

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho de la Nación Elementary School	37-68221-6108559	December 14, 2021	January 19, 2022

Purpose and Description

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

Schoolwide Program

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

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the

opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Rancho uses the District sponsored California Healthy Kids Survey to determine the level of student engagement and well-being at school. The District also collects data from staff and parents to measure school climate, student engagement and family engagement and shares that with the school. Additionally, Rancho collects data from annual parent surveys on school climate and from students via student focus groups and online surveys. Rancho uses this data to analyze trends and to make informed decisions regarding school policy.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

At all schools in the National School District, the expectation is for principals to be in classrooms daily. In addition to these daily visits, each school has three visits from executive cabinet each year. During the cabinet walkthroughs, evidence of district initiatives is observed and feedback to staff and the principal is provided.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

In addition to using the CAASPP assessment results to evaluate the yearly program, teachers meet in Data Teams twice monthly to monitor student progress on the formative assessments in math and ELA. Diagnostic and summative data from iReady and SchoolPace are also being collected by the site administrator thus allowing a longitudinal analysis of results per grade level.

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

Rancho de la Nación School has a solid track record for being a data-driven school that bases instruction on student needs. In addition to our required formative and summative assessments, we rely on the reports yielded by our instructional software systems in place in order to gather multiple sources of data about student achievement.

Imagine Learning- Our Imagine Learning software system reports allow us to monitor student usage, literacy, grammar and vocabulary gains. Each site in the National School District has unlimited licenses. All English Learner students in grades K-2 will use Imagine Learning as well as targeted Long Term English Language Learners in grades 3-6.

iReady- iReady diagnostic assessments and instructional online platform allow us to monitor students' reading and math strengths, needs and progress over time. It also provides reports that teachers can provide to parents in order to effectively communicate achievement levels.

SchoolPace - diagnostic assessments on student's reading ability are given at the beginning and end of year to track student growth in reading over the course of the year. Data on student engagement with reading is also tracked.

Illuminate- Illuminate allows teachers and the site administrator to pull reports on a variety of data points to analyze student achievement and school-wide trends. This data informs instruction to ensure that students are making progress toward meeting or exceeding standards.

UCI Math Units - Post- Assessments provide on-going monitoring of student proficiency in the Math CCSS.

Data for sub-groups of students (LTELs, ELs, SWDs) are analyzed to ensure students in those groups are on track for meeting performance goals. That data is used to inform modifications to instruction and/or curriculum for those sub-groups.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the National School District meet highly qualified teaching standards.

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

All teachers at Rancho de la Nacion School are highly-qualified teachers based on the Every Student Succeeds Act (ESSA) requirements. All new teachers participate in a district-developed boot camp where teachers review our curriculum, technology and other instructional components. This upcoming school year all teachers will receive staff development and training in the Common Core State Standards for Math along with effective pedagogy. All teachers will also receive professional development on the ELA/ELD Framework and newly adopted ELA curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

On-going coaching and staff development is provided to support teachers in implementing best practices across the curriculum. This includes support in how to incorporate one-to-one devices across all curricular areas to support student achievement. During the 2019-2020 school year, we will continue to provide professional development for teachers in math, ELA and ELD as listed in the previous section.

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

As a goal for continuous improvement for lesson delivery, Rancho de la Nacion teachers will work together in and across grade level teams using collective inquiry to guide instruction. Moreover, teachers engage in peer observations, peer modeling and lesson study to allow for in-depth lesson analysis. The district's resource teachers facilitate these experiences, and, in addition, come to the site to provide professional development and coaching for teachers in their specific content areas.

New teachers participate in the BTSA program in order to fulfill their induction requirements as well as to receive the support necessary for their first years of teaching.

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

One day per week, students are released early. Ten of those days are designated for teacher collaboration. Grade level teams determine the content for the collaboration meetings and share the topics with the principal.

In addition, all schools in the National School District participate in Data Team meetings. Teachers are released for up to five hours a month for the purpose of increasing student achievement by monitoring student progress through the use of data. Site data team members meet regularly to analyze school site data (K – 6), create goals and to provide support as needed. Instructional data teams follow the six step Data Team Process: (1) Collect and chart data, (2) Analyze data and prioritize needs, (3) Set, review and revise SMART goals, (4) Select common researched-based strategies, 5) Determine results indicators, 6) Monitor and evaluate results.

Teaching and Learning

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

English Language Development -

Designated English Language Development: All students participate in English Language Development (ELD) at least four days per week. Student groups are organized based on English language levels as designated by the state ELPAC assessment and formative assessments of language. Teachers work on developing the oral and written language of students at all levels of English proficiency. They provide in class Designated ELD (D-ELD) that is designed to support students in accessing the core curriculum. D-ELD is differentiated for the three levels of English proficiency. Teachers focus on incorporating structured language practice strategies as tools to ensure students are doing the majority of the “speaking” during Designated ELD and in the content areas. All Emerging and Expanding level EL students in grades TK-6 and targeted Long Term English Learners in grades 3-6 utilize the Imagine Learning software on a regular basis to increase their language and literacy skills.

Integrated English Language Development - During the 2020-2021 school year, Rancho teachers will increase their understanding of Integrated ELD and incorporate specific instructional practices to support ELs across the curriculum. We will use the English Language Arts (ELA)/English Language Development (ELD) Framework as a guide to this work along with training and coaching provided by the site LAS and district resource teachers. During data teams, teachers will plan lessons which incorporate the recommendations from the ELA /ELD framework.

Language Arts- All teachers utilize The Common Core State Standards (CCSS) and the district resources as their guide to plan instruction during our language arts block. English language arts materials selected from a variety of resources are utilized to support the CCSS. Guided reading materials are utilized to support students at the varying reading abilities in small group. In addition to guided reading, students have access to electronic individualized reading practice/instruction through iReady and have the ability to access the Accelerated Reader feature to take quizzes on reading material based on their zone of proximal development. Teachers at Rancho de la Nacion School utilize these programs very effectively in order to motivate students to read at their level on a daily basis. Additionally, students utilize a variety of online programs such as ReadWorks, Google Classroom, and EPIC books to develop ELA skills. A comprehensive literacy approach is incorporated during the language arts block of time on a daily basis. Research-supported supplemental materials are utilized based on student need. Targeted curriculum in the Foundational Skills is utilized for K - 2 students at the early stages of learning to read as well as for students in the upper grades that are in need of phonics instruction. Grade level text is used to support fluency and comprehension in all grade levels.

Mathematics- During the 2020-2021 school year, National School District will continue to use our district adopted program, “Go Math” and the UCI Math Units. All students in grades K-6 receive daily mathematics instruction. Rigorous units have been adopted and will support students in mastering the grade level standards. Just as in other areas of the curriculum, teachers differentiate their instruction based on the formative assessments they gather while checking for understanding throughout a lesson and at the conclusion of a lesson. Teachers will receive on-going professional development this year in math content and pedagogy to support students' abilities in mathematical reasoning, computational fluency, and academic discussions in math. Through the use of formative as well as summative assessments, teachers incorporate targeted learning activities based on student need. Online math programs are also accessed by students to support their proficiency with the math standards.

Writing- Designated Writing: All students in grades K-6 are instructed daily in writing. Teachers select from a variety of resources aligned to grade level standards to plan their instruction. Emphasis

in writing focuses on expository, narrative and opinion/argumentative as called for in CCSS. Integrated Writing: In addition, writing across the curriculum is implemented where students utilize higher-order critical thinking skills by sharing their thinking via writing. Teachers incorporate math and science journals to support writing across the content areas.

