All Grades		23.40	26.37		49.36	52.05		27.24	21.58

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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		23.61	24.29		55.56	55.71		20.83	20.00
Grade 4		10.11	18.92		65.17	45.95		24.72	35.14
Grade 5		15.63	23.46		62.50	60.49		21.88	16.05
Grade 6		14.94	19.40		49.43	58.21		35.63	22.39
All Grades		15.71	21.58		58.01	55.14		26.28	23.29

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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		29.17	25.71		55.56	65.71		15.28	8.57
Grade 4		19.10	18.92		48.31	60.81		32.58	20.27
Grade 5		7.81	17.28		71.88	70.37		20.31	12.35
Grade 6		10.34	23.88		56.32	58.21		33.33	17.91
All Grades		16.67	21.23		57.05	64.04		26.28	14.73

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**Conclusions based on this data:**

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%, but increased in 21-22 to 43.63% and increased again in 22-23 to 49.31%.
2. 5th Grade had highest percentage students scoring at exceeding and meeting standards levels - 56.79%.
3. Problem Solving & Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems is an area to strengthen. 23.29% of the students are below standard in this area.

# 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://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the [ELPAC.org](http://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
<b>K</b>	*	*	*	*	*	*	*	*	*	9	9	4
<b>1</b>	1437.1	*	*	1448.6	*	*	1425.3	*	*	12	4	8
<b>2</b>	*	1446.9	*	*	1442.5	*	*	1450.8	*	7	16	6
<b>3</b>	1499.4	*	1489.7	1513.9	*	1472.5	1484.5	*	1506.6	14	5	14
<b>4</b>	*	1515.7	*	*	1525.0	*	*	1505.7	*	4	11	5
<b>5</b>	1530.9	*	*	1528.3	*	*	1533.0	*	*	14	*	10
<b>6</b>	*	*	*	*	*	*	*	*	*	5	8	*
<b>All Grades</b>										65	55	49

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	8.33	*	*	33.33	*	*	25.00	*	*	33.33	*	*	12	*	*
<b>2</b>	*	0.00	*	*	43.75	*	*	25.00	*	*	31.25	*	*	16	*
<b>3</b>	21.43	*	28.57	28.57	*	28.57	42.86	*	21.43	7.14	*	21.43	14	*	14
<b>4</b>	*	9.09	*	*	54.55	*	*	36.36	*	*	0.00	*	*	11	*
<b>5</b>	21.43	*	*	42.86	*	*	35.71	*	*	0.00	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.92	12.73	20.41	44.62	50.91	42.86	30.77	23.64	26.53	7.69	12.73	10.20	65	55	49

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	25.00	*	*	16.67	*	*	33.33	*	*	25.00	*	*	12	*	*
<b>2</b>	*	18.75	*	*	18.75	*	*	25.00	*	*	37.50	*	*	16	*
<b>3</b>	42.86	*	35.71	42.86	*	21.43	14.29	*	7.14	0.00	*	35.71	14	*	14
<b>4</b>	*	63.64	*	*	27.27	*	*	9.09	*	*	0.00	*	*	11	*
<b>5</b>	35.71	*	*	57.14	*	*	7.14	*	*	0.00	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	32.31	36.36	32.65	46.15	34.55	40.82	16.92	14.55	12.24	4.62	14.55	14.29	65	55	49

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	8.33	*	*	25.00	*	*	33.33	*	*	33.33	*	*	12	*	*
<b>2</b>	*	0.00	*	*	43.75	*	*	25.00	*	*	31.25	*	*	16	*
<b>3</b>	7.14	*	21.43	7.14	*	28.57	71.43	*	21.43	14.29	*	28.57	14	*	14
<b>4</b>	*	9.09	*	*	9.09	*	*	63.64	*	*	18.18	*	*	11	*
<b>5</b>	21.43	*	*	7.14	*	*	64.29	*	*	7.14	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.77	3.64	10.20	26.15	36.36	34.69	50.77	41.82	38.78	12.31	18.18	16.33	65	55	49

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
<b>2</b>	*	6.25	*	*	75.00	*	*	18.75	*	*	16	*
<b>3</b>	35.71	*	14.29	64.29	*	57.14	0.00	*	28.57	14	*	14
<b>4</b>	*	72.73	*	*	27.27	*	*	0.00	*	*	11	*
<b>5</b>	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	24.62	30.91	28.57	66.15	60.00	59.18	9.23	9.09	12.24	65	55	49

