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	05.24.23	June 28, 2023

Purpose and Description

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

Schoolwide Program

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).

Table of Contents

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 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, the MTSS Leadership team meets three times a year to review iReady data, teachers meet four times a year with the principal and Language Arts Specialist to monitor student progress and have time once every three weeks to update information on student progress. 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. 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 2022-23 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 - 05.19.2023
* English Language Advisory Committee meeting (ELAC) - 05.17.2023
* School Site Council (SSC) meetings - 05.17.2023
* Title 1 Community Meetings - September 2023

Staff were provided the following opportunities for input into the SPSA:
* Staff Meetings - 05.31.2023
*MTSSLeadership Committee - 05.31.2023

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 to due 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 Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.0%	1.10%	1.59%	4	4	6
Asian	1.5%	1.10%	0.79%	6	4	3
Filipino	7.1%	5.80%	6.08%	28	21	23
Hispanic/Latino	84.3%	87.57%	84.92%	332	317	321
Pacific Islander	0.5%	0.55%	0.79%	2	2	3
White	2.8%	1.66%	2.12%	11	6	8
Multiple/No Response	1.3%	0.83%	1.06%	5	3	4
			Total Enrollment	394	362	378

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	39	68
Grade 1	50	50	41
Grade 2	55	45	51
Grade3	63	56	47
Grade 4	65	58	53
Grade 5	65	55	55
Grade 6	58	59	63
Total Enrollment	394	362	378

Conclusions based on this data:

1. Enrollment at Rancho has dropped by 9% between 2019-20 and 2020-21.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	211	203	200	53.6%	56.1%	52.9%
Fluent English Proficient (FEP)	49	43	53	12.4%	11.9%	14.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of ELs dropped by 9 students between 2019-20 and 2020-21 from 220 to 211.

2. The number of RFEPs decreased from 43 in 19-20 to zero 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.

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)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	52		0	49		0	49		0.0	94.2	
Grade 4	60	55		0	55		0	55		0.0	100.0	
Grade 5	65	56		0	55		0	55		0.0	98.2	
Grade 6	56	59		0	58		0	58		0.0	98.3	
All Grades	245	222		0	217		0	217		0.0	97.7	

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2381.			12.24			20.41			30.61			36.73	
Grade 4		2429.			14.55			14.55			27.27			43.64	
Grade 5		2435.			1.82			18.18			27.27			52.73	
Grade 6		2490.			6.90			27.59			29.31			36.21	
All Grades	N/A	N/A	N/A		8.76			20.28			28.57			42.40	

Overall Achievement for All Students

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.12			65.31			28.57	
Grade 4		10.91			69.09			20.00	
Grade 5		0.00			74.55			25.45	
Grade 6		13.79			55.17			31.03	
All Grades		7.83			65.90			26.27	

Reading
Demonstrating understanding of literary and non-fictional texts

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.12			59.18			34.69	
Grade 4		5.45			54.55			40.00	
Grade 5		1.82			52.73			45.45	
Grade 6		3.45			50.00			46.55	
All Grades		4.15			53.92			41.94	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		4.08			79.59			16.33	
Grade 4		3.64			72.73			23.64	
Grade 5		3.64			78.18			18.18	
Grade 6		18.97			67.24			13.79	
All Grades		7.83			74.19			17.97	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		10.20			61.22			28.57	
Grade 4		10.91			74.55			14.55	
Grade 5		5.45			65.45			29.09	
Grade 6		10.34			65.52			24.14	
All Grades		9.22			66.82			23.96	

Conclusions based on this data:

1. Overall achievement for All Students at the Met or Exceed Standard decreased between 2018-19 at 39% to 29% in 2021-22.

2. Sixth grade had the greatest improvement in reading from 23% to 34% in Above or At/Near Standard, while fifth grade had the greatest decrease from 35 to 20%.

3. Overall achievement for 3rd grade Students at the Met or Exceed Standard decreased between 2018-19 at 45% to 33% in 2021-22.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	52		0	51		0	51		0.0	98.1	
Grade 4	60	55		0	55		0	55		0.0	100.0	
Grade 5	65	56		0	55		0	55		0.0	98.2	
Grade 6	56	59		0	58		0	58		0.0	98.3	
All Grades	245	222		0	219		0	219		0.0	98.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2408.			7.84			25.49			33.33			33.33	
Grade 4		2436.			9.09			18.18			36.36			36.36	
Grade 5		2424.			0.00			3.64			30.91			65.45	
Grade 6		2485.			3.45			12.07			48.28			36.21	
All Grades	N/A	N/A	N/A		5.02			14.61			37.44			42.92	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.65			50.98			31.37	
Grade 4		9.09			47.27			43.64	
Grade 5		0.00			36.36			63.64	
Grade 6		3.45			53.45			43.10	
All Grades		7.31			47.03			45.66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		1.96			60.78			37.25	
Grade 4		9.09			52.73			38.18	
Grade 5		0.00			47.27			52.73	
Grade 6		5.17			56.90			37.93	
All Grades		4.11			54.34			41.55	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		11.76			70.59			17.65	
Grade 4		9.09			56.36			34.55	
Grade 5		1.82			50.91			47.27	
Grade 6		6.90			72.41			20.69	
All Grades		7.31			62.56			30.14	

Conclusions based on this data:

1. Overall achievement for All Students at the Met or Exceed Standard decreased between 2018-19 at 35.34% and 2021-22 at 19.18%.

2. Fifth grade had the greatest increase in number of students not meeting standards from 37 to 65%.

3. While math had a decrease in met or exceeded standard from 35 to 19% , there was in increase in nearly met from 31 to 37%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		1473.4			1473.5			1472.9		0	17	
1		1452.2			1466.8			1437.0		0	27	
2	*	1471.9		*	1476.5		*	1466.8		*	30	
3	1494.2	1485.3		1488.1	1474.6		1499.9	1495.3		42	32	
4	1515.0	1505.8		1520.3	1492.6		1509.3	1518.4		35	27	
5	1514.1	1521.0		1514.2	1510.6		1513.6	1531.0		21	27	
6	1530.5	1528.7		1527.1	1523.0		1533.3	1534.1		21	24	
All Grades										120	184	

Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		52.94			29.41			17.65			0.00			17	
1		14.81			37.04			25.93			22.22			27	
2	*	10.34		*	48.28		*	20.69		*	20.69		*	29	
3	26.19	18.75		28.57	31.25		30.95	28.13		14.29	21.88		42	32	
4	22.86	3.85		42.86	53.85		31.43	38.46		2.86	3.85		35	26	
5	0.00	23.08		57.14	34.62		38.10	26.92		4.76	15.38		21	26	
6	19.05	12.50		33.33	45.83		38.10	37.50		9.52	4.17		21	24	
All Grades	19.17	17.68		38.33	40.33		34.17	28.18		8.33	13.81		120	181	

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		41.18			41.18			11.76			5.88			17	
1		37.04			29.63			22.22			11.11			27	
2	*	34.48		*	34.48		*	17.24		*	13.79		*	29	
3	28.57	25.00		45.24	25.00		9.52	31.25		16.67	18.75		42	32	
4	42.86	15.38		45.71	57.69		8.57	23.08		2.86	3.85		35	26	
5	28.57	30.77		57.14	42.31		14.29	15.38		0.00	11.54		21	26	
6	28.57	29.17		42.86	45.83		23.81	25.00		4.76	0.00		21	24	
All Grades	32.50	29.83		46.67	38.67		13.33	21.55		7.50	9.94		120	181	

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		23.53			35.29			41.18			0.00			17	
1		7.41			29.63			29.63			33.33			27	
2	*	6.90		*	37.93		*	20.69		*	34.48		*	29	
3	16.67	18.75		23.81	21.88		30.95	25.00		28.57	34.38		42	32	
4	2.86	3.85		37.14	38.46		34.29	46.15		25.71	11.54		35	26	
5	0.00	23.08		19.05	15.38		52.38	34.62		28.57	26.92		21	26	
6	9.52	4.17		28.57	45.83		47.62	25.00		14.29	25.00		21	24	
All Grades	8.33	12.15		27.50	31.49		39.17	30.94		25.00	25.41		120	181	

