

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 25, 2023	August 8, 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
Additional Targeted Support and Improvement
Asian, Two or More Races

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.

100% of RSDS parents had the opportunity to provide input on the quality of the program and learning environment in the annual parent survey. Last year's Gallup Parent Survey data results will serve as our baseline data to inform our focus areas, and monitor our progress over the year and on an annual basis.

CVUSD uses several assessments to measure school safety and connectedness, such as:

- Annual Gallup Student Survey (Grade 5)
- Annual Gallup Parent Survey
- Annual Gallup Staff Survey
- California Healthy Kids Survey (Grade 5)

Staff, parents and community members gave input during CVUSD LCAP meetings, and at RSD as a part of our School Site Council (SSC), English Learner Advisory Committee (ELAC), and RSD PTA Meetings.

In our SSC, the Site Plan for Student Achievement (SPSA) was reviewed, and the council meets during the year to monitor progress on goals.

This plan will describe our goals and supports for all students, as well as interventions for students in each group:

Students with Disabilities, English Learners, Foster Youth/Homeless, Socio-Economically Disadvantages, and Race/Ethnicity (If appropriate).

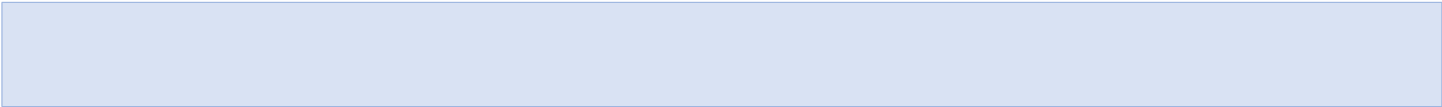


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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys.

May, 2021 Parent Gallup Survey- Baseline- Engagement Mean Score = 4.11

Total Number of Parents Responding to the Gallup Parent Survey was 138.

Fully Engaged 26 %

Treated with Respect (School Environment) - Mean Score = 4.21

Leadership Creates a Trusting Environment - Mean Score = 4.15

Fall 2020 Student Gallup Survey Results- Baseline- Engagement Mean Score = 4.19

Total number of Students Responding the Gallup Student Survey was 73

Engagement 68 %

Hope 49 %

I feel safe - Mean Score = 4.36

I have a great future ahead of me - Mean Score = 4.39

The adults at my school care about me - Mean Score = 4.38

May 2021 Staff Gallup Survey- Baseline-Engagement Mean Score = 4.13

Total number of Staff Responding the Gallup Staff Survey was 55

Engaged 44%

Q3- Opportunity to do my best - Mean Score = 4.18

Q7- Opinions Count - Mean Score = 3.89

Q8- Mission/Purpose - Mean Score = 4.16

Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation. A needs assessment was conducted in SSC on April 22, 2021, for example.

Based on this data, identified needs include a targeted intervention programs for groups of students and campus-wide wellness programs for students, staff and families.

Classroom Observations

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

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol

timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: Principal conducts informal and formal walk-through, pre/post conferences, two formal observations, conferences following each observation

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into Personnel Department by May 15th

On an average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on this data, identified needs include a reading intervention program for English Learners and English Only students, and professional learning for components of the CVUSD Modern Curriculum.

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)

Local assessments include: iReady Diagnostic Assessment for Reading and Math.

We use iReady Diagnostic Assessment for ELA (Reading) and Math academic local assessment .

Based on this data, identified needs are reading intervention for students as identified on individual assessment data.

Based on this data, identified needs are intervention for reading and professional learning for personalized and differentiated unit and lesson design.

We utilized the iReady common diagnostic assessment to identify learning loss, and to support teachers in modifying instruction in order to improve student achievement in specific areas of need. We will be using this diagnostic data (three times a year) to evaluate student growth as well as program effectiveness.

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

* See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment. Staff has planning time embedded throughout the week to monitor student progress on these standards using a variety of instructional resources.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also other assessments to monitor student progress. Teachers will continue to utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. All teachers have access to instructional material training throughout initial curricular adoptions, CVUSD Modern Curriculum, digital badging, staff meetings, Modern Teacher portal, and academies.