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
<b>2</b>	*	18.75	*	*	43.75	*	*	37.50	*	*	16	*
<b>3</b>	42.86	*	35.71	42.86	*	35.71	14.29	*	28.57	14	*	14
<b>4</b>	*	45.45	*	*	54.55	*	*	0.00	*	*	11	*
<b>5</b>	78.57	*	*	21.43	*	*	0.00	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	49.23	40.00	34.69	41.54	45.45	51.02	9.23	14.55	14.29	65	55	49

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
<b>2</b>	*	0.00	*	*	62.50	*	*	37.50	*	*	16	*
<b>3</b>	7.14	*	14.29	50.00	*	57.14	42.86	*	28.57	14	*	14
<b>4</b>	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
<b>5</b>	21.43	*	*	64.29	*	*	14.29	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	10.77	5.45	16.33	66.15	70.91	61.22	23.08	23.64	22.45	65	55	49

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
<b>2</b>	*	31.25	*	*	31.25	*	*	37.50	*	*	16	*
<b>3</b>	14.29	*	28.57	78.57	*	50.00	7.14	*	21.43	14	*	14
<b>4</b>	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
<b>5</b>	7.14	*	*	85.71	*	*	7.14	*	*	14	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.31	21.82	26.53	70.77	61.82	65.31	16.92	16.36	8.16	65	55	49

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
2. Reading and Writing domains are the most challenging areas for our English Learners.
3. There is an increase in the percentage of students who scored in the well-developed range in the areas of writing and reading.



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>449</b>	<b>44.8</b>	<b>10.7</b>	
Total Number of Students enrolled in Marengo Ranch 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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	48	10.7
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	201	44.8
Students with Disabilities	92	20.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	2	0.4
Asian	8	1.8
Filipino	5	1.1
Hispanic	254	56.6
Two or More Races	20	4.5
Pacific Islander	1	0.2
White	158	35.2

**Conclusions based on this data:**

1. 44.8% of students enrolled at Marengo Ranch are disadvantaged. This is an increase of 6% from the previous year. Homeless students are supported by our school social worker.
2. Hispanic and White student populations make up the majority of the student demographic enrollment.
3. Students with Disabilities and English Learners reflect 31.2% of the student population. This is an increase of 2.5%

# School and Student Performance Data

## Overall Performance






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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Green		

### Conclusions based on this data:

- Academic performance is high in math.
- Chronic Absenteeism has improved and is now in the medium range.
- English Learner progress went from low to high. This was an area of focus last year. Our site ELD team has been working on instructional practices.

# School and Student Performance Data

## Academic Performance English Language Arts

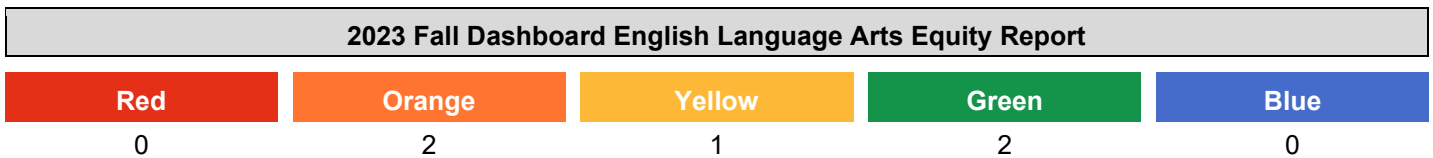
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<b>All Students</b>  Yellow 5.9 points above standard Decreased -4.4 points 288 Students	<b>English Learners</b>  Yellow 26.6 points below standard Increased +5.3 points 47 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Orange 15.5 points below standard Maintained -1.5 points 130 Students	<b>Students with Disabilities</b>  Orange 33.8 points below standard Decreased Significantly -17.3 points 66 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  7 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points below standard Increased +5 points 165 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	 Green 17.2 points above standard Decreased -10.7 points 100 Students

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
61.2 points below standard Increased +7.9 points  25 Students	12.8 points above standard Increased +5.6 points  22 Students	8.9 points above standard Decreased -3.4 points  221 Students

**Conclusions based on this data:**

1. Students with Disabilities and Socioeconomically Disadvantaged students are below standard.
2. Overall, all students are 5.9 points above the standard, but this is a slight decrease of 4.4 points from the following year.
3. Instructional strategies to build thinking classrooms has been incorporated in many classrooms this year.