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		52.94			41.18			5.88			17	
1		25.93			66.67			7.41			27	
2	*	34.48		*	51.72		*	13.79		*	29	
3	35.71	37.50		50.00	43.75		14.29	18.75		42	32	
4	54.29	53.85		37.14	42.31		8.57	3.85		35	26	
5	14.29	26.92		66.67	65.38		19.05	7.69		21	26	
6	23.81	16.67		57.14	75.00		19.05	8.33		21	24	
All Grades	35.00	34.81		50.83	55.25		14.17	9.94		120	181	

Speaking Domain — Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		47.06			52.94			0.00			17	
1		37.04			55.56			7.41			27	
2	*	32.14		*	60.71		*	7.14		*	28	
3	40.63	32.26		40.63	32.26		18.75	35.48		32	31	
4	48.57	7.69		48.57	76.92		2.86	15.38		35	26	
5	80.95	34.62		19.05	42.31		0.00	23.08		21	26	
6	45.00	50.00		50.00	50.00		5.00	0.00		20	24	
All Grades	51.38	33.52		41.28	52.51		7.34	13.97		109	179	

Reading Domain — Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		23.53			76.47			0.00			17	
1		18.52			33.33			48.15			27	
2	*	10.34		*	58.62		*	31.03		*	29	
3	16.67	6.25		50.00	40.63		33.33	53.13		42	32	
4	5.71	7.69		62.86	65.38		31.43	26.92		35	26	
5	9.52	26.92		57.14	34.62		33.33	38.46		21	26	
6	19.05	8.33		38.10	50.00		42.86	41.67		21	24	
All Grades	13.33	13.81		52.50	49.72		34.17	36.46		120	181	

Writing Domain — Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		47.06			52.94			0.00			17	
1		11.11			70.37			18.52			27	
2	*	17.24		*	58.62		*	24.14		*	29	
3	19.05	28.13		52.38	62.50		28.57	9.38		42	32	
4	0.00	15.38		80.00	69.23		20.00	15.38		35	26	
5	14.29	19.23		76.19	69.23		9.52	11.54		21	26	
6	4.76	12.50		90.48	83.33		4.76	4.17		21	24	
All Grades	10.00	20.44		70.83	66.85		19.17	12.71		120	181	

Conclusions based on this data:

1. Overall, there was an increase for All Students at Level 3 and 4, and a decrease for All students in Level 1 and Level 2.

2. There was an increase in all grades at Level 4, except for 1st grade, where there was a slight decrease.

3. Reading Domain had the greatest increase in Somewhat Developed. Writing went from 10% to 20% in Well-developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
362	**81.8**	**56.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rancho de la Nación Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	203	56.1
Foster Youth		
Homeless	34	9.4
Socioeconomically Disadvantaged	296	81.8
Students with Disabilities	66	18.2

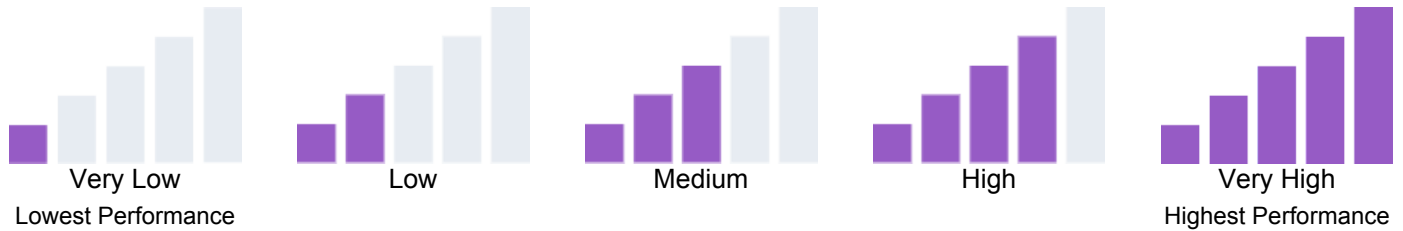| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	1.1
American Indian		
Asian	4	1.1
Filipino	21	5.8
Hispanic	317	87.6
Two or More Races	3	0.8
Pacific Islander	2	0.6
White	6	1.7

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 56% of student enrolled belong to this subgroup.

3. Students with disabilities make up about 18.2% of the population.
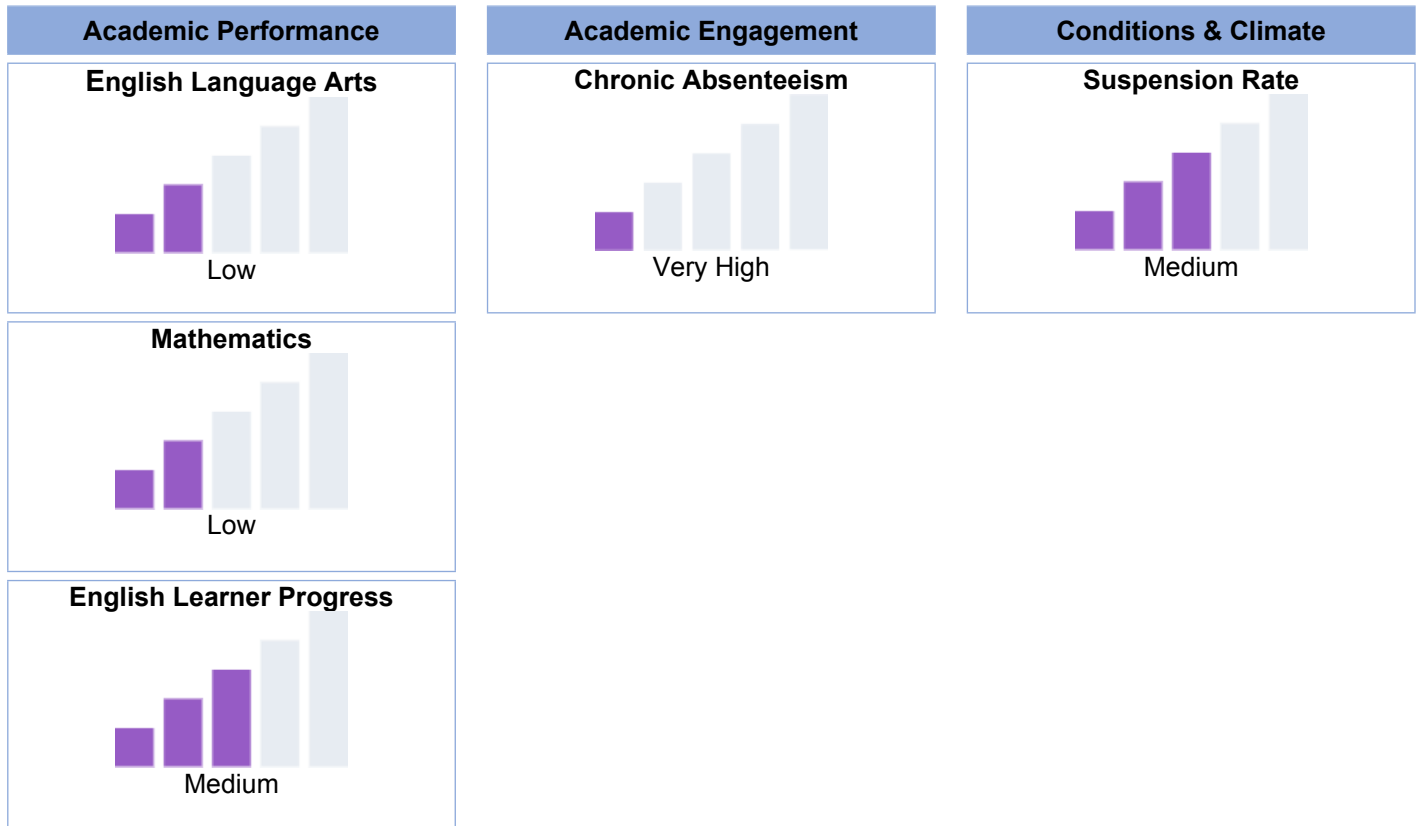
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Low	Very High	Medium
Mathematics		
Low		
English Learner Progress		
Medium		