Physical Education- All students at Rancho de la Nacion School participate in daily physical activity with a minimum of 200 minutes of physical education every 10 days. Moderate to vigorous physical activity (MVPA) is emphasized through classroom and enrichment release time.

Enrichment Instruction-All students receive Enrichment Instruction twice monthly for a total of 5 hours. Enrichment instruction is provided by credentialed teachers and focuses on Physical Education, Art, Theater and Music.

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

English Language Arts: 60 minutes daily

Writing: 60 minutes daily

Mathematics: 75 minutes daily (UCI Math Units)

Physical Education: 200 minutes every 10 days

Social Studies and Science: Social Studies and science are incorporated during language arts or are given their own time for hands-on and inquiry-based projects.

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

Units in math and ELA supply a framework for lesson pacing. All ELA and Math units vary in length, and allow for teachers to adapt the pace based on student progress.

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

All schools are part of the Williams settlement, which stipulates that students have appropriate materials and facilities. National School District reviews its materials list yearly, approving a sufficiency of materials resolution in August.

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

Use of materials is monitored by school administration on a daily basis. All materials are aligned to the CCSS including intervention materials to ensure that all students are working towards mastery of the standards.

Opportunity and Equal Educational Access

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

A Language Arts Specialist (LAS) works with teaching staff to provide additional support for students not reading at grade level. Before and after school classes are also available to assist students in math, language arts, and English Language Development. Resource and Special Day classes are available for students with special needs.

Evidence-based educational practices to raise student achievement

Teachers in the National School District have been trained in best practices for instruction across the content areas along with a focus on English Learner support. Additionally, teachers are provided five hours of time each month to collaborate with their grade level partners creating lesson plans that adhere to best practices. In the 2020-2021 school year, teachers at Rancho will engage in professional development and coaching in ELA, ELD and in math for their grade levels.

Parental Engagement

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

Rancho parents have access to teachers, the principal, and Language Arts Specialist to support student achievement. Using Local Control Accountability funding, schools will have the support of a Parent Engagement resource teacher in 2020-2021. In addition, the District will provide parenting classes for families across the district. Rancho also has the support of a Promotora this year who, in collaboration with the principal, plans and delivers workshops for parents that address a number of relevant issues such as social-emotional challenges that impact students' ability to focus and learn.

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)

The positive effects of parent involvement on children, families, and school when parents feel like they are a part of the educational community is outlined in Rancho's plan. We acknowledge that our parents are valuable stakeholders. Parent involvement is present through many forums in order to increase student achievement. Monthly coffee chats with the principal, regular School Site Council, English Language Advisory Committee (ELAC) meetings, Parent and Teacher Association (PTA) and awards assemblies are a few ways we engage our parents. Additionally, we survey our parents regularly to find ways to improve our school.

Funding

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

1. Language Arts Specialist
2. iReady, Imagine Learning, and other computer-based learning programs
3. Teacher training in best practices for English Learners and under-performing children
4. Additional materials needed to supplement core instructional programs

Fiscal support (EPC)

All schools receive Title I and Local Control Accountability funds based on the number of pupils.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input for the SPSA involved a variety of stakeholders including families and the school staff. Many of the meetings happened around the same dates so all stakeholders contributed to the SPSA somewhat concurrently. The principal would summarize the input received from each meeting and share at the subsequent meetings to insure all parties were kept updated and could provide meaningful contributions that would inform revisions of the SPSA. The first step in the process was to share the assessment data from the prior year with staff and families. This step was done with staff at two staff meetings on July 21, 2021 and August 26, 2021. Staff analyzed assessment data and provided input on strengths, areas of need, and steps for improvement at those meetings. Furthermore, our MTSS Leadership team engaged in a deeper analysis of the data to make recommendations for our SPSA on August 30, 2021. Families were consulted at our Title 1 Meeting on October 8, 2021. At those meetings the assessment data was shared and families were asked what they noticed about the data and offered ideas they had to strengthen student achievement. In addition, our SSC had more intensive discussions around the data including looking more closely at subgroups of students to determine areas of need and to consult on ways to improve student achievement. The SSC meeting took place on October 13, 2021. Input from all of these meetings informed the development of the SPSA and the allocation of funds. The principal presented a draft of the SPSA to the SSC who reviewed and approved it in on October 13, 2021. Collecting input from all of these stakeholders was important in informing our SPSA. Each stakeholder has different perspectives and ideas on ways to improve student achievement. Without the diversity of these viewpoints, the SPSA would not represent the full community of Rancho de la Nación nor be the best plan for our students.

Families and community members were provided the following opportunities to be involved in the SPSA process. They include:

- * Coffee chat with the principal discussing student achievement data and standards - 10.08.2021
- * English Language Advisory Committee meeting (ELAC) - 1/8/21
- * School Site Council (SSC) meetings - 10.13.2021, 11.17.2021, 12.15.2021
- * Title 1 Community Meetings - 10.08.2021

Staff were provided the following opportunities for input into the SPSA:

- * Staff Meetings - 07.21.2021, 08.26.2021
- * MTSS Leadership Committee - 08.30.2021

Resource Inequities

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

An analysis was conducted of the 2018-19 SPSA budgeted resources that aimed at increasing services for students. We determined the following inequities:

1. Funds were allocated for before and after school intervention. However, no teachers came forward to teach these classes so these funds were not spent. This gap in services created an inequity in access to extended learning time. This year we included impact teachers as part of the teaching pool to work in the extended instructional program to increase the amount of available teachers to teach in the extended learning program. We also worked in collaboration with the extended school day child care program (REACH) to enroll students who already stay after school. These steps address the access inequity that happened in 2018-19.
2. Funds were allocated for a Language Arts Specialist (LAS) to provide intervention to Tier 2 and 3 students in reading. We were not able to hire an LAS until April due to a lack of qualified personnel applying. This created an inequity in support for students who require intervention and funds were not spent. We have since hired an LAS who works with Tier 2 and 3 students along with newcomers.
3. We noted that we did not have adequate resources to support our English learners in Designated ELD. Due to this resource inequity, we have acquired materials for Designated ELD for each classroom and also provided professional development to teachers in the area of ELD.
4. The opportunities for special education students to mainstream were limited last year due to class size. Classes were often full which did not allow for extra students to be mainstreamed. This situation created an access inequity for our special education students. This year we capped the class sizes to allow for all special education students to be mainstreamed in general education classrooms.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.23%	%		1	
African American	0.9%	0.7%	1.0%	4	3	4
Asian	1.58%	1.17%	1.5%	7	5	6
Filipino	5.66%	5.63%	7.1%	25	24	28
Hispanic/Latino	86.43%	84.98%	84.3%	382	362	332
Pacific Islander	1.13%	1.41%	0.5%	5	6	2
White	2.71%	3.76%	2.8%	12	16	11
Multiple/No Response	%	0.7%	1.3%		6	5
Total Enrollment				442	426	394

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	53	47	38
Grade 1	63	59	50
Grade 2	72	59	55
Grade 3	72	69	63
Grade 4	61	66	65
Grade 5	63	60	65
Grade 6	58	66	58
Total Enrollment	442	426	394

Conclusions based on this data:

1. Enrollment at Rancho has dropped by 20% in the last three years.
2. Student enrollment by subgroup has stayed essentially the same over the last three years.
3. The number of kindergarten students enrolled between 2019-20 and 21-22 decreased by 13 students thus negatively impacting long term enrollment at Rancho.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	256	220	211	57.9%	51.6%	53.6%
Fluent English Proficient (FEP)	57	76	49	12.9%	17.8%	12.4%
Reclassified Fluent English Proficient (RFEP)	35	43	1	12.3%	16.8%	0.5%

Conclusions based on this data:

1. The number of ELs dropped by 36 students between 2019-20 and 2020-21 from 220 to 211, although over it was still a 2% increase.
2. The number of RFEPs decreased from 43 in 19-20 to only 1 in 20-21. This was due to the pandemic and we expect an increase in 21-22.
3. Rancho EL enrollment trends indicate fewer ELs enrolled between 2018 and 2020.