# School and Student Performance Data

## Academic Performance Mathematics

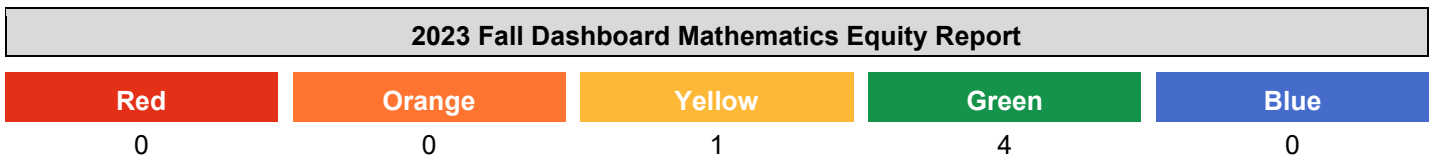
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<b>All Students</b>  Green 0.6 points below standard Increased Significantly +18.2 points 288 Students	<b>English Learners</b>  Yellow 25.7 points below standard Increased Significantly +29.2 points 47 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Green 18 points below standard Increased Significantly +19.2 points 130 Students	<b>Students with Disabilities</b>  Green 21.3 points below standard Increased +11.1 points 66 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  7 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.6 points below standard Increased Significantly +27.7 points 165 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	 Green 5.1 points above standard Increased +6.2 points 100 Students

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
53.7 points below standard Increased Significantly +35.1 points  25 Students	6.1 points above standard Increased Significantly +25.3 points  22 Students	0.8 points above standard Increased Significantly +16.9 points  221 Students

**Conclusions based on this data:**

1. Math scores increased significantly and overall, Marengo Ranch is only 0.6 points below standard.
2. All student groups increased from the previous year.
3. Teachers have been incorporating Building Thinking Classroom instructional practices into their daily math lessons.

# School and Student Performance Data

## Academic Performance English Learner Progress

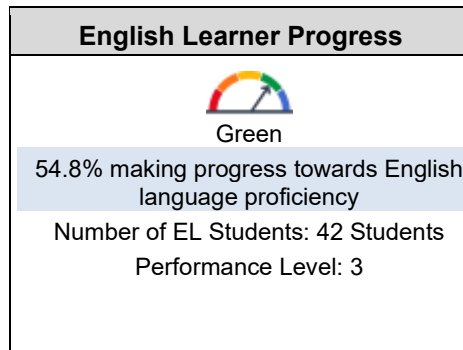
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section provides 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
8	11	0	23

#### Conclusions based on this data:

1. 55% of the students progressed at least one level.
2. Level 4 students are targeted for reclassification.
3. Overall, English Learners are 54.8 points above standard and are making progress toward English language proficiency.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

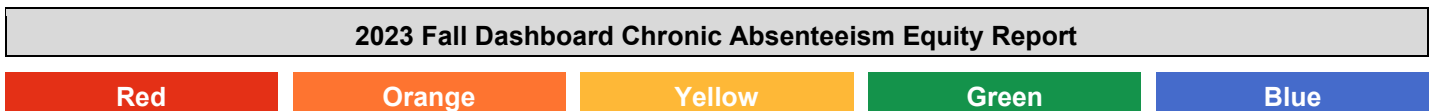
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 23.4% Chronically Absent Declined Significantly -25.5 458 Students	 Orange 35.7% Chronically Absent Declined -24.3 56 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 10 Students	 Yellow 29.2% Chronically Absent Declined Significantly -30.4 209 Students	 Orange 24.5% Chronically Absent Declined -30.2 110 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  2 Students	Less than 11 Students  9 Students	Less than 11 Students  5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 26.4% Chronically Absent Declined Significantly -26  261 Students	15% Chronically Absent Declined -30.8  20 Students	Less than 11 Students  1 Student	 Yellow 20.1% Chronically Absent Declined Significantly -27.5  159 Students

**Conclusions based on this data:**

1. White students have the lowest rate of chronic absenteeism - 20.1%.
2. English Learners have the highest percentage of absenteeism - 35.7%.
3. Overall, 23.4% of the students are chronically absent. This is a significant decline from the previous year and decreased 25.5%.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

