School Year: **2019-20**

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 San Diego Elementary School	37-67991-6106025	May 9, 2019	July 30, 2019

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, and we sought input from parents at meetings for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on 5-9-19 was the accumulating input meeting when the SPSA was approved.
The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We define an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.16%	0.17%	1	1	1
African American	5.0%	4.51%	3.81%	30	28	23
Asian	5.0%	4.67%	4.14%	30	29	25
Filipino	0.7%	0.48%	0.5%	4	3	3
Hispanic/Latino	21.1%	20.13%	19.37%	127	125	117
Pacific Islander	0.3%	0.81%	0.66%	2	5	4
White	56.9%	57.81%	58.28%	342	359	352
Multiple/No Response	6.5%	5.96%	7.28%	39	37	44
			Total Enrollment	601	621	604

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	98	130	123
Grade 1	96	85	102
Grade 2	83	105	92
Grade3	98	82	102
Grade 4	110	104	87
Grade 5	116	115	98
Total Enrollment	601	621	604

Conclusions based on this data:

1. Enrollment and demographic data has been relatively consistent in the past three school years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	162	141	150	27.0%	22.7%	24.8%
Fluent English Proficient (FEP)	51	69	56	8.5%	11.1%	9.3%
Reclassified Fluent English Proficient (RFEP)	25	53	13	16.3%	32.7%	9.2%

Conclusions based on this data:

1. RSD serves a diverse group of students with English Learner status.

2. The percentage of students reaching reclassified status continues to increase.

3. The percentage of students assessed and identified as Fluent English Proficient learners continues to increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94		100	91		100	91		100	96.8		100
Grade 4	110		84	110		83	110		83	100		98.8
Grade 5	118		96	115		96	115		96	97.5		100
All Grades	322		280	316		279	316		279	98.1		99.6

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2441.		2431.	24.18		27.00	35.16		22.00	24.18		25.00	16.48		26.00
Grade 4	2490.		2482.	34.55		39.76	26.36		24.10	20.91		14.46	18.18		21.69
Grade 5	2523.		2526.	29.57		29.17	33.91		34.38	18.26		15.63	18.26		20.83
All Grades	N/A	N/A	N/A	29.75		31.54	31.65		26.88	20.89		18.64	17.72		22.94

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.37		27.00	49.45		48.00	24.18		25.00
Grade 4	32.73		38.55	49.09		43.37	18.18		18.07
Grade 5	27.83		31.25	47.83		46.88	24.35		21.88
All Grades	29.11		31.90	48.73		46.24	22.15		21.86

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.47		22.00	53.85		48.00	18.68		30.00
Grade 4	34.55		31.33	46.36		46.99	19.09		21.69
Grade 5	46.09		35.42	36.52		42.71	17.39		21.88
All Grades	36.71		29.39	44.94		45.88	18.35		24.73

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.47		23.00	64.84		62.00	7.69		15.00
Grade 4	20.00		20.48	67.27		67.47	12.73		12.05
Grade 5	20.00		27.08	65.22		61.46	14.78		11.46
All Grades	22.15		23.66	65.82		63.44	12.03		12.90

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.77		24.00	53.85		53.00	15.38		23.00
Grade 4	29.09		28.92	56.36		49.40	14.55		21.69
Grade 5	39.13		33.33	43.48		47.92	17.39		18.75
All Grades	33.23		28.67	50.95		50.18	15.82		21.15

Conclusions based on this data:

1. This data demonstrates mixed results in percentages of students achieving Above or At Standard in ELA in the test results over three years of CAASPP assessment.
Rancho San Diego students in 3rd, 4th, and 5th grades established strong baseline scores in the areas of Writing, Listening, and Research/Inquiry in the 14-15 results.