School and Student Performance Data

Diagnostic Results - Math

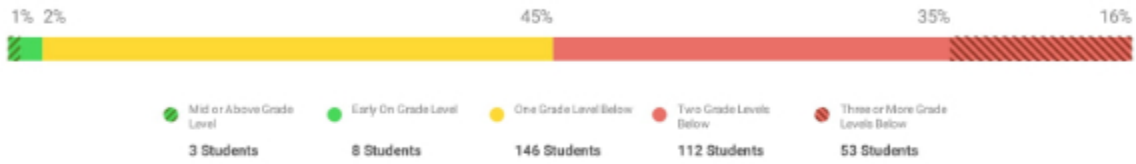
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 322/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Grade-Level Placement					Students Assessed/Total
		Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Grade K		3%	0%	97%	0%	0%	31/39
Grade 1		0%	0%	51%	49%	0%	47/50
Grade 2		0%	3%	33%	65%	0%	40/43
Grade 3		0%	2%	37%	43%	17%	46/56
Grade 4		0%	6%	42%	30%	23%	53/57
Grade 5		0%	0%	45%	20%	35%	49/55

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Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		4%	5%	32%	30%	29%	56/59

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Conclusions based on this data:

1. There was an overall decrease for all students in the 1st Tier (green) from 27% of students to 3% of students.
2. There was an overall increase for all students in the 3rd Tier (red) from 26% to 41%.

3. Students indicating that they are three or more grade levels behind in math ranges between 23-35% in fourth through sixth grades.

School and Student Performance Data

Diagnostic Results - Reading

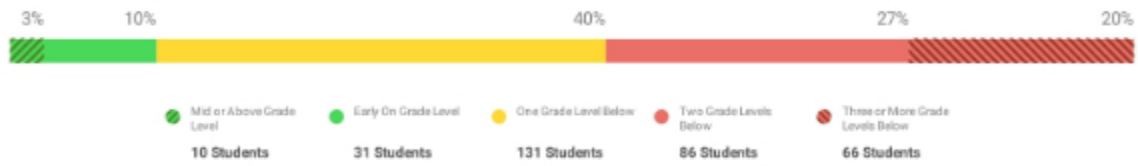
Diagnostic Results



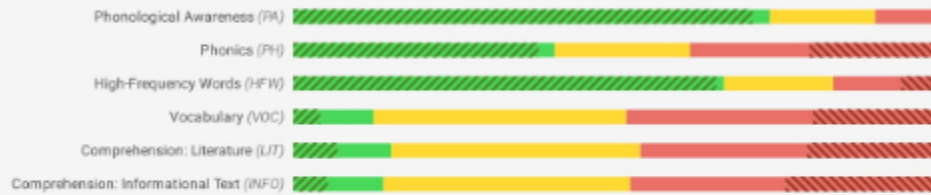
School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 324/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		0%	13%	87%	0%	0%	31/39
Grade 1		2%	0%	68%	30%	0%	47/50
Grade 2		3%	13%	31%	54%	0%	39/43
Grade 3		7%	22%	26%	22%	24%	46/56
Grade 4		2%	7%	37%	20%	33%	54/57

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Diagnostic Results



School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		2%	8%	29%	37%	24%	51/55
Grade 6		5%	7%	23%	20%	45%	56/59

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Conclusions based on this data:

1. There was an overall decrease for all students in the 1st Tier (green) to 13%.
2. There was an overall increase for all students in the 3rd Tier (red) from 31% to 47%.

3. Students did well in the areas of phonological awareness and high frequency words.

School and Student Performance Data

EL Diagnostic Results - Math

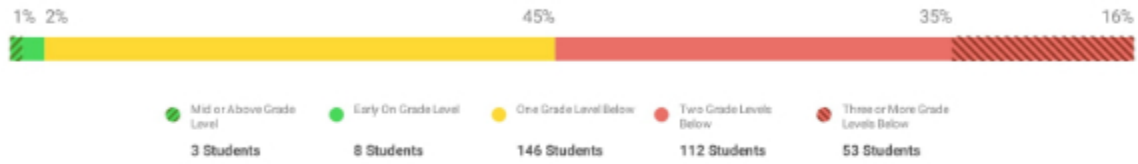
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 322/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		0%	2%	43%	38%	18%	185/204
No - English Learner		2%	4%	49%	31%	15%	137/155

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Conclusions based on this data:

1. English Learners showed a 9% decrease in the number of students on grade level in math to on 2% indicating they are on grade level.
2. English Learners showed an 7% decrease in the number of students in the 3rd tier in math.
3. Non-English Learners scored 6% at/mid/above grade level (green) in Math.

School and Student Performance Data

EL Diagnostic Results - Reading

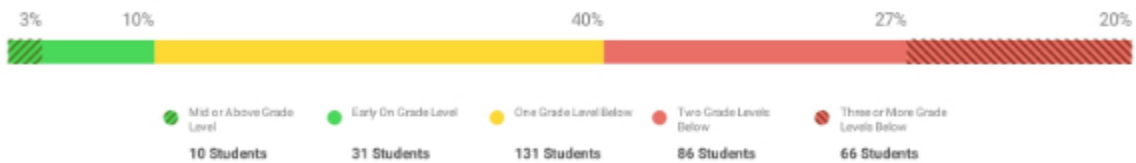
Diagnostic Results



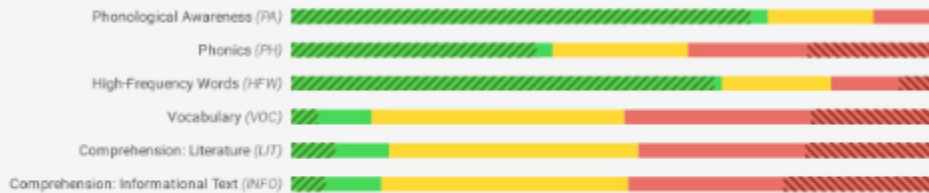
School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 324/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

English Learner

Showing 2 of 2

English Learner	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - English Learner		1%	5%	37%	31%	27%	186/204
No - English Learner		6%	16%	46%	21%	12%	138/155

Conclusions based on this data:

1. Only 6% of EL's are considered at grade level in reading, while 22% of non-EL's are at grade level.
2. 58% of EL's are considered to be two to three years below grade level in reading.
3. EL's are at grade level in the areas of phonological awareness and high frequency words.

School and Student Performance Data

Special Education Diagnostic Results - Math

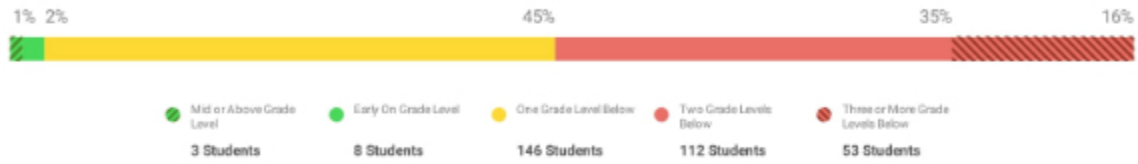
Diagnostic Results



School: Rancho De La Nacion School
 Subject: Math
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 322/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		0%	0%	14%	43%	43%	49/66
No - Special Education		1%	3%	51%	33%	12%	273/293

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Conclusions based on this data:

1. There are 0% of SpEd students at/mid/above grade level (green) as compared to 3% of non SpEd students.
2. There are 14% of SpEd students considered one grade level behind as compared to 51% of non SpEd students.
3. There are 86% of SpEd students considered two to three grade levels behind as compared to 45% of non SpEd students.