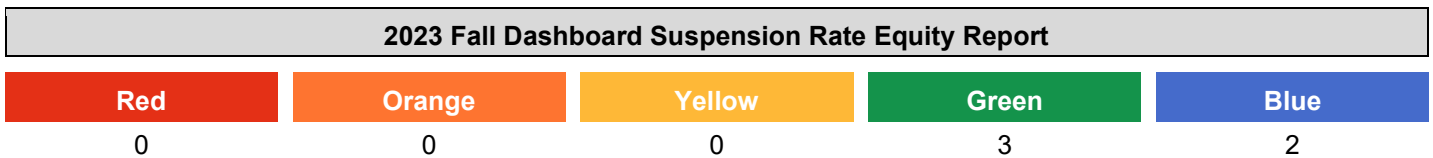
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.













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												
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0.9% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 459 Students</td> </tr> </tbody> </table>	All Students	 Green	0.9% suspended at least one day	Declined -0.8 459 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 56 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 56 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 1 Student
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<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 10 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 10 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 209 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Green	1% suspended at least one day	Declined -0.8 209 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0% suspended at least one day</td> </tr> <tr> <td>Declined -4.7 111 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Declined -4.7 111 Students
Homeless												
Less than 11 Students 10 Students												
Socioeconomically Disadvantaged												
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Declined -0.8 209 Students												
Students with Disabilities												
 Blue												
0% suspended at least one day												
Declined -4.7 111 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least one day Declined -0.3 261 Students	0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 1 Student	 Green 1.3% suspended at least one day Declined Significantly -1.6 160 Students

**Conclusions based on this data:**

1. White students had the highest number of suspensions.
2. No English Learners were suspended.
3. Overall, the suspension rate improved with the decline in suspensions.

# 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.

**Learner Engagement**  
Engaging all learners with a focus on academic rigor using inclusive practices in a variety of environments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of environments.

### 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.

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Winter to Winter DRA data decreased by 5%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development. Reading fluency is a critical area that needs support.

Winter to Winter MAP data in the area of mathematics indicates there is a need to continue professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support will continue to be needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides will continue all grade levels. Providing opportunities for students to be engaged in thinking classrooms is a critical need and will continue throughout the next school year.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data. Students need essential reading practice time as well as opportunities to be engaged in thinking classrooms during English Language Arts instructional blocks.

### 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
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year until 80% proficiency is reached.	Actual Outcome 2022 winter DRA's - 56% of students met/exceeded DRA benchmarks. 2023 winter DRA's - 69% of students met/exceeded DRA benchmarks 2024 winter DRA's - 64% of students met/exceeded DRA benchmarks	Increase to 74%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile	Actual Outcome: 2022 winter MAP Math - 34% of students met/exceeded 60th percentile.	Increase to 57%

<p>for Math on winter MAP will increase at least 5% each year.</p>	<p>2023 winter MAP Math - 36% of students met/exceeded 60th percentile. 2024 winter MAP Math - 52% of students met/exceeded 60th percentile.</p>	
<p>The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on winter MAP will increase at least 5% each year.</p>	<p>Actual Outcome: 2022 winter MAP ELA - 42% of students met/exceeded 60th percentile. 2023 winter MAP ELA - 43% of students met/exceeded 60th percentile. 2024 winter MAP ELA - 54% of students met/exceeded 60th percentile.</p>	<p>Increase to 59%</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p> <p>Actual Outcome: 2023 All students GREEN 0.6 points below standard. White: GREEN 5.1 points above standard Hispanic: GREEN 8.6 points below standard Socioeconomically Disadvantaged: GREEN 18 points below standard Students with Disabilities: GREEN 21.3 points below standard All English Learners: YELLOW 25.7 points below standard</p>	<p>All students: Increase 0.6 points to meet standard White: Above standard - maintain +5.1 points Hispanic: Increase 8.6 points to meet standard Socioeconomically Disadvantaged: Increase to 8 points below standard Students with Disabilities: Increase to 11.3 points below standard All English Learners: Increase to 15.7 points below standard</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts</p>	<p>Actual Outcome: 2022 All students: High 10.3 points above standard. White: High 27.9 points above standard Hispanic: Low 9.8 points below standard Socioeconomically Disadvantaged: Low, 14.0 points below standard Students with Disabilities: Low 16.5 points below standard All English Learners: Low, 31.9 points below standard</p> <p>Actual Outcome:</p>	<p>All students: Maintain meeting standard White: Maintain High standard Hispanic: Increase 4.8 points to meet standard. Socioeconomically Disadvantaged: Increase to 5.5 points below standard Students with Disabilities: Increase to 23.8 points below standard All English Learners: Increase to 16.6 points below standard</p>