Conclusions based on this data:

1. Rancho scores for ELA and Math are in the low range.

2. Chronic absenteeism is very high.

3. The suspension rate is medium which indicates a need to improve in that area.

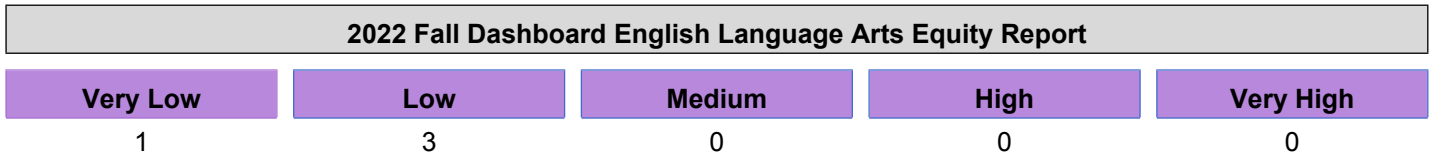# School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
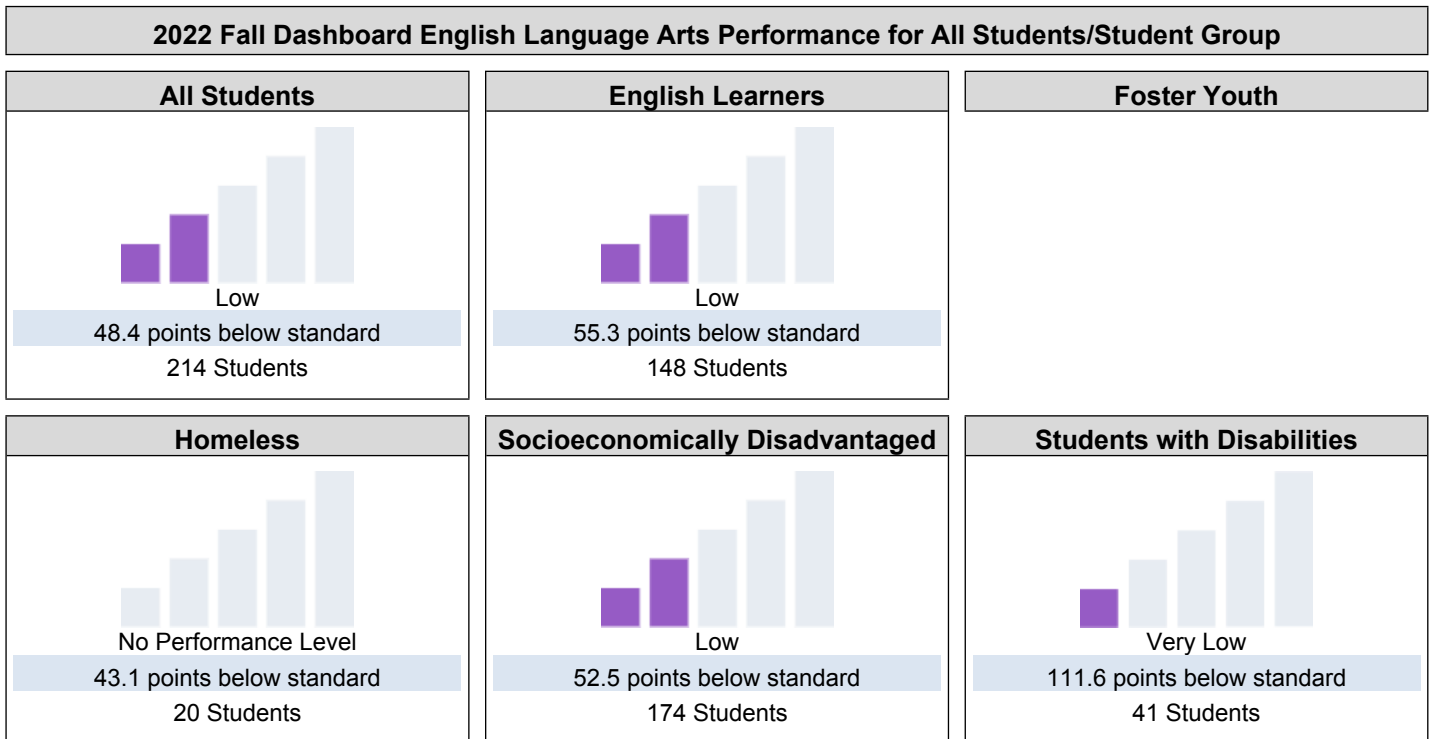
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
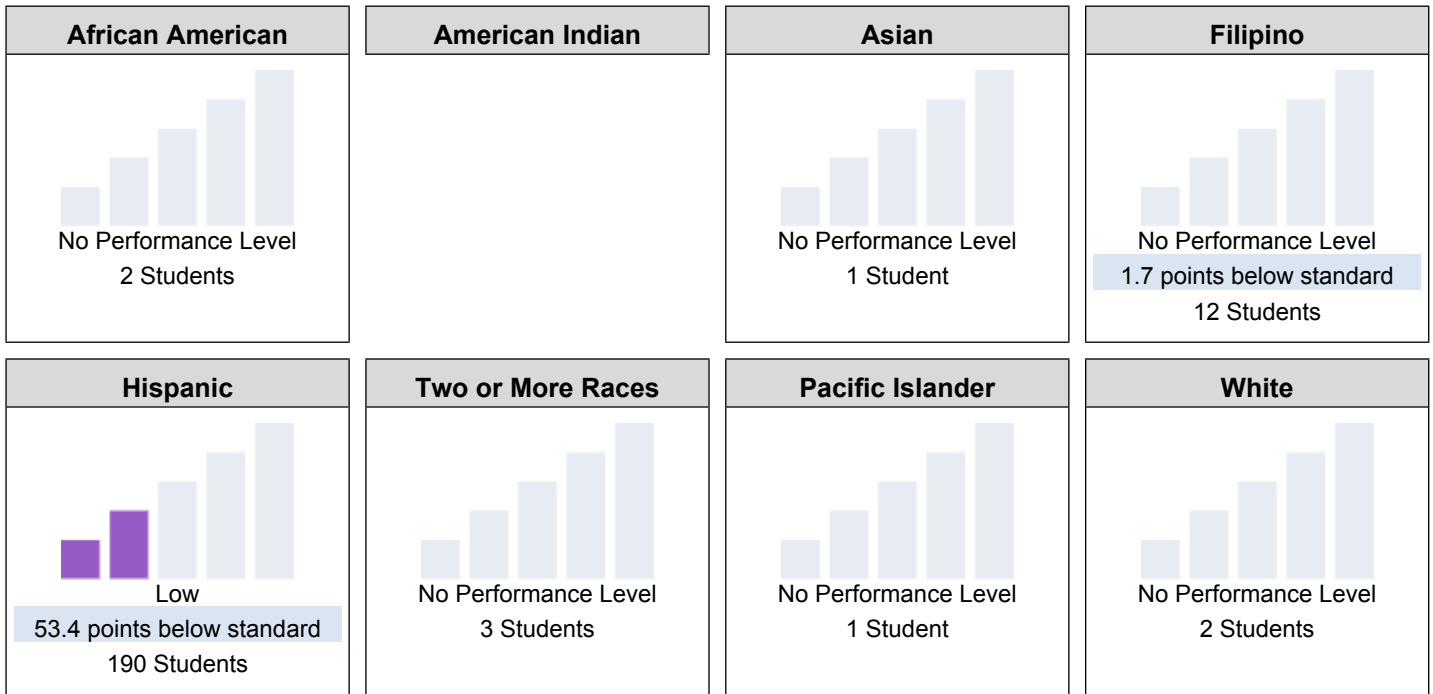

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	
48.4 points below standard	55.3 points below standard	
214 Students	148 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Very Low
43.1 points below standard	52.5 points below standard	111.6 points below standard
20 Students	174 Students	41 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level
2 Students