School and Student Performance Data

Special Education Diagnostic Results - Reading

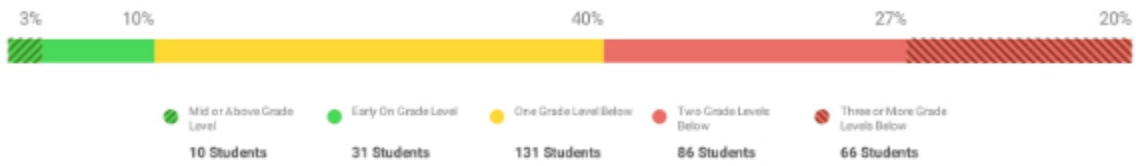
Diagnostic Results



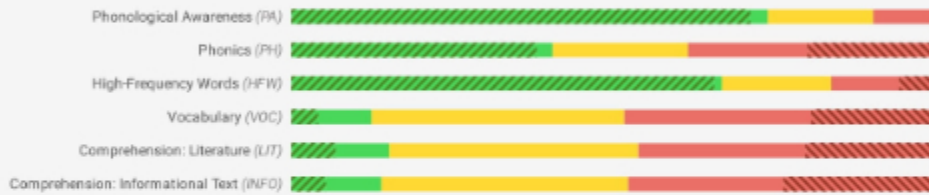
School: Rancho De La Nacion School
 Subject: Reading
 Academic Year: 2021 - 2022
 Diagnostic: Diagnostic 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 324/359



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Special Education

Showing 2 of 2

Special Education	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Yes - Special Education		0%	2%	24%	26%	48%	50/66
No - Special Education		4%	11%	43%	27%	15%	274/293

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Conclusions based on this data:

1. There are 2% of SpEd students considered at/above/early grade level as compared to 15% of non SpEd students.
2. There are 24% of SpEd students considered one grade level behind as compared to 43% of non SpEd students.
3. There are 74% of SpEd students considered two to three grade levels behind as compared to 42% of non SpEd students.

Disclaimer

As a result of school closures due to the COVID-19 pandemic all 2019-2020 State assessments were suspended. The following data report section reflects student performance on standardized State assessments for the 2018-2019 school year. It is included in this plan to provide additional historical performance perspective.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	76	64	71	74	0	71	74	0	98.6	97.4	0.0
Grade 4	66	67	60	65	62	0	65	62	0	98.5	92.5	0.0
Grade 5	54	63	65	53	63	0	53	63	0	98.1	100	0.0
Grade 6	60	63	56	59	61	0	59	61	0	98.3	96.8	0.0
All Grades	252	269	245	248	260	0	248	260	0	98.4	96.7	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2417.	2404.		23.94	17.57		26.76	27.03		16.90	20.27		32.39	35.14	
Grade 4	2458.	2459.		18.46	20.97		27.69	22.58		27.69	22.58		26.15	33.87	
Grade 5	2456.	2483.		7.55	9.52		15.09	34.92		37.74	23.81		39.62	31.75	
Grade 6	2477.	2482.		5.08	4.92		27.12	18.03		23.73	40.98		44.07	36.07	
All Grades	N/A	N/A	N/A	14.52	13.46		24.60	25.77		25.81	26.54		35.08	34.23	

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25.35	20.27		42.25	45.95		32.39	33.78	
Grade 4	24.62	22.58		53.85	46.77		21.54	30.65	
Grade 5	7.55	15.87		54.72	50.79		37.74	33.33	
Grade 6	8.47	8.20		44.07	47.54		47.46	44.26	
All Grades	17.34	16.92		48.39	47.69		34.27	35.38	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	21.13	12.16		40.85	55.41		38.03	32.43	
Grade 4	7.69	9.68		60.00	56.45		32.31	33.87	
Grade 5	7.55	15.87		52.83	52.38		39.62	31.75	
Grade 6	6.78	6.56		44.07	60.66		49.15	32.79	
All Grades	11.29	11.15		49.19	56.15		39.52	32.69	

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.08	16.22		73.24	64.86		12.68	18.92	
Grade 4	23.08	19.35		64.62	66.13		12.31	14.52	
Grade 5	7.55	12.70		60.38	65.08		32.08	22.22	
Grade 6	5.08	9.84		67.80	52.46		27.12	37.70	
All Grades	12.90	14.62		66.94	62.31		20.16	23.08	

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.03	25.68		35.21	39.19		26.76	35.14	
Grade 4	29.23	24.19		52.31	54.84		18.46	20.97	
Grade 5	13.21	26.98		50.94	52.38		35.85	20.63	
Grade 6	16.95	8.20		54.24	59.02		28.81	32.79	
All Grades	25.40	21.54		47.58	50.77		27.02	27.69	

2019-20 Data:

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

Conclusions based on this data:

1. The overall percent of students at Met or Exceeded Standards remained unchanged from 2017-18 at 39%.
2. Fourth and fifth grade students made growth in ELA while sixth grade students declined in comparison from 2017-18. Third grade scores took a slight decline.

3. Although the percent of students at Met or Exceed Standards remained the same, distance from standard decreased six points from -31 to -25 which indicates more students are getting closer to proficiency in the standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	76	64	71	76	0	71	76	0	98.6	100	0.0
Grade 4	66	67	60	65	65	0	65	65	0	98.5	97	0.0
Grade 5	54	64	65	54	64	0	54	64	0	100	100	0.0
Grade 6	60	62	56	60	61	0	60	61	0	100	98.4	0.0
All Grades	252	269	245	250	266	0	250	266	0	99.2	98.9	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2431.	2430.		25.35	21.05		29.58	27.63		25.35	19.74		19.72	31.58	
Grade 4	2463.	2476.		6.15	21.54		35.38	32.31		33.85	26.15		24.62	20.00	
Grade 5	2439.	2473.		1.85	3.13		7.41	17.19		25.93	42.19		64.81	37.50	
Grade 6	2461.	2478.		3.33	3.28		11.67	11.48		31.67	42.62		53.33	42.62	
All Grades	N/A	N/A	N/A	10.00	12.78		22.00	22.56		29.20	31.95		38.80	32.71	

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.44	32.89		35.21	34.21		25.35	32.89	
Grade 4	23.08	33.85		35.38	35.38		41.54	30.77	
Grade 5	7.41	7.81		22.22	37.50		70.37	54.69	
Grade 6	8.33	4.92		35.00	34.43		56.67	60.66	
All Grades	20.80	20.68		32.40	35.34		46.80	43.98	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.76	14.47		39.44	55.26		33.80	30.26	
Grade 4	16.92	21.54		40.00	46.15		43.08	32.31	
Grade 5	3.70	9.38		29.63	59.38		66.67	31.25	
Grade 6	8.33	6.56		26.67	34.43		65.00	59.02	
All Grades	14.80	13.16		34.40	49.25		50.80	37.59	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.80	30.26		52.11	39.47		14.08	30.26	
Grade 4	18.46	24.62		55.38	53.85		26.15	21.54	
Grade 5	3.70	4.69		51.85	60.94		44.44	34.38	
Grade 6	8.33	4.92		38.33	45.90		53.33	49.18	
All Grades	17.20	16.92		49.60	49.62		33.20	33.46	

2019-20 Data:

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

Conclusions based on this data:

1. School wide data show a 4% increase in math Met or Exceeded standards. Scores grew from 32% proficient in 2017-18 to 36% proficient in 2018-19.
2. Distance from standard decreased 15 points between 2017-18 and 2018-19 from -48 to -33 which indicates more students are approaching proficiency in the math standards.
3. Fourth and fifth grades showed positive growth in math while third grade declined between 2017-18 and 2018-19. Sixth grade remained relatively flat in progress in math proficiency.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1435.3	1399.3		1438.0	1408.0		1428.7	1378.8		42	32	0
1	1456.2	1449.2		1446.2	1448.0		1465.5	1449.9		52	39	0
2	1485.3	1480.3	*	1486.8	1467.5	*	1483.3	1492.6	*	48	56	*
3	1489.7	1474.5	1494.2	1473.1	1468.5	1488.1	1505.7	1480.0	1499.9	34	30	42
4	1502.4	1517.1	1515.0	1491.9	1519.9	1520.3	1512.1	1514.1	1509.3	25	27	35
5	1525.9	1537.3	1514.1	1512.2	1523.5	1514.2	1539.0	1550.4	1513.6	22	16	21
6	1501.3	1529.1	1530.5	1488.8	1523.9	1527.1	1513.4	1533.8	1533.3	19	16	21
All Grades	1477.2			1470.2			1483.2			242	216	120

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.71	0.00		28.57	43.75		*	43.75		*	12.50		42	32	
1	42.31	7.69		21.15	30.77		*	43.59		21.15	17.95		52	39	
2	45.83	19.64	*	35.42	53.57	*	*	16.07	*	*	10.71	*	48	56	*
3	*	0.00	26.19	50.00	26.67	28.57	*	56.67	30.95	*	16.67	14.29	34	30	42
4	*	18.52	22.86	56.00	44.44	42.86	*	29.63	31.43	*	7.41	2.86	25	27	35
5	*	25.00	0.00	50.00	56.25	57.14	*	18.75	38.10	*	0.00	4.76	22	16	21
6	*	25.00	19.05	*	31.25	33.33	*	31.25	38.10	*	12.50	9.52	19	16	21
All Grades	30.17	12.50	19.17	35.95	41.67	38.33	19.01	33.80	34.17	14.88	12.04	8.33	242	216	120

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	42.86	3.13		*	50.00		*	31.25		*	15.63		42	32	
1	30.77	12.82		32.69	38.46		25.00	28.21		*	20.51		52	39	
2	66.67	26.79	*	25.00	42.86	*	*	19.64	*	*	10.71	*	48	56	*
3	*	13.33	28.57	47.06	43.33	45.24	*	30.00	9.52	*	13.33	16.67	34	30	42
4	*	40.74	42.86	44.00	40.74	45.71	*	14.81	8.57	*	3.70	2.86	25	27	35
5	54.55	43.75	28.57	*	43.75	57.14	*	6.25	14.29	*	6.25	0.00	22	16	21
6	*	50.00	28.57	*	25.00	42.86	*	12.50	23.81	*	12.50	4.76	19	16	21
All Grades	39.26	23.61	32.50	34.30	41.67	46.67	15.70	22.22	13.33	10.74	12.50	7.50	242	216	120

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.48	3.13		26.19	28.13		26.19	50.00		*	18.75		42	32	
1	36.54	2.56		30.77	33.33		*	38.46		21.15	25.64		52	39	
2	31.25	14.29	*	27.08	57.14	*	22.92	16.07	*	*	12.50	*	48	56	*
3	*	0.00	16.67	38.24	20.00	23.81	35.29	56.67	30.95	*	23.33	28.57	34	30	42
4	*	7.41	2.86	*	29.63	37.14	*	44.44	34.29	*	18.52	25.71	25	27	35
5	*	6.25	0.00	54.55	43.75	19.05	*	43.75	52.38	*	6.25	28.57	22	16	21
6	*	6.25	9.52	*	25.00	28.57	*	56.25	47.62	*	12.50	14.29	19	16	21
All Grades	25.21	6.48	8.33	31.40	36.57	27.50	25.21	39.35	39.17	18.18	17.59	25.00	242	216	120

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.38	0.00		33.33	87.50		*	12.50		42	32	
1	44.23	35.90		42.31	56.41		*	7.69		52	39	
2	75.00	39.29	*	*	50.00	*	*	10.71	*	48	56	*
3	*	0.00	35.71	55.88	83.33	50.00	*	16.67	14.29	34	30	42
4	*	29.63	54.29	64.00	62.96	37.14	*	7.41	8.57	25	27	35
5	54.55	12.50	14.29	*	87.50	66.67	*	0.00	19.05	22	16	21
6	*	25.00	23.81	73.68	50.00	57.14	*	25.00	19.05	19	16	21
All Grades	46.69	23.15	35.00	42.98	65.74	50.83	10.33	11.11	14.17	242	216	120

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	30.95	6.25		50.00	71.88		*	21.88		42	32	
1	30.77	10.26		53.85	58.97		*	30.77		52	39	
2	64.58	21.43	*	27.08	67.86	*	*	10.71	*	48	56	*
3	*	40.00	40.63	52.94	43.33	40.63	*	16.67	18.75	34	30	32
4	48.00	51.85	48.57	*	44.44	48.57	*	3.70	2.86	25	27	35
5	68.18	75.00	80.95	*	18.75	19.05	*	6.25	0.00	22	16	21
6	*	62.50	45.00	57.89	25.00	50.00	*	12.50	5.00	19	16	20
All Grades	42.56	30.56	51.38	44.63	53.70	41.28	12.81	15.74	7.34	242	216	109

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	28.57	0.00		54.76	84.38		*	15.63		42	32	
1	46.15	30.77		28.85	48.72		25.00	20.51		52	39	
2	39.58	14.29	*	35.42	73.21	*	25.00	12.50	*	48	56	*
3	*	3.33	16.67	55.88	33.33	50.00	38.24	63.33	33.33	34	30	42
4	*	7.41	5.71	72.00	62.96	62.86	*	29.63	31.43	25	27	35
5	*	12.50	9.52	68.18	75.00	57.14	*	12.50	33.33	22	16	21
6	*	6.25	19.05	*	43.75	38.10	68.42	50.00	42.86	19	16	21
All Grades	26.03	12.04	13.33	46.28	61.57	52.50	27.69	26.39	34.17	242	216	120

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	59.52	40.63		35.71	37.50		*	21.88		42	32	
1	38.46	2.56		42.31	64.10		*	33.33		52	39	
2	29.17	19.64	*	54.17	64.29	*	*	16.07	*	48	56	*
3	*	13.33	19.05	64.71	80.00	52.38	*	6.67	28.57	34	30	42
4	*	3.70	0.00	60.00	85.19	80.00	*	11.11	20.00	25	27	35
5	63.64	25.00	14.29	*	75.00	76.19	*	0.00	9.52	22	16	21
6	*	37.50	4.76	89.47	62.50	90.48	*	0.00	4.76	19	16	21
All Grades	36.36	18.52	10.00	51.65	65.74	70.83	11.98	15.74	19.17	242	216	120

2019-20 Data:

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

Conclusions based on this data:

1. Based on the ELPAC data, 12% of students scored a level 4 for the overall category. 24% scored a level 4 in the Oral domain with only 7% scoring at a level 4 in the Written domain.
2. Within the Oral domain, students performed the best in the Speaking domain with 31% of students at a level 4.
3. 19% of students scored at Level 4 in Writing and 12% scored a Level 4 in Reading. The data indicate a need for improved instruction in these areas for our ELs.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
394	76.1	53.6	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	211	53.6
Foster Youth	1	0.3
Homeless	18	4.6
Socioeconomically Disadvantaged	300	76.1
Students with Disabilities	67	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
American Indian or Alaska Native		
Asian	6	1.5
Filipino	28	7.1
Hispanic	332	84.3
Two or More Races	5	1.3
Native Hawaiian or Pacific Islander	2	0.5
White	11	2.8

Conclusions based on this data:

1. Rancho students predominantly come from low socio-economic homes and identify as Hispanic.

2. Another large subgroup of students at Rancho is English Learners. Approximately 58% of student enrolled belong to this subgroup.
3. Students with disabilities make up about 12.4% of the population.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Rancho scores for ELA and Math are Yellow.
2. Chronic absenteeism is also Yellow.
3. The suspension rate is in Orange which indicates a need to improve in that area.