	<p>2023 All students YELLOW 5.9 points above standard.</p> <p>White: GREEN 17.2 points above standard</p> <p>Hispanic: GREEN 4.8 points below standard</p> <p>Socioeconomically Disadvantaged: ORANGE, 15.5 points below standard</p> <p>Students with Disabilities: ORANGE 33.8 points below standard</p> <p>All English Learners: YELLOW 26.6 points below standard</p>	
<p>English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year</p>	<p>Actual Outcome: 2021-22: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC.</p> <p>Actual Outcome: 2022-23: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC.</p>	<p>Increase English proficiency to 68.64%</p>
<p>District English Learner reclassification rate will increase at least 3% each year</p>	<p>Actual Outcome 2021-22: Reclassification rate is 20%</p> <p>Actual Outcome 2022-23: Reclassification rate is 21%</p>	<p>Increase reclassification rate to 25%</p>
<p>Students taught with CCSS aligned ELA, Math, ELD &amp; NGSS curriculum and supplemental bridge resources will be maintained at 100%</p>	<p>Actual Outcome: 100% of the students are taught with CCSS aligned ELA, Math, ELD &amp; NGSS curriculum and supplemental bridge resources.</p>	<p>100% of the students will continue to be taught with CCSS aligned ELA, Math, ELD &amp; NGSS curriculum and supplemental bridge resources.</p>
<p>All teachers will have access to professional development that focuses on literacy, well-being, and equitable practices.</p>	<p>Baseline 2023-2024 100% of all teachers have access to professional development that focuses on literacy, well-being, and equitable practices.</p>	<p>All teachers will have access to professional development that focuses on literacy, well-being, and equitable practices. Maintain at 100%.</p>
<p>Parent survey will be completed by a minimum of 80 families with an increase of 10% each year</p>	<p>Baseline 2020-21: 133 parents completed the survey</p> <p>Actual Outcome: 72 parents completed the survey in 2022. 67 parents completed the survey in 2023. 30 parents completed the survey in 2024</p>	<p>Parent survey participation will be increased by 10%.</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	Reading, ELA, and ELD Support	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	42,673.33 Title I 2000-2999: Classified Personnel Salaries IA Salaries 73,933.52 LCFF - Supplemental 2000-2999: Classified Personnel Salaries IA and BIA Salaries 4,846.84 Title III 2000-2999: Classified Personnel Salaries BIA Salaries 500.00 Title I 1000-1999: Certificated Personnel Salaries Subs for ELAC meetings
1.2	Technology and software programs to support student learning	All students	2368.94 Title I 5000-5999: Services And Other Operating Expenditures Technology 7000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Technology and materials
1.3	Science curriculum, materials, supplies, special education materials	All students	1144.79 Title I 4000-4999: Books And Supplies Science curriculum, materials, supplies
1.4	Special education support	Special needs students	428.21 Title I 0000: Unrestricted Sub for release time, sub for IEP, and dyslexia seminar 3000 LCFF - Supplemental 0000: Unrestricted Professional development
1.5	Supplemental support from classified employees	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	1126.53 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Supplemental support



1.6	Magnetic Whiteboards for Building Thinking Classrooms and Building Thinking Classroom materials	All students	7635.95 LCFF - Supplemental 4000-4999: Books And Supplies Materials for teachers
1.7	Sensory items and Reading group materials	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	2359.18 LCFF - Supplemental 4000-4999: Books And Supplies Materials for students
1.8	Professional Learning	All students	10,000 LCFF - Supplemental 0000: Unrestricted Professional development for all staff

# 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 the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the main expenditures focused on goal 1 were directly tied to personnel, software, and instructional tools. All expenditures were implemented as planned, and the effectiveness of the strategies was solid as we saw growth in MAP math and reading scores. MAP scores increased from 2023 to 2024. Winter to Winter MAP data in the area of mathematics indicates there was a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support was needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides were implemented at all grade levels and provided opportunities for students to be engaged in thinking classrooms .

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

There were no major differences between the intended implementation of the budgeted expenditures in order to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes have been made to this goal and are updated in the title, LCAP and school goal section.

# 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.

#### Social Emotional Learning

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

### 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.

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

We continue to focus on student mental health and well-being.