American Indian

Asian

No Performance Level
1 Student

Filipino

No Performance Level
1.7 points below standard
12 Students

Hispanic

Low
53.4 points below standard
190 Students

Two or More Races

No Performance Level
3 Students

Pacific Islander

No Performance Level
1 Student

White

No Performance Level
2 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

85.6 points below standard

103 Students

Reclassified English Learners

14.0 points above standard

45 Students

English Only

35.9 points below standard

58 Students

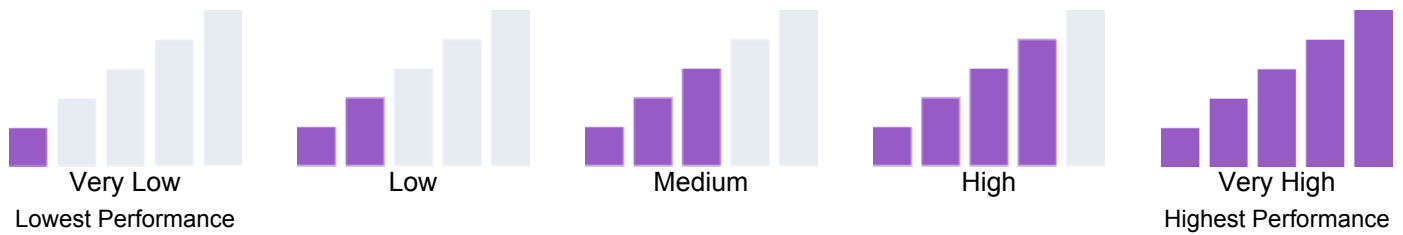**Conclusions based on this data:**

1. Overall, all students are low in English Language Arts, with Students with Disabilities ranking the the very low range.

2. Hispanic students are 53.4 points below the standard, while the school average was only 48.4 below the standard.

3. Our Reclassified English Learners are 14 points above the standard.

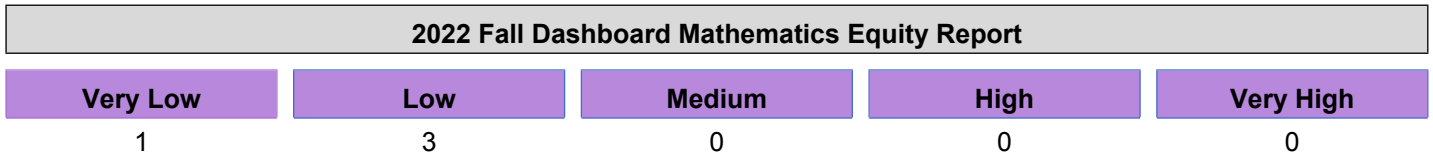# School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
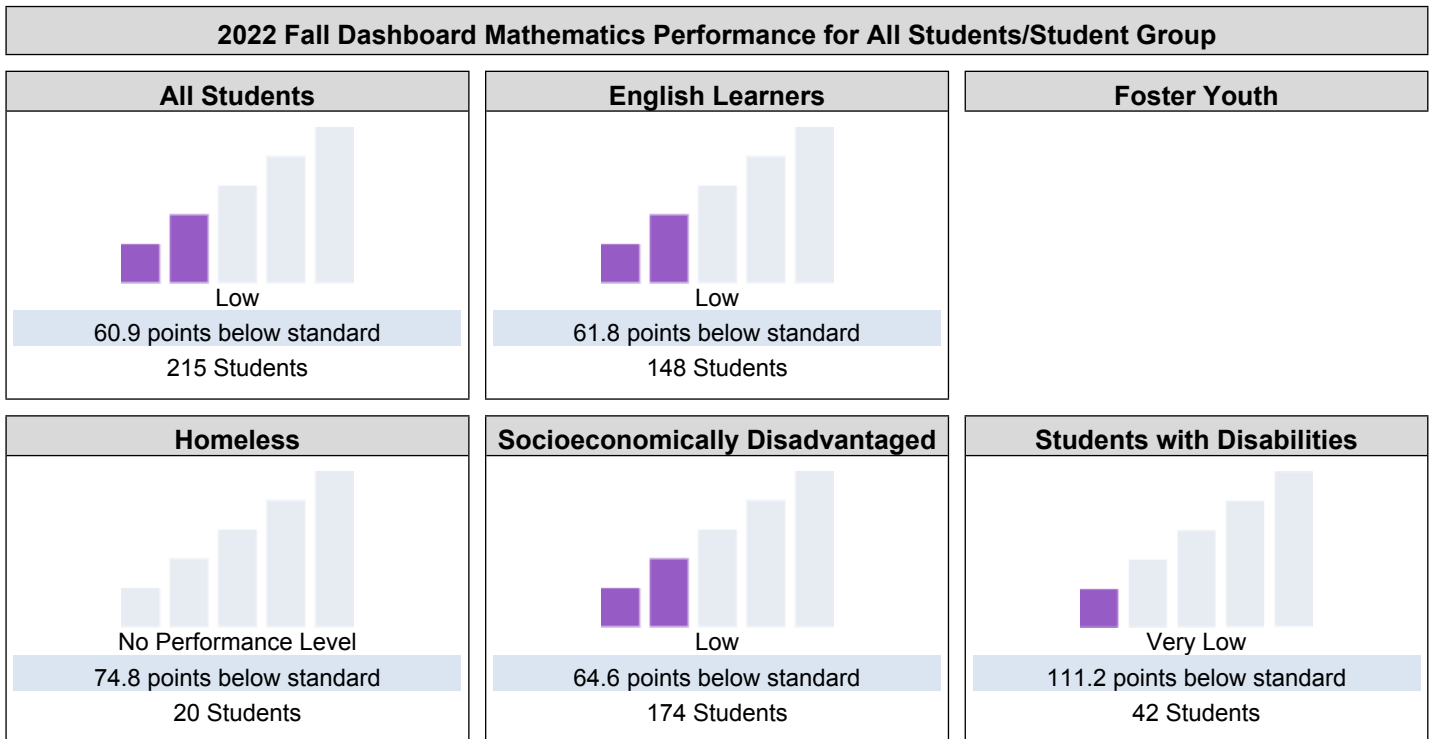
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
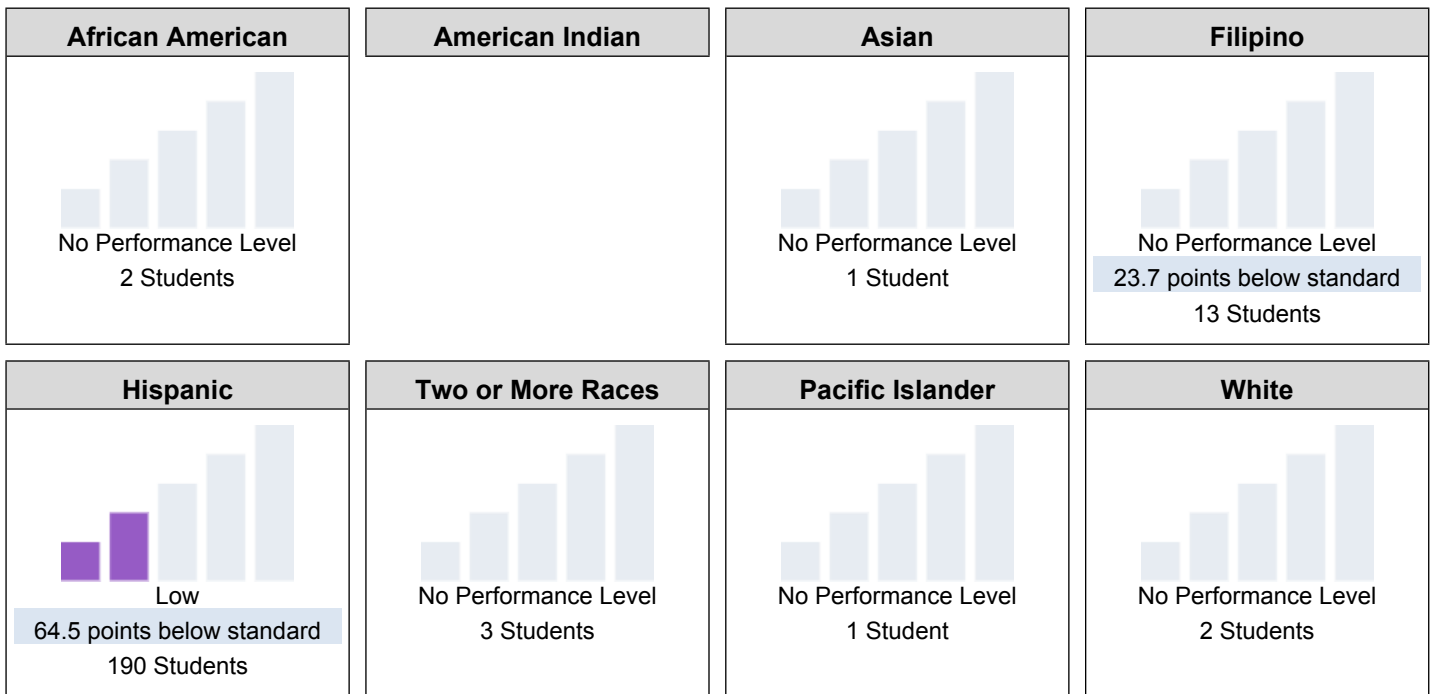
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
60.9 points below standard	61.8 points below standard	
215 Students	148 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
74.8 points below standard	64.6 points below standard	111.2 points below standard
20 Students	174 Students	42 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level
2 Students