School and Student Performance Data

Academic Performance English Language Arts

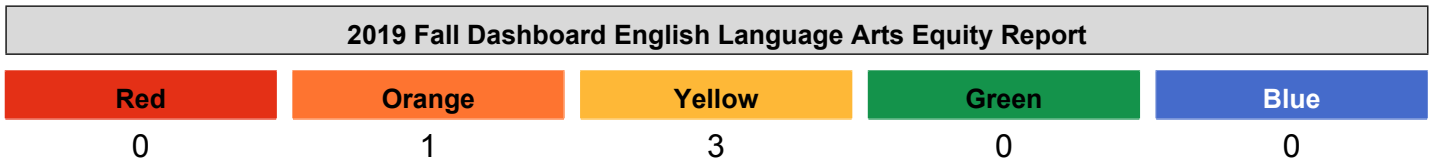
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 24.6 points below standard Increased ++6.7 points 240	<p>English Learners</p> Yellow 28.3 points below standard Increased ++3.8 points 167	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 10.6 points above standard Increased Significantly ++30.4 points 19	<p>Socioeconomically Disadvantaged</p> Yellow 27.2 points below standard Increased ++8.6 points 211	<p>Students with Disabilities</p> Orange 97.8 points below standard Increased Significantly ++28 points 33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 16.4 points above standard Increased ++3.2 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.7 points below standard Increased ++8.4 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.3 points below standard Declined Significantly -30.5 points 77	13.6 points above standard Declined Significantly -18.3 points 90	17.7 points below standard Increased ++7.4 points 67

Conclusions based on this data:

- All students and subgroups of students increased in English Language Arts performance. Homeless students and students with disabilities significantly increased their performance.
- Hispanic students increased their performance 7.7 points in ELA indicating progress in the distance from standard. Filipino students are 16 points above standard showing strong performance in this area.
- Our current English learners and Reclassified English learners declined significantly in their performance in English language arts. These scores indicate a strong need to improve our instruction for these subgroups of students.

School and Student Performance Data

Academic Performance Mathematics

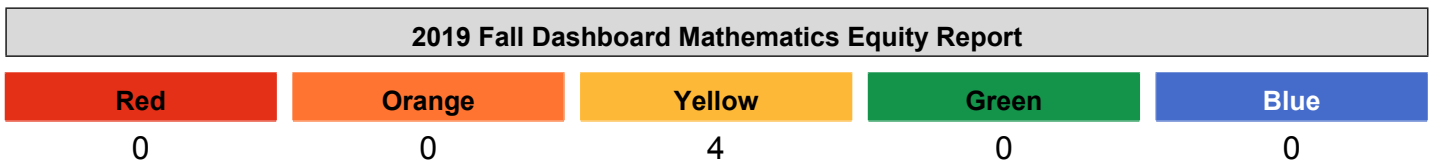
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>32.4 points below standard</p> <p>Increased Significantly ++15.6 points 241</p>	<p>English Learners</p> <p>Yellow</p> <p>32.8 points below standard</p> <p>Increased Significantly ++16.1 points 167</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.2 points above standard</p> <p>Increased Significantly ++30.9 points 19</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.1 points below standard</p> <p>Increased ++14.8 points</p> <p>212</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>81.8 points below standard</p> <p>Increased Significantly ++51.7 points 33</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 7.4 points above standard Increased Significantly ++32 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.1 points below standard Increased Significantly ++17 points 209	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.5 points below standard Declined -7.5 points 77	6.5 points below standard Increased ++11 points 90	35.4 points below standard Increased ++6.8 points 67

Conclusions based on this data:

- All students and subgroups of students increased significantly in the area of math except for socioeconomically disadvantaged students who increased performance by 14.8 points.
- Homeless and Filipino students are scoring about seven points above standard. All other subgroups are about 30 points below standard with the exception of students with disabilities that are approximately 80 points below standard.
- Reclassified English learners are performing at 6.5 points below standard. The other groups of English learners performed below standard; however, our English only students increased by 6.8 points. Our Current English learners declined in their growth by 7.5 points scoring 63 points below standard.

School and Student Performance Data

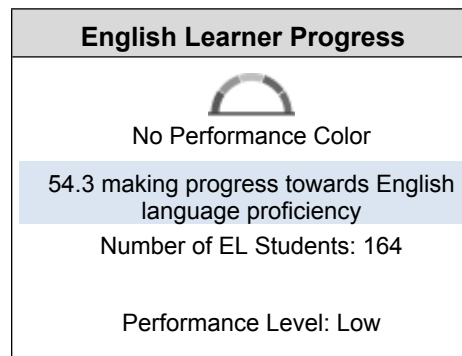
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 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.

2019 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
29	46	5	84

Conclusions based on this data:

1. Approximately 54% of English learners are making progress toward English language proficiency. This percent is considered a low performance level indicating a need for more intensive English language development.
2. Overall, the majority of English learners progressed at least one ELPI level. 84% of ELs made that growth. Another 46% maintained their ELPI level.
3. 29% of ELs decreased one ELPI level. We will need to analyze what may have contributed to the decrease in English proficiency for those students.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

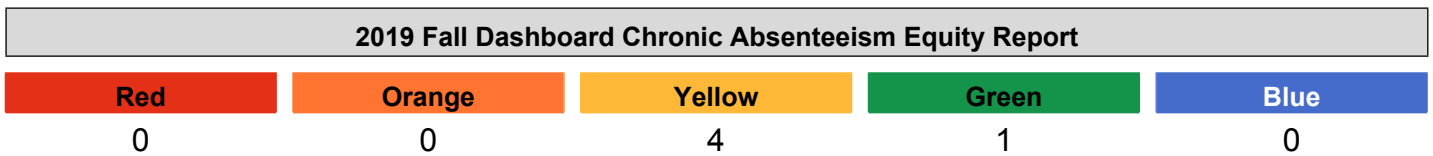
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 14.6 Declined Significantly -19 492	<p>English Learners</p>  Yellow 12.9 Declined Significantly -19.3 280	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  Green 3.3 Declined -33.7 30	<p>Socioeconomically Disadvantaged</p>  Yellow 15.3 Declined Significantly -18.7 412	<p>Students with Disabilities</p>  Yellow 18.5 Declined -17.7 65

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 12.1 Increased +3.8 33
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 13 Declined Significantly -19.5 416	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 20 Declined -33.3 15

Conclusions based on this data:

1. There was a significant decline in chronic absenteeism between 2017-18 and 2018-19 for all students. There was a decrease of 19% of students who were chronically absent. Rancho's color is Yellow for this category which indicates growth in this area.
2. All subgroups showed a decline in chronic absenteeism except for Filipino students who showed an increase of 3.8%.
3. Students in these subgroups showed a significant decline in chronic absenteeism between 2017-18 and 2018-19: Hispanic, English Learners and Socioeconomically Disadvantaged.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