Our site MTSS Committee identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. A key component of student success requires an intentional focus on (SEL) for all students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our school social worker plays a key role in our MTSS process.

### 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
Overall daily District attendance will be maintained at 94% or greater	Outcome 2022-2023 attendance rate: 93.30% *Aug 11, 2022 - Apr. 7, 2023 2023-2024 attendance rate: 95.11% *Aug 17, 2023 - Apr. 17, 2024	Maintain daily attendance rate.
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	2021-22 District Data: *Chronic Absenteeism as of 4/25/22 was 31% All students: Very High 48.9% White: Very High 47.6% Hispanic: Very High 52.4% Socioeconomically Disadvantaged: Very High, 59.5% Students with Disabilities: Very High, 54.8% English Learners: Very High 60%	Decrease chronic absenteeism to: All students: 22.4% White: 23.5% Hispanic: 25.4% Socioeconomically Disadvantaged: 28.2% Students with Disabilities: 23.5% English Learners: 34.7%

	<p>2022-23 CA Dashboard  All students: YELLOW 23.4%  White: YELLOW 24.5%  Hispanic: YELLOW 26.4%  Socioeconomically Disadvantaged: YELLOW 29.2%  Students with Disabilities: GREEN 24.5%  English Learners: GREEN 35.7%</p>	
<p>The suspension rate will decrease by 0.1% or greater for every student subgroup</p>	<p>2021-22 District data  Suspensions - Six students were suspended for a total of eight suspensions.  All students: Medium 1.7%  White: Medium 2.9%  Hispanic: Medium 1.1%  Socioeconomically Disadvantaged: Medium, 1.8%  Students with Disabilities: High, 4.7%  English Learners: Very Low 0%</p> <p>2022-23 District data  All students: GREEN 0.9%  White: GREEN 1.3%  Hispanic: GREEN 0.8%  Socioeconomically Disadvantaged: GREEN 1%  Students with Disabilities: BLUE 0%  English Learners: BLUE 0%</p>	<p>Decrease suspensions by 0.1%  All students: 0.8%  White: 1.2%  Hispanic: 0.7%  Socioeconomically Disadvantaged: 0.9%  Students with Disabilities: 0%  English Learners: 0%</p>
<p>The expulsion rate will decrease by 0.1% or greater for every student group</p>	<p>2022 expulsion rate was 0% for all student groups</p> <p>2023 expulsion rate was 0% for all student groups</p>	<p>The expulsion rate will maintain 0%.</p>
<p>Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 50%</p>	<p>Baseline:</p> <p>Participants: 2023 = 67   2024 = 30  PARENTS - Reporting "Strongly agree"  Goal = 50%</p> <p>2023 responses / 2024 responses  Parents feel welcome to participate 42 / 44  Supportive student learning environment 38 / 50  School is a safe place for my child 44 / 54  School has adults who really care about students 42 / 50  Communication with parents about school  *Agree or Strongly Agree, Goal 80%, 45* / 54*  School treats all students with respect 47 / 54  Facilities upkeep 54 / 54  Teachers responsive to child's social/emotional needs -</p>	<p>Increase the number of areas that are below 50%.</p>

	*Agree or Strongly Agree, Goal 80%, 71* / 67*	
Safety and School Connectedness: Percentage of students in grades 5-6 responding "Yes, most OR all of the time" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 80%	<p>Baseline</p> <p>Participants: 2023 = 44   2024 = 62 STUDENTS GRADE 5 - Reporting "Yes, most or all of the time." Goal = 80%</p> <p>2023 responses / 2024 responses Students feel connected to school 76 / 76 Students are academically motivated 91 / 83 Caring adults in school 77 / 73 High expectations from adults 89 / 86 Facilities upkeep 86 / 79 Social and emotional learning supports 76 / 79 Anti Bullying climate 80 / 76 Feel safe at school 84 / 75 Students treated with respect 82 / 80</p> <p>Participants: 2023 = 53   2024 = 73 STUDENTS GRADE 6 - Reporting "Yes, most or all of the time." Goal = 80%</p> <p>2023 responses / 2024 responses Students feel connected to school 61 / 67 Students are academically motivated 83 / 82 Caring adults in school 57 / 60 High expectations from adults 75 / 80 Facilities upkeep 75 / 91 Social and emotional learning supports 62 / 59 Anti Bullying climate 65 / 65 Feel safe at school 56 / 70 Students treated with respect 81 / 71</p>	Increase the number of areas that are below 80%
Percentage of staff reporting "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%.	<p>Baseline:</p> <p>Staff Survey:</p> <p>Participants: 2023 = 33   2024 = 35 STAFF - Reporting "Strongly agree" Goal = 50%</p> <p>2023 and 2024 Caring adult relationships 68 / 62 High expectations from adults 72 / 66 Supportive learning environment 62 / 58 Anti Bullying climate 59 / 58 Support for social emotional learning 61 / 55 Facilities upkeep 74 / 53 Supportive staff working environment 70 / 58</p>	Increase the number of areas that are below 50%.