American Indian

Asian
No Performance Level
1 Student

Filipino
23.7 points below standard
13 Students

Hispanic
Low
64.5 points below standard
190 Students

Two or More Races
No Performance Level
3 Students

Pacific Islander
No Performance Level
1 Student

White
No Performance Level
2 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner
76.7 points below standard
103 Students

Reclassified English Learners
27.7 points below standard
45 Students

English Only
65.4 points below standard
59 Students

Conclusions based on this data:

1. All students are in the low in math scoring 61 points below the standard.

2. Students with disabilities are very low scoring 111 points below the standard.

3. Reclassified English learners are performing at 27.7 points below the standard, while our current English Learners are scoring 76.7 points below the standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

50 making progress towards English language proficiency

Number of EL Students: 72 Students

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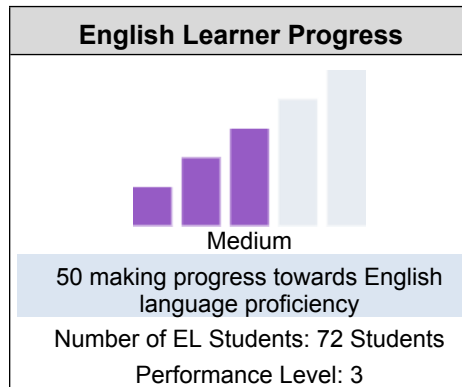
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
19.4%	30.6%	0.0%	50.0%

Conclusions based on this data:

1. Our English Learners are making medium progress towards English language proficiency.

2. Overall, half of English learners progressed at least one ELPI level.

3. 14 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 Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
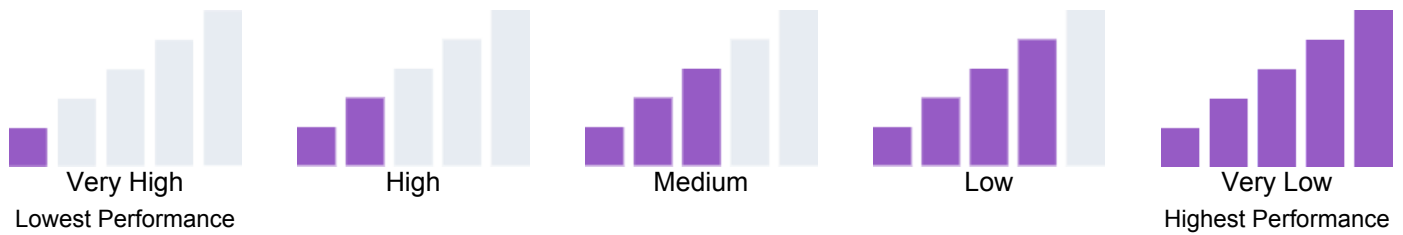
Conclusions based on this data:
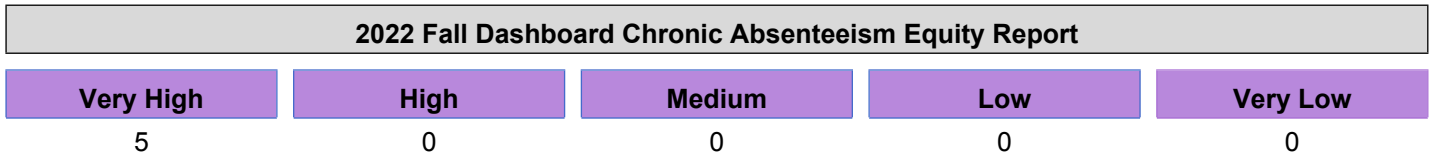
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
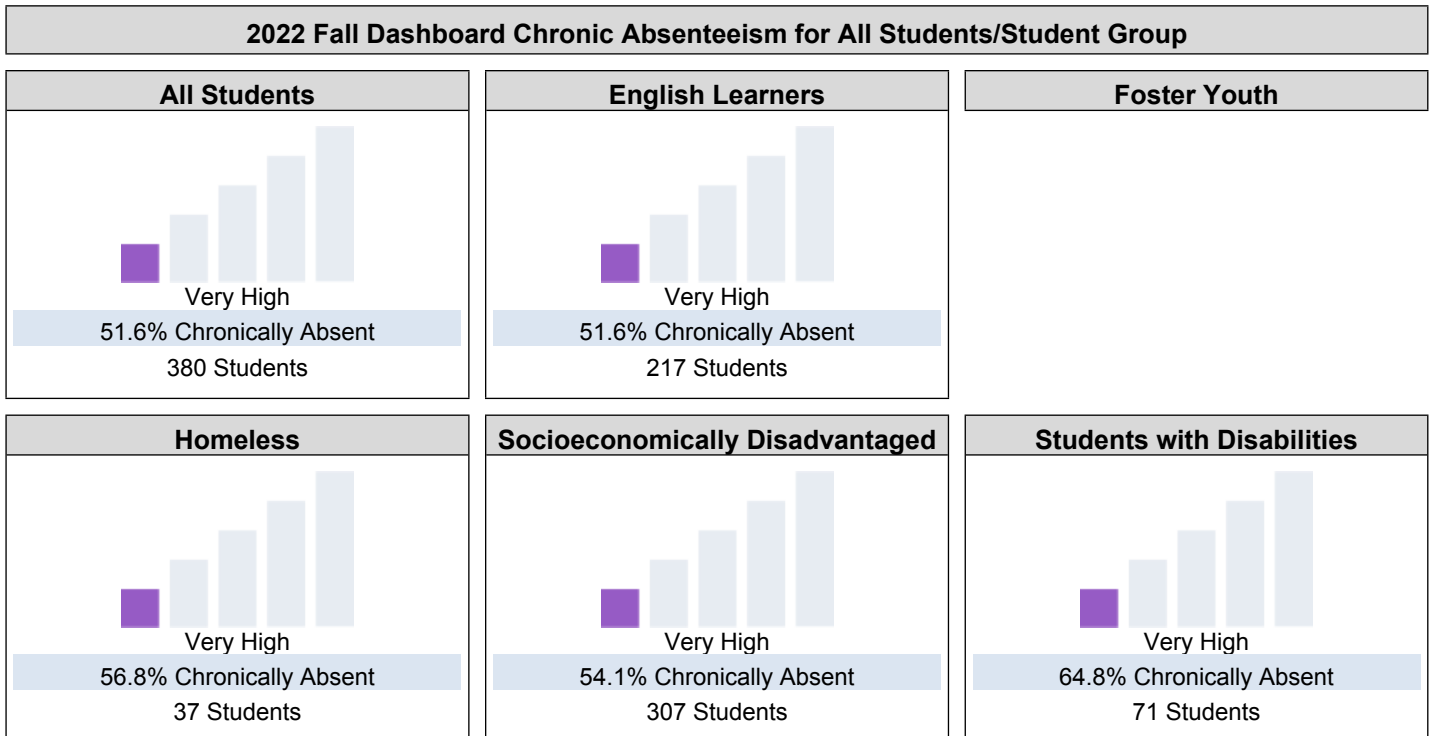
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
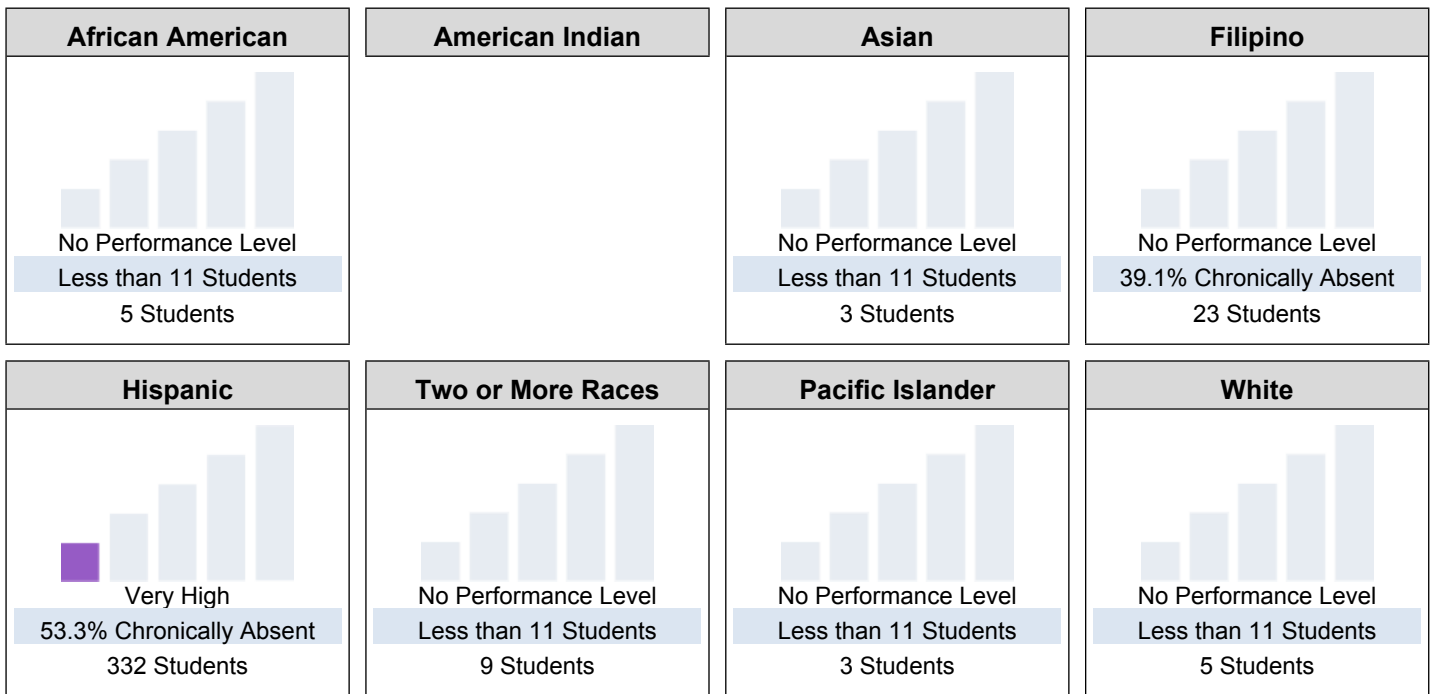