2. Research/Inquiry is a strength for RSD students.

3. Reading and Writing will be a continued area of focus as English Language Arts instruction emphasizes reading informational text with a purpose and writing skills in three genres.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94		100	94		100	94		100	100		100
Grade 4	111		84	111		83	111		83	100		98.8
Grade 5	118		96	116		96	116		96	98.3		100
All Grades	323		280	321		279	321		279	99.4		99.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2455.		2457.	29.79		28.00	28.72		33.00	27.66		25.00	13.83		14.00
Grade 4	2502.		2501.	29.73		31.33	36.04		27.71	22.52		30.12	11.71		10.84
Grade 5	2515.		2521.	25.86		25.00	19.83		27.08	26.72		26.04	27.59		21.88
All Grades	N/A	N/A	N/A	28.35		27.96	28.04		29.39	25.55		26.88	18.07		15.77

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.49		53.00	38.30		31.00	20.21		16.00
Grade 4	45.05		44.58	36.04		32.53	18.92		22.89
Grade 5	29.31		32.29	31.90		37.50	38.79		30.21
All Grades	38.32		43.37	35.20		33.69	26.48		22.94

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.04		31.00	48.94		47.00	17.02		22.00
Grade 4	36.04		32.53	44.14		46.99	19.82		20.48
Grade 5	27.59		26.04	42.24		52.08	30.17		21.88
All Grades	32.40		29.75	44.86		48.75	22.74		21.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	39.36		42.00	41.49		42.00	19.15		16.00
Grade 4	45.05		34.94	36.04		46.99	18.92		18.07
Grade 5	31.03		27.08	42.24		46.88	26.72		26.04
All Grades	38.32		34.77	39.88		45.16	21.81		20.07

Conclusions based on this data:

1. This data demonstrates increases in percentage of students achieving Above or At Standard in Math in the 16-17 test results. Rancho San Diego students in 3rd, 4th, and 5th grades established strong baseline scores in the area of Communicating Reasoning in the 14-15 school year, and have increased these percentages each year since.

2. Strong scores in all grades for communicating reasoning may be attributed to increased focus in justification and explanation through writing and speaking in mathematics.

3. Students performed well in concepts and procedures, but continue to need regular opportunities to practice operational fluency. Students continue to need ample opportunities to develop skills in choosing appropriate tools and strategies to solve real world and mathematical problems.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1429.6		1441.3		1402.2		36	
Grade 1	1452.0		1447.3		1456.3		20	
Grade 2	1443.7		1448.4		1438.3		23	
Grade 3	1467.8		1471.2		1463.9		16	
Grade 4	1509.3		1500.7		1517.3		18	
Grade 5	1436.6		1433.5		1439.3		12	
All Grades							125	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33		38.89		*		*		36	
All Grades	26.40		43.20		16.00		14.40		125	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.33		44.44		*		*		36	
2	56.52		*		*		*		23	
All Grades	40.00		38.40		9.60		12.00		125	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		*		47.22		*		36	
2	*		47.83		*		*		23	
All Grades	19.20		27.20		31.20		22.40		125	

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	41.67		58.33				36	
2	56.52		*		*		23	
3	*		68.75		*		16	
All Grades	40.00		48.80		11.20		125	

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00		41.67		*		36	
1	65.00		*		*		20	
2	56.52		*		*		23	
All Grades	54.40		32.00		13.60		125	

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		86.11		*		36	
2	*		56.52		*		23	
4	*		72.22		*		18	
All Grades	17.60		60.80		21.60		125	

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.78		33.33		*		36	
1	*		55.00		*		20	
2	*		60.87		*		23	
All Grades	30.40		50.40		19.20		125	

Conclusions based on this data:

1. RSD EL performance data indicates that the highest percentages of students score in the somewhat/moderately performance level domain in the areas of listening, reading, and writing.

2. RSD EL performance data indicates that the highest percentages of students score in the well developed performance level domain in the area of speaking.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. RSD students perform well overall in ELA and Math on summative assessments.

2. RSD will set goals for improving absenteeism rates.

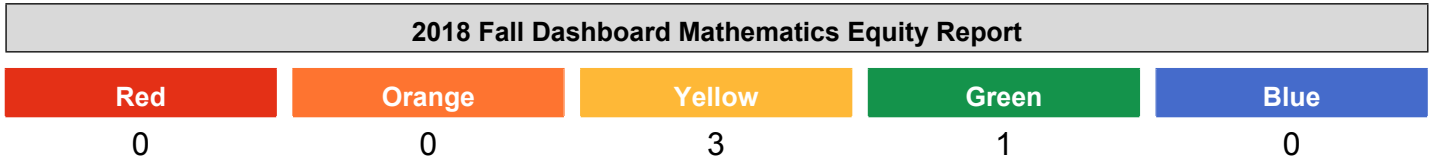**3.** SD will set goals for improving suspension rates.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
18.7 points above standard	2.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1 points	Maintained 0 points	
275 students	96 students	1 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.5 points below standard	39.9 points below standard
	Declined -5.9 points	Declined -5.3 points
2 students	121 students	16 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
38.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	16.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 31.1 points	1 students	Declined -16 points	1 students
15 students		11 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
13.3 points above standard	4.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	20 points above standard
Declined -4.6 points	Declined -11.8 points	2 students	Maintained -1.7 points
58 students	17 students		156 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
81.1 points below standard	47.2 points above standard	27.9 points above standard
Declined -5.9 points	Increased 3.6 points	Maintained -2.9 points
37 students	59 students	173 students