	School is a safe place for staff 71 / 63 Students are motivated to complete work 38 /34	
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline: 2020-21 FIT rating is "Good"  Actual Outcome: 2021-22: FIT rating is "Good" 2022-23: FIT rating is "Fair" 2023-24: FIT rating is "Good"	Facilities Inspection Tool (FIT) rating provided by the CDE will be increased to "GOOD"
Williams Facilities Complaints will be maintained at ZERO.	Baseline: 2023-2024: Zero	Maintain Williams Facilities Complaints at ZERO.

## 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	Sustain a social worker to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework.	All students	
2.2	Student safety and well-being will be supported by the School Resource Officer (SRO)	All students	
2.3	Parent connections: Phone calls, translations, interpretations	Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster	825 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries BOA and BIA salaries
2.4	Expanded Learning and Enrichment Programs, coordinated by the Environmental Outdoor Education Coordinator and the Visual and Performing Arts District Coordinator, will support learners and offer a variety of expanded learning and culturally relevant enrichment opportunities during and after the school day.	All students	
2.5	Implement Second Step in all classrooms and participate in identifying/building on students' talents and strengths. Our social worker will play a primary role in the implementation process.	All students	

# 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 the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the main expenditure focused on goal 2 was directly tied to personnel.

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

There were no major differences between the intended implementation of the budgeted expenditure in order to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

# Goals, Strategies, & Proposed Expenditures

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

## 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	\$43,694.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$157,842.29
Total Federal Funds Provided to the School from the LEA for CSI	\$0

### 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	\$47,115.27
Title I Part A: Parent Involvement	\$825.00
Title III	\$4,846.84

Subtotal of additional federal funds included for this school: \$52,787.11

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$105,055.18

Subtotal of state or local funds included for this school: \$105,055.18

Total of federal, state, and/or local funds for this school: \$157,842.29

# 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	47,115.27	0.00
LCFF - Supplemental	105,055.18	0.00
Title I Part A: Parent Involvement	825	0.00
Title III	4,846.84	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	105,055.18
Title I	47,115.27
Title I Part A: Parent Involvement	825.00
Title III	4,846.84

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	13,428.21
1000-1999: Certificated Personnel Salaries	500.00
2000-2999: Classified Personnel Salaries	123,405.22
4000-4999: Books And Supplies	11,139.92
5000-5999: Services And Other Operating Expenditures	9,368.94

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF - Supplemental	13,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	75,060.05



4000-4999: Books And Supplies	LCFF - Supplemental	9,995.13
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,000.00
0000: Unrestricted	Title I	428.21
1000-1999: Certificated Personnel Salaries	Title I	500.00
2000-2999: Classified Personnel Salaries	Title I	42,673.33
4000-4999: Books And Supplies	Title I	1,144.79
5000-5999: Services And Other Operating Expenditures	Title I	2,368.94
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	825.00
2000-2999: Classified Personnel Salaries	Title III	4,846.84

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	157,017.29
Goal 2	825.00

# School Site Council Membership

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

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

Name of Members	Role
Jennifer Porter	Principal
Diane Smith	Other School Staff
Brittany Campbell	Parent or Community Member
Tracy Watt	Classroom Teacher
Jissel Palomares	Classroom Teacher
Heather Wetzel	Classroom Teacher
Toryali Rahimi	Parent or Community Member
Evelyn Murillo Soria	Parent or Community Member
Erica Garcia	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/13/24.

Attested:

Principal, Jennifer Porter on 5/13/2024

SSC Chairperson, Heather Wetzel on 5/13/2024

# 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](mailto: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](mailto: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](mailto: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:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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/>

Updated by the California Department of Education, October 2023