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	
51.6% Chronically Absent	51.6% Chronically Absent	
380 Students	217 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	Very High	Very High
56.8% Chronically Absent	54.1% Chronically Absent	64.8% Chronically Absent
37 Students	307 Students	71 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	39.1% Chronically Absent
5 Students		3 Students	23 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	No Performance Level	No Performance Level	No Performance Level
53.3% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
332 Students	9 Students	3 Students	5 Students

Conclusions based on this data:

1. Overall our chronic absenteeism rate was 51.6%.

2. Our SWD chronic absenteeism rate was 64.8%, significantly higher than the entire school population.

3. Our filipino students had the lowest chronic absenteeism rate at 39.1%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

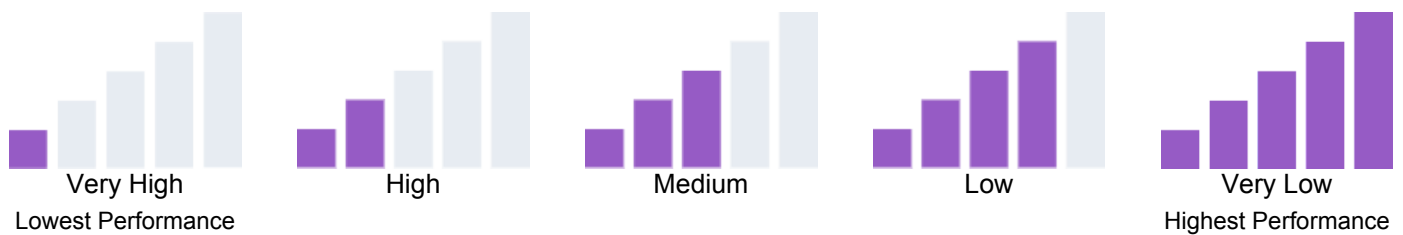| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