Common Core instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development.

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

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

Professional learning opportunities include: Digital badging, Academies, select staff meeting time, and collaborative planning time with the Monday early dismissal schedule. Additional release time and additional planning time is provided as possible.

Professional learning areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Content Standard Alignment, District Initiatives, Special Education, New Materials Adoptions, and Assessment.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources

How to effectively apply these resources in an online or blended environment.

Additional time to plan when initiating new instructional models

Components of the CVUSD modern curriculum.

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

District Level Content Facilitators will provide ongoing instructional support in the areas of World of Work, Presentation Literacy, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, and Computer Science.

Based on this data, identified needs include more professional learning in ELD instruction, components of the CVUSD modern curriculum, and literacy instruction to include on-going training with adopted and supplemental literacy curriculum materials and strategies.

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

Teachers are provided principal directed planning and meeting time each Monday and whenever possible in addition to the Monday schedule. The purpose of this time is to allow teachers to collaborate around data, priority standards, and common student needs.

Teaching and Learning

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

Cajon Valley District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

English Language Arts, Mathematics, Social Studies and English Language Development is aligned with State Standards. Go Math and Nat Geo are adopted curriculum materials for Math and English Language Arts respectively.

Additionally, students receive intervention support in small group pull-out support as identified by student achievement data (from running records, iReady, Be able, ESGI) with an approved reading intervention program, American Reading Company.

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's (CDE) Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

Although the district has identified priority standards by trimester, teachers have the flexibility to teach these standards in any order using board adopted and supplemental curriculum.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Based on this data, RSD has standards-based instructional materials for all content areas. More resources for CA NGSS (Next Generation Science Standards) are continually being researched and obtained as needed. CVUSD will provide the subscription to Mystery Science on-line curriculum to support CA NGSS instruction.

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

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Holt, California Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

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

Current adoptions for English Language Arts and Mathematics provide instructional supports for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

iReady ELD
iReady Math
School Counselor
ParaEducator

Additional Resources needed include a Learning Loss Intervention Teacher, and a Support Teacher, Reading Intervention.

Evidence-based educational practices to raise student achievement

Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
Teacher Collaboration focused on Data Analysis and Instructional Planning
Number Talks & Problem Solving
Mathematical Reasoning
Guided Language Acquisition and Design Strategies (GLAD)
Cognitively Guided Instruction for Mathematics (CGI)
Small-group Instruction
Improvement Science (Plan, Do, Study, Act Cycles)
Needs Assessments

Parental Engagement

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

School Counselor
Student Study Teams Process (SST)
School Needs Assessment
Walk-throughs and Program Evaluation

Our parent communication platform, Parent Square is an app-based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

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

School Site Council

Funding

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process , Open Community Meetings, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Fiscal support (EPC)

Categorical funds are used to provide the following intervention services for under-performing students:
School Counselor
Professional Development
Support Teachers

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

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. 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.

Resource Inequities

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

Our Asian and Two Or More Races Subgroups are in the Very High category for chronic absenteeism. According to this data, these two student groups have the highest rates of chronic absenteeism, indicating a need for additional focus on parent and student engagement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.19%	0.55%	1	1	3
African American	3.4%	2.88%	2.58%	19	15	14
Asian	4.8%	5.95%	6.09%	27	31	33
Filipino	0.4%	0.38%	0.18%	2	2	1
Hispanic/Latino	22.4%	22.84%	23.99%	127	119	130
Pacific Islander	0.7%	0.77%	0.92%	4	4	5
White	56.2%	57.01%	55.17%	318	297	299
Multiple/No Response	4.4%	3.84%	4.43%	25	20	24
Total Enrollment				566	521	542

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	93	107
Grade 1	94	74	82
Grade 2	97	93	75
Grade3	90	98	95
Grade 4	94	86	95
Grade 5	95	77	88
Total Enrollment	566	521	542

Conclusions based on this data:

1. Enrollment data showed