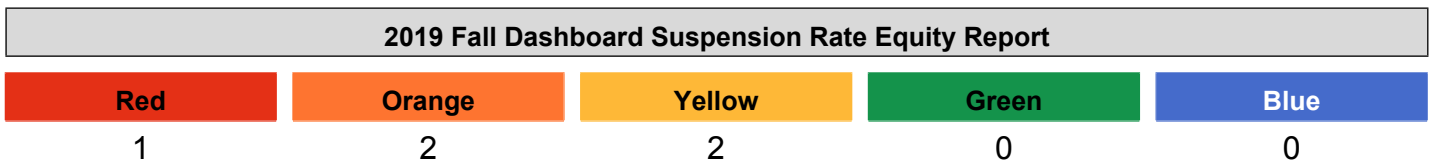
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.1</p> <p>Increased +0.6</p> <p>518</p>	<p>English Learners</p> <p>Orange</p> <p>1.7</p> <p>Increased +0.5</p> <p>292</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>4</p>
<p>Homeless</p> <p>Red</p> <p>6.3</p> <p>Increased +4.6</p> <p>32</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.9</p> <p>Maintained +0.1</p> <p>429</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>4.4</p> <p>Increased +2.8</p> <p>68</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 9		 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 34
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 Maintained +0.2 437	 No Performance Color Less than 11 Students - Data 9	 No Performance Color Less than 11 Students - Data 7	 No Performance Color 0 Maintained 0 15

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	2.1

Conclusions based on this data:

1. Rancho's suspension data increased 0.6% in 2018-19.
2. Homeless students and students with disabilities showed the greatest increase in suspensions with an increase of 4.6% and 2.8% respectively.
3. The percent of students suspended that belongs to the subgroups Socioeconomically Disadvantaged and Hispanic did not change significantly and remained relatively flat over the two years of data.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned Improvements in Student Performance for English Learners

LEA/LCAP Goal

English learners will acquire English at a rate that will enable them to achieve at grade level expectations after five years in National School District schools.

Goal 1

English Learners will actively engage in grade level standards based instruction provided by high quality teachers. English Learners will continue to progress throughout the year and continue to acquire oral, reading, and writing skills as they progress towards English proficiency.

- A. English Learner Reclassification will increase 5% in 2021-22.
- B. The percentage of English learners performing at grade level, according to the Fall iReady reading diagnostic, will increase by 5%
- C. The percentage of English learners performing at grade level, according to the Fall iReady math diagnostic, will increase by 5%
- D. Increase ELPAC overall average score by 50 points and overall percentage by 2%.
- E. Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

- A. In 2020-21 Rancho de la Nacion's reclassification rate was 0%, a decrease from 16.8% decrease from 2018-19.
- B. According to iReady ELA in 2019-20 54% of EL's at Rancho were identified as Tier 1 compared with 29% in 2020-21, a decrease of 25%.
- C. According to iReady Math in 2019-20 50% of EL's at Rancho were identified as Tier 1 compared with 24% in 2020-21, a decrease of 26%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	17% Meet or Exceed Standards	19% Meet or Exceed Standards
CAASPP Math EL Data	22% Meet or Exceed Standards	25% Meet or Exceed Standards
ELPAC Overall Data	11% Level 4	15% Level
ELPAC Oral Data	22% Level 4	26% Level 4
ELPAC Written Data	6% Level 4	8% Level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Data	13% of students in Tier 1	18% of students in Tier 1
iReady Math Data	3% of students in Tier 1	8% of students in Tier 1
Reclassification Rate	0% of English learners reclassified	5% of English learners reclassified

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

30 minutes a day of designated ELD as measured by teacher observations and schedules in 100% of classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
145,000	LCFF Language Arts Specialist
10000	LCFF Materials and resources

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Integrated ELD will occur throughout the day across all content areas in 100% of classrooms as measured by administrator charted observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

LCFF

Teacher PD-Hourly

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Students new to the US, designated as EL's will receive supplemental ELD support by Language Arts Specialist or Impact Teacher.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13000

Source(s)

Title I

Portion of Impact Teacher

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

Students have daily opportunities for differentiated and appropriate leveled practice in ELA and Math through technology. RazKids, Imagine Learning and iReady programs provide specific learning opportunities for English learners to make growth in language and content areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF

Imagine Learning and iReady are paid through District LCAP, 1500 for RazKids

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English learners

Strategy/Activity

By June 2022, 100% of classroom teachers and Principal will participate in a two-day professional development on English Language Development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will be offered additional professional development around how to best support English learners. These opportunities will be provided by district resource teachers and/or outside consultants after school. The focus will be on strategies to support English learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCFF

Teacher PD Hourly Pay

4000

LCFF

Teacher PD Consultant Pay

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New goal, baseline year.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned improvement in student academic performance

LEA/LCAP Goal

Increase academic proficiency for all students and advance the global competency skills of communications, collaboration, creativity, and problem solving as needed for future success.

Goal 2

All students will actively engage in grade level, standards-based instruction provided by high quality teachers. Teachers will use high leverage instructional strategies in order to improve Tier 1 instruction and mitigate learning loss created by the pandemic.

- The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic, will increase by 2%.
- The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 2%.
- Decrease CAASP distance from standard by 2 points for ELA and math.

Identified Need

According to iReady ELA scores the percentage of students at meet or exceed standards at Rancho decrease from 58% in 2019-20 to 13% in 2021-22. Math scores show the percentage of students at meet or exceed standards at Rancho decreased from 56% in 2019-20 to 3% in 2021-22. This indicates a need to re-engage students in high leverage instructional strategies and learning loss mitigation in both math and ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	39% Meet or Exceed Standard	43% Meet or Exceed Standard
CAASPP Math All students	36% Meet or Exceed Standard	40% Meet or Exceed Standard
iReady Reading All students	13% of students at Tier 1	15% of students at Tier 1
iReady Math All students	3% of students at Tier 1	5% of students at Tier 1
IRLA Data for K- 2	32% of K-2 students On Target	38% of K-2 students On Target
CAASPP ELA SWD	3% Meet or Exceed Standard	5% Meet or Exceed Standard
CAASPP Math SWD	24% Meet or Exceed Standard	29% Meet or Exceed Standard
iReady Reading SWD	2% of students at Tier 1	4% of students at Tier 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Math SWD	0% of students at Tier 1	2% of students at Tier 1

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Response to Intervention provided by Language Arts Specialist and Impact Teachers in small groups. The instruction by these staff members will provide small group, differentiated instruction to meet targeted goals established for students who are performing below grade level. Enrichment teachers will release teachers for Rtl meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13012	Title I Impact Teachers - remaining cost accounted for in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Each student at Rancho will receive a broad course of study. This emphasis will provide students with background knowledge and experiences that will contribute toward their achievement in ELA and Math. Additional materials and resources will be required to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	LCAP

	Enrichment Teachers funded by District LCAP
3000	Title I Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

100% of teachers will implement guaranteed and viable curriculum, tier 1 curriculum in ELA and Math as measured by administrator observation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6500	Title I Subs for teacher release for collaboration and professional development.
7073	Title I Teacher hourly pay for after hours professional development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Collaboration time during the instructional day for General Education teachers to work with Special Education teachers to share strategies to support SWD while in general education class

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I

Substitute cost to release teachers for collaboration. Cost accounted for in Strategy 3.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use instructional software and technology resources to provide leveled texts, additional practice and differentiated instruction to support reading and math development. Successful implementation of the programs will require a site Technology Liaison to help troubleshoot problems on site, district technology personnel to help with other technology issues, replacement, and upgrade of technology and supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I Technology Liaison
5000	Title I Replace aging technology such as computers and printers for teachers and classrooms
1000	Title I Supplies such as ink and paper for printers
10,500	Title I District Technology Personnel

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide experiences outside of school to build world knowledge and language through field trips. These experiences will add to students' background knowledge and language development which in turn will have a positive impact on student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I Field trip admission
2500	LCFF Field Trip Transportation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will have collaboration time to build collective efficacy. This collaboration will occur during data teams when teachers are released by the Enrichment teachers, as well as during collaboration days through sub release time. Collaboration days will include two grade levels at time with the goal of vertical and horizontal alignment of Tier 1 instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I Subs for PD, cost already accounted for in Strategy 3.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will receive coaching and professional development in the areas of ELA and math. These opportunities will be provided by district resource teachers and consultants during, before and after school. Teachers who participate will also receive resources for their professional library.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Create outdoor learning environments for students. This will include tables and umbrellas for teachers to conduct small group or whole group lessons or to provide alternative learning environments for individual students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

LCFF

Outdoor learning/working environment.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New goal, baseline year.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students.