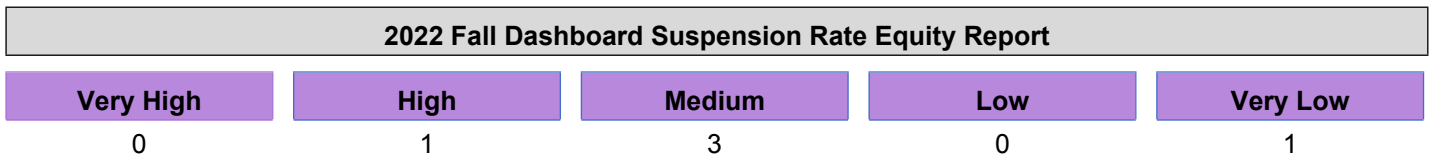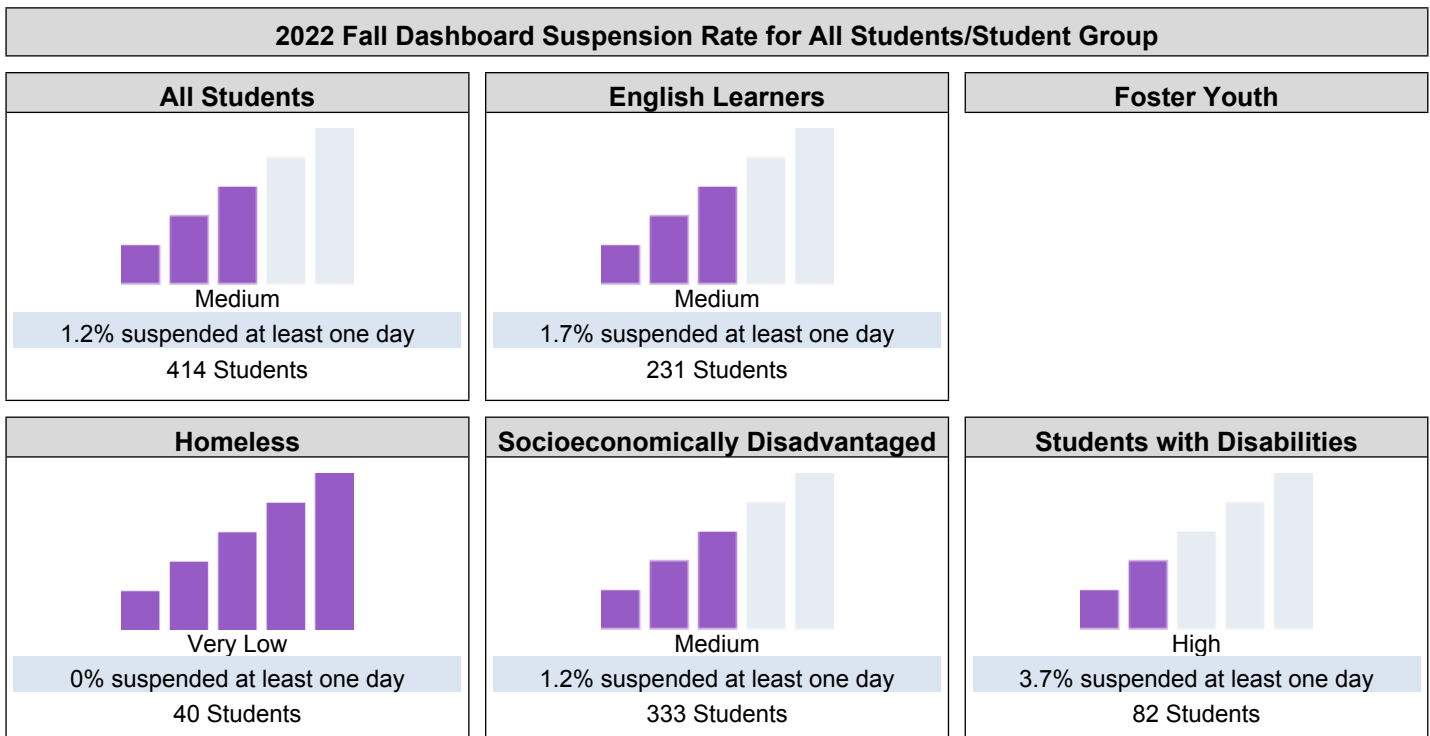# School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
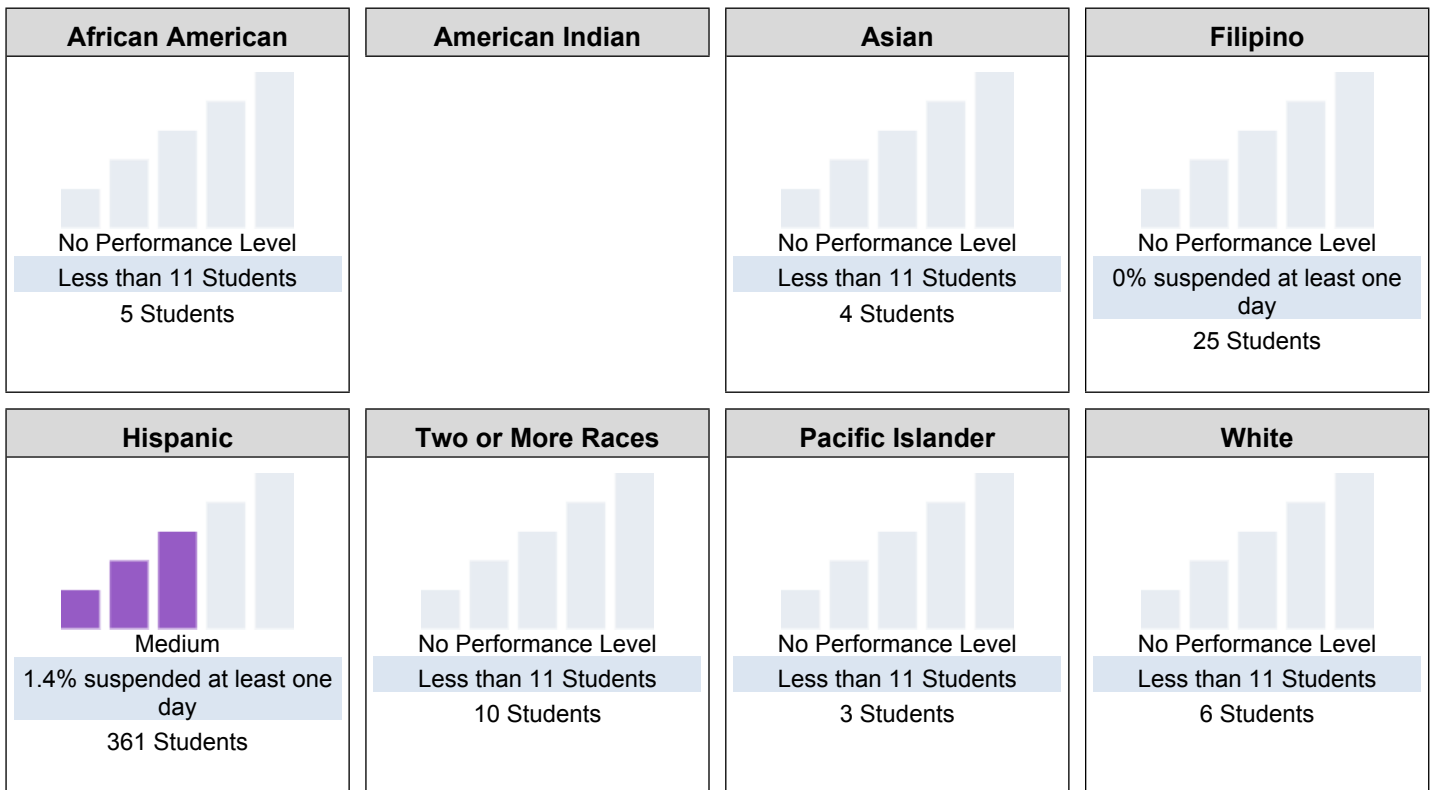

| Very High | High | Medium | Low | Very Low |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Medium	
1.2% suspended at least one day	1.7% suspended at least one day	
414 Students	231 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very Low	Medium	High
0% suspended at least one day	1.2% suspended at least one day	3.7% suspended at least one day
40 Students	333 Students	82 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	0% suspended at least one day
5 Students		4 Students	25 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level	No Performance Level	No Performance Level
1.4% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
361 Students	10 Students	3 Students	6 Students

Conclusions based on this data:

1. Rancho's suspension data showed that 1.2% of students were suspended at least once.

2. Students with disabilities showed the highest suspension rate with 3.7% of 82 students being suspended at least once.

3. With the exception of SWD, the subgroup with a higher suspension rate than the school average were English Learners.

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 acquire English language proficiency, re-designate, and continue to achieve grade level academic expectations.

Goal 1

A. English Learner Reclassification rate will increase to 10% in 2022-23.
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. Scaled scores on ELPAC will increase on average by 50 points.
E. Percent of students at Meet or Exceeds standard on the CAASPP will increase by 5%

Identified Need

In 2021-22 Rancho de la Nacion's reclassification rate was 5.2%. In the 2020-21 school year there was no reclassification data.

Based on the ELPAC data from 2021-22 school year, 12% of students met the standard for proficiency in written achievement and 30% met the standard for proficiency in oral language.

According to iReady ELA in 2021-22 5% of EL's at Rancho were identified as Tier 1 compared with 11% in 2020-21, an increase of 6%.

According to iReady Math in 2021-22 4% of EL's at Rancho were identified as Tier 1 compared with 1% in 2020-21, an increase 3%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA EL Data	14% Meet or Exceed Standards	19% Meet or Exceed Standards
CAASPP Math EL Data	12% Meet or Exceed Standards	17% Meet or Exceed Standards
ELPAC Overall Data	17.6% Level 4	22.6% Level
ELPAC Oral Data	22% Level 4	26% Level 4
ELPAC Written Data	12% Level 4	17% Level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Data	11% of students in Tier 1	16% of students in Tier 1
iReady Math Data	4% of students in Tier 1	9% of students in Tier 1
Reclassification Rate	5.2% of English learners reclassified	10% 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)
6000	LCAP In-house production of materials
10000	LCAP 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 througout 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)	Source(s)
10000	LCAP 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 Langauge 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)	Source(s)
60000	LCAP Impact Teachers
1047	Title I EL Liaison

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)	Source(s)
3000	LCAP

	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 2023, 100% of all 3-6th grade teachers will participate in a two-part integrated ELD professional development focusing on math.

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)
12500	LCAP Teacher PD Hourly Pay
10000	Title I Teacher PD Consultant Pay
10000	LCAP 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: 2022-23

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

ANALYSIS

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

All strategies and activities were implemented.

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

None.