Conclusions based on this data:

1. RSD students perform well overall in ELA.

2. RSD will set goals to support ELs and socioeconomically disadvantaged to demonstrate further academic progress.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
7.9 points above standard	10.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.2 points	Maintained -2.3 points	
275 students	96 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.9 points below standard	70.8 points below standard
	Declined -11.9 points	Declined -51.1 points
2 students	121 students	16 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	7.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased	1 students	Increased 8 points	1 students
25.5 points 15 students		11 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
10 points below standard	32.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	13.3 points above standard
Declined -6.7 points	Increased	2 students	Declined -9.2 points
58 students	16.6 points 17 students		156 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
65.3 points below standard	24.4 points above standard	16.3 points above standard
Declined -5.9 points	Maintained -0.1 points	Declined -5.9 points
37 students	59 students	173 students

Conclusions based on this data:

1. RSD students perform well on the Math assessment.

2. RSD will set goals for Hispanic, socioeconomically disadvantaged, and ELs to support their academic progress.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
125	26.4%	43.2%	16%	14.4%

Conclusions based on this data:

1. RSD will set the goal of support ELs with robust instruction in english language arts to support their academic development.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest
Performance

Red   Orange   Yellow   Green   Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	6	0	0	0
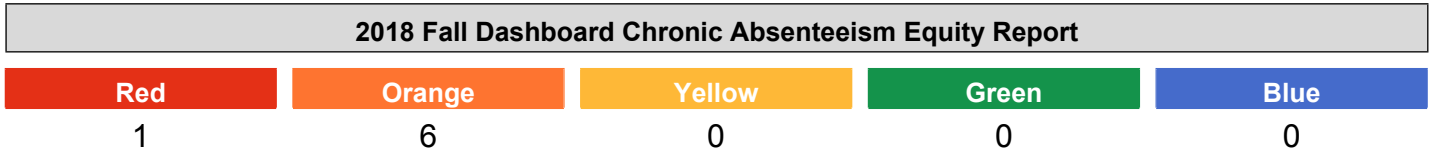
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
7.1% chronically absent	9.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.2%	Increased 2.9%	1 students
646 students	152 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	10.8% chronically absent	28.1% chronically absent
3 students	Increased 2.7%	Increased 1.7%
	287 students	57 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
12.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.8%	1 students	Declined 3.6%	3 students
31 students		30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	No Performance Color	Orange
9.8% chronically absent	10.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	5.4% chronically absent
Increased 1.1%	Increased 7.9%	5 students	Increased 0.6%
132 students	74 students		370 students

Conclusions based on this data:

1. RSD will set goals for all demographic groups to support regular attendance for all students.
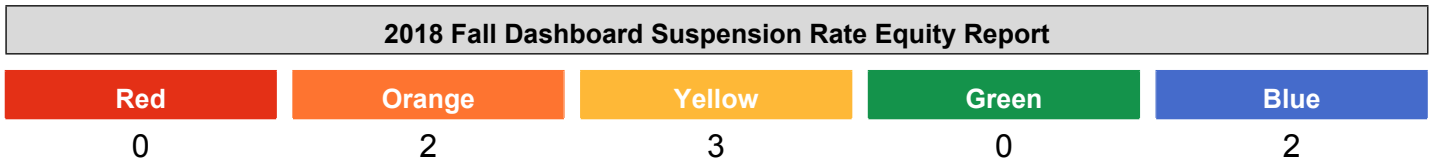
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	2

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
0.8% suspended at least once	0.6% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.4%	Increased 0.6%	1 students
657 students	155 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	1% suspended at least once	1.8% suspended at least once
3 students	Increased 1%	Increased 1.8%
	293 students	57 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	No Performance Color	No Performance Color
0% suspended at least once	Less than 11 Students - Data 1 students	0% suspended at least once	Less than 11 Students - Data 3 students
Maintained 0% 32 students		Maintained 0% 30 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Orange
0.8% suspended at least once	0% suspended at least once	Less than 11 Students - Data 5 students	1.1% suspended at least once
Increased 0.8% 133 students	Maintained 0% 74 students		Increased 0.5% 379 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.5% suspended at least once	0.3% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

1. RSD will set goals to reduce suspension rates for all student groups.

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

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All students have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Teachers will be afforded the opportunity to participate in professional development.