LEA/LCAP Goal

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Goal 3

Expand collaboration and engagement with parents, families, and community partners to increase equity and access to learning including English learners, foster/homeless youth, and low income students.

Identified Need

Research over the last five decades concludes that parents are the most influential factor on their child's academic and social achievement in school. High parent involvement is associated with increased school performance, attendance, student agency and positive attitude towards school. NSD and Rancho de la Nacion are committed to empowering and engaging parents with school participation opportunities aligned to meet parent interest and needs, with particular focus on serving parents of unduplicated and special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Numbers of students with a family member at an event	Based on sign-in sheets, we had about one-third to one-fourth of families attend events	One-third to one-half of families will attend events
Surveys of events	No data collected yet - this year will be our baseline	
Survey of parent engagement	No data collected yet - this year will be our baseline	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Opportunities for families to learn about the academics and climate of the school including:
Coffee with the Principal
Regular English Language Advisory Committee meetings (ELAC)

Back to School Night
 Open House
 Parent Conferences
 PTA Meetings and virtual community building activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Parent training
1329	LCFF Materials and refreshments for meetings
	Learning incentives for family attendance at events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent workshop topics will be provided based on parent survey interest results.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Family engagement activities before, during and after school. Examples include Family Game Night, Breakfast and Books, Math Mornings, Science Night, Back to School, and Open House

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote the Family Resource Center to connect families to the resources available to them.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the on-going pandemic, effective parent enagement continues to be a challenge.

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

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

Parent meetings are currently virtual and will switch back to in-person once it is deemed safe.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Safety and social emotional wellness.

LEA/LCAP Goal

Provide an integrated multi-tiered framework of support that incorporates differentiated instruction, social emotional learning, and positive behavior intervention to improve individualized student outcomes.

Goal 4

Provide opportunities for students to engage in equitable learning opportunities that promote safety and social emotional wellness.

- A. Suspension rate will decrease by .5%.
- B. Chronic absenteeism all decrease by 1%.
- C. NSD California Healthy Kids Survey (CHKS) an increase of 2% of students feel safe at school most of the time or all of the time on CHKS.
- D. Improve PBIS level of recognition.

Identified Need

John Hattie's research on effective educational practices states that classroom behavior has a .63 effect size (anything over .40 is considered effective). Results from 2018-2019 NSD's administration of the California Healthy Kids Survey show that although 83 percent report they feel safe at school, 17 percent do not. Hattie's research and the CHKS results demonstrate a need to provide behavioral supports for NSD students.

In 2017-2018, the National City Collaborative Family Resource Centers had 937 points of service for families in the community. The three top areas of service focused on counseling, health care, and parent education. This data indicates a continued need to provide services such as family counseling, food, shelter, health insurance for our families.

School attendance is a major factor in school achievement. There is a need to support families that are struggling to get their children to school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Expulsion Rates	1.4% Suspended; 0% Expulsion	0.0% Suspended; 0% Expulsion
Chronic Absenteeism	14.7% Chronically Absent	10% Chronically Absent
Tier 1 Behavior Referrals	38 Tier 1 Referrals	30 Tier 1 Referrals
Tier 2 Behavior Referrals	11 Tier 2 Referrals	8 Tier 2 Referrals

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Positive Behavior Interventions and Support (PBIS). Implementation of PBIS will include a Tier 1 and a Tier 2 Leadership team to monitor data, ensure implementation of PBIS lessons, and advise the principal to other needs regarding behavior. A school counselor will be part of both Tier 1 and Tier 2 teams along with provide Tier 1 and 2 interventions. Counselors will also work with students in crisis and families to provide interventions and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

40,000

Title I

School Counselor

5,870

LCFF

PBIS Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The district will provide training on CPI as well as offer additional professional development in Trauma Informed Practices, Restorative Practices and PBIS. Teachers will have the opportunity to attend additional professional development offered outside of the district.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I

Cost of attending conferences. Cost accounted for in Goal 1, Strategy 7.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Ensure correct ratio of supervision is provided for students at unstructured times such as before and after school, recess and lunch. The supervisors have or will be trained in PBIS and Restorative Practices and use those procedures to work with students. The supervisors ensure a safe and positive climate for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Title I

Extra time Campus Student Supervisors

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will be recognized for positive behaviors through daily distribution of Mustang Tickets and Praise Notes as well as monthly awards assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies were implemented successfully in a virtual format.

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

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

Most activities work with student will be in-person, therefore increasing the effectiveness of the strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Innovative learning opportunities.

LEA/LCAP Goal

Promote student engagement and achievement through broad course of study and innovative learning programs.

Goal 5

Students will be provided innovative learning opportunities that go above and beyond the school day. These additional opportunities will continue to promote student engagement and achievement by providing new experiences to our students and increase their prior knowledge.

Identified Need

Research has shown that students from socio-economically disadvantaged families have less access to extra and innovative learning opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students participating in before or afterschool activities beyond REACH.	Baseline year.	20% of students participate in before or afterschool programming beyond REACH.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

20% of students participate in before or afterschool programming beyond REACH.

Strategy/Activity

Students will be offered gymnastics course afterschool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I

	Teacher hourly pay
500	Title I
	Supplies and materials

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

New goal, baseline year.

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

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.

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Centralized Services for Planned Improvements in Student Performance

Subject

Centralized Services for Planned Improvements in Student Performance in

Goal 5

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding	Amount

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$297,784.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$105,085.00

Subtotal of additional federal funds included for this school: \$105,085.00

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

State or Local Programs	Allocation (\$)
LCAP	\$0.00
LCFF	\$192,699.00

Subtotal of state or local funds included for this school: \$192,699.00

Total of federal, state, and/or local funds for this school: \$297,784.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	24,630	24,630.00
Title I	89,826	-15,259.00
LCFF	141,000	-51,699.00

Expenditures by Funding Source

Funding Source	Amount
LCAP	0.00
LCFF	192,699.00
Title I	105,085.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	0.00
	LCFF	192,699.00
	Title I	105,085.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,000.00
Goal 2	62,085.00
Goal 3	1,329.00

Goal 4

46,870.00

Goal 5

1,500.00

School Site Council Membership

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

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

Name of Members	Role
Daniza Montero	Principal
Rebecca Ibarra	Parent or Community Member
Irma Ibarra	Parent or Community Member
Alicia del Razo	Parent or Community Member
Jessika Ochoa	Parent or Community Member
Denise Lang	Parent or Community Member
Bobbi Kolody	Classroom Teacher
Katelyn Krebs	Classroom Teacher
Maria Medina	Classroom Teacher
Matilde Rosa	Other School Staff

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 December 14, 2021.

Attested:



Principal, Daniza Montero on 12.14.2021



SSC Chairperson, Bobbi Kolody on 12.16.2021