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

We will continue to work on this goal,

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Planned improvement in student academic performance

LEA/LCAP Goal

Increase academic proficiency for all students through a multi-tiered system of supports framework that advances the global competency skills of communication, collaboration, creativity, and problem solving 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.

a. The percentage of all students performing at or above grade level standards, according to the Fall iReady reading Diagnostic, will increase by 5%.

b. The percentage of all students performing at or above grade level standards, according to the Fall iReady math Diagnostic, will increase by 5%.

c. The percentage of all students meeting or exceeding standards on CAASSP ELA & Math will increase by 5%

Identified Need

According to iReady ELA in 2021-22 39% of all Rancho students were identified as Tier 1 compared with 52% in 2022-23.
According to iReady Math in 2021-22 31% of all Rancho students were identified as Tier 1 compared with 34% in 2022-23, an increase of 8%.
CAASSP results from 2021-22 indicate that 29% of all students are proficient in ELA and 19.6% are proficient in Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA All students	29% Meet or Exceed Standard	34% Meet or Exceed Standard
CAASPP Math All students	19.6% Meet or Exceed Standard	24.6% Meet or Exceed Standard
iReady Reading All students	52% of students at Tier 1	44% of students at Tier 1
iReady Math All students	34% of students at Tier 1	35% of students at Tier 1
IRLA Data for K- 2	14% of K-2 students On Target	19% of K-2 students On Target
CAASPP ELA SWD	2% Meet or Exceed Standard	7% Meet or Exceed Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math SWD	0% Meet or Exceed Standard	5% Meet or Exceed Standard
iReady Reading SWD	17% of students at Tier 1	16% of students at Tier 1
iReady Math SWD	19% of students at Tier 1	15% 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.

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)
28000	Title I Impact Teacher
3500	Title I Hourly Pay for Impact Teacher to work after hours to assess students.

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)
19141	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 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 relase for collaboration and professional developement.
7073	Title I Teacher hourly pay for after hours professional development
10000	LCAP Teacher PD Consultant

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

Implement aligned Tier 2 intervention in ELA using Steps to Advance.

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	

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)
7000	LCAP District assessment center support
5000	Title I Software
17482	Title I Hardware replacement
2000	Title I Supplies such as ink and paper for printers
1047	LCAP Site tech liaison.

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	LCAP 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. 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	

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)

20000   LCAP

                                                   Outdoor learning/working environment.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Students with disabilities in grades 4-6th will be provided tier 2 interventions within the classroom to increase accessibility to tier 1 ELA curriculum.

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)

5000   Title I

                                                   Consultant to provide professional development for teachers on Tier 1 and Tier 2 alignment.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

As a school we were able to provide interventions and support to 50-60 students through our LAS and Impact teachers. Teachers have been able to implement and guaranteed and viable Tier 1 curriculum through UCI and GoMath and we will be looking to continue working on this goal specifically in ELA through this school year. We were able to complete one round of collaboration days with each grade level where we began the conversation of vertical and horizontal alignment. Students were able to participate in field trips to Balboa Theatre, Ocean Connectors whale watching, Olivewood Gardens and Camp Marston in order to expand the learning that can be applied to both ELA and Math. All teachers were able to participate in training on academic conversations and Learning How English Works.

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

It was intended for collaboration time for each grade level to happen quarterly. Unfortunately due to substitute teacher shortages we were only able to accomplish one round of collaboration days per grade level.

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

We have increased the goals in the matrix from 2% to 5% growth.   Those changes can be found above in the metrics section.

Goals, Strategies, & Proposed Expenditures

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

Goal 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 involvment is associated with increased school performance, attendance, student agency and positive attitude towards school. NSD and Rancho de la Nacion are committeed 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
Parent participation counts.	Parent participation averages 3-4 parents per meeting.	Parent participation average will increase to 8-10 parents per meeting.
Participation in parent-teacher conferences.	During the 21-22 school year, 70% of parents participated in parent-teacher conferences.	Parent participation in parent-conferences will increase to 75%.
Participation in parent surveys.	Parent participation in surveys was 0% during the 21-22 school year.	Parent participation in surveys will increase to 10%.

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)
1000	LCAP Materials and refreshments for meetings
1279	Title I Materials and refreshments for meetings

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)
5000	Title I Clerical support for parent engagement coordination.
2000	Title I Custodial support for parent engagement events.
1500	Title I Interpretation support for parent engagement events.

1500	Title I Childcare support for parent engagement events.
450	Title I Postage for parent mailings.
1000	LCAP Childcare support for parent engagement events.

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 Friday, Parent Workshops, 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)
5264	LCAP Teacher hourly for prep and participation of parent engagement workshops.

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)

Annual Review

SPSA Year Reviewed: 2022-23

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

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

During the 2022-23 school year parent engagement continued to be a challenge. Parent are increasingly attending on-site events, but the percentage of parent engagement is lower than expected.

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

See above.

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.

While goals remain the same, we are already seeing an increase in participation due to lifted pandemic restrictions. As parents are able to be on-site, we are able to connect with them and build better relationships. Goals will remain largely the same.

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 .4%.
B. Chronic absenteeism all decrease by 5%.
C. NSD Panorama SEL Survey will reflect a 5% increase in percentage of students stating feeling of school belonging.
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	1.0% Suspended; 0% Expulsion
Chronic Absenteeism	37% Chronically Absent	45.6% Chronically Absent
PBIS Tiered Fidelity Inventory Level of Recognition	Silver Recognition	Gold Recognition
Panorama SEL Survey 3-5 grade Sense of Belonging	66% of students stated they felt like they belonged.	74% of students will state that they belong.

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)
49,000	Title I School Counselor
5,870	LCAP PBIS Incentives
3500	Title I School counselor additional hourly to support PBIS system.

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

Staff will receive professional development on 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)
5000	Title I Travel & Conferences

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)	Source(s)
2000	LCAP 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)
500	Title I Printing of Mustang tickets and PeaceBuilder PraiseNotes.

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

Update and maintain safety equipment and supplies for Campus Student Supervisors eg. weather proof supplies, application equipment, first aid kits and appropriate materials.

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)
1500	LCAP Supplies for campus supervisors

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities and Homeless, Foster Youth

Strategy/Activity

Individualized Attendance Support Plans: Develop customized attendance support plans for students with disabilities that address their specific needs and challenges. Collaborate with the student, their family, teachers, and related service providers to identify barriers to attendance and create strategies to overcome them. This may include modifications to transportation, accommodations during periods of illness or medical appointments, and flexible scheduling to accommodate their individual requirements.

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)
5000	LCFF Clerical hourly
1000	LCFF Certificated hourly

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: 2022-23

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

ANALYSIS

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

Strategies were implemented successfully.

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

None

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

Availability of substitute teachers/staff to be able to release staff for professional development continues to be a challenge.

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-sconomically 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 expanded learning opportunities.	Baseline year.	20% of students participate in expanded learning opportunities.

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)

10% of students participate in before or afterschool programming beyond REACH.

Strategy/Activity

Students will be offered afterschool activities beyond REACH.

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
1350	Title I
	Robotics contractor

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Staffing for afterschool programming continues to be a challenge and did not allow us to provide programming beyond REACH for the 2022-23 school 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.

See above.

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.

Continued goal

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	$354,503.00

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	$179,822.00

Subtotal of additional federal funds included for this school: $179,822.00

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 ($)
	$0.00
LCAP	$168,681.00
LCFF	$6,000.00

Subtotal of state or local funds included for this school: $174,681.00

Total of federal, state, and/or local funds for this school: $354,503.00

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	168681	0.00
Title I	174822	-5,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCAP	168,681.00
LCFF	6,000.00
Title I	179,822.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCAP	168,681.00
	LCFF	6,000.00
	Title I	179,822.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	122,547.00

Goal 2	136,743.00
Goal 3	18,993.00
Goal 4	73,370.00
Goal 5	2,850.00

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
Valerie Tovar	Parent or Community Member
Alicia del Razo	Parent or Community Member
Jessika Ochoa	Parent or Community Member
Denise Lang	Parent or Community Member
Hayley Laslavic	Classroom Teacher
Steve Dente	Classroom Teacher
Alma Romero-Evans	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 05.24.23.

Attested:

	Principal, Daniza Montero on 05.24.2023
	SSC Chairperson, Alma Romero-Evans on 05.24.2023