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

Amount(s)	Source(s)
4,919	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional hourly

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

Instructional supplies and materials to support curriculum and instruction.

Technology upgrades, replacement, and new technology to support instruction and campus functions.

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)
3,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly
1,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & 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

Supplemental materials printed at Print shop

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)
4,440	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials

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 have access to software and curriculum materials to support differentiated learning.

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)
9,000	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Software

Annual Review

SPSA Year Reviewed: 2018-19

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.

RSD continues to demonstrate success in ELA and Math performance on annual assessments.

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

N/A

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

The budget for Reading Intervention instruction will be increased in order to support more learners with intensive intervention and small group instruction.

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

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Rancho San Diego will promote a positive school climate and offer programs that promote health and wellness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

All students receive 200 or more PE minutes per 10 school days.

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: 2018-19

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.

Activities were coordinated and implemented by our Counselor, Teachers, Student Council, and PTA to promote physical, social, and emotional health and wellness.

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

N/A

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

The budget for incentives will be increased to expand Positive Behavior Intervention Supports for all students.

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

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Rancho San Diego Elementary School students will demonstrate progress and proficiency over time to master standards and develop college and career readiness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

During regular school day, students underperforming in ELA reading skills receive additional instruction in a small group setting.

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)
25,140	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits

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

During regular school day, EL students will receive ELD instruction in a small group setting.

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

Amount(s)	Source(s)
1,000	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies & Materials: ELD.

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

Classroom teachers will provide extended learning time after school for the purpose of providing extra instruction and support to underperforming students in 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)
1,000	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly: Tutoring

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

During regular school day, EL students underperforming in ELA reading skills receive additional support in a small group setting.

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)
17,706	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Salary & Benefits

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

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

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)
11,246	S&C PD 1000-1999: Certificated Personnel Salaries Certificated Stipends
1,000	S&C PD 2000-2999: Classified Personnel Salaries Classified Hourly

Annual Review

SPSA Year Reviewed: 2018-19

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.

Implementation of instructional programs continues to make tremendous progress, as teachers focused on implementation of our new ELA adoption, WOW (World Of Work), Social Emotional Learning with Sanford Harmony, Computer Science, and our CA NGSS (Next Generation Science Standards) and Common Core Standards.

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

More staff were afforded opportunities to attend conferences in this school year.

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.

Expand funding to attend and participate in professional learning opportunities for staff.

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

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders.

Goal 4

Rancho San Diego Elementary School fosters a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

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.

Annual Review

SPSA Year Reviewed: 2018-19

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.

School Site Council, ELAC, and PTA meetings were conducted regularly.

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

N/A

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.

Coffee with the Principal will be added to the 19-20 calendar.

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	$$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$80,451.00

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
S&C PD	$12,246.00
Supplemental Concentration Funding	$68,205.00

Subtotal of state or local funds included for this school: $80,451.00

Total of federal, state, and/or local funds for this school: $80,451.00

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
Supplemental Concentration Funding	$68,205	0.00
S&C PD	$12,246	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	12,246.00
Supplemental Concentration Funding	68,205.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,011.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	6,440.00
5000-5999: Services And Other Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	11,246.00
2000-2999: Classified Personnel Salaries	S&C PD	1,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	52,765.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	6,440.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	9,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,359.00
Goal 3	57,092.00

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
Cherie Wall	Principal
Jamie Krason	Classroom Teacher
Capri Thivierge	Classroom Teacher
Stacey Appelbaum	Classroom Teacher
Grace Alanis	Other School Staff
Kurt Kneeshaw	Parent or Community Member
Adrianna Connor	Parent or Community Member
Evelyn Carter	Parent or Community Member
Lupe Rodriguez	Parent or Community Member
Reian Carpenter	Parent or Community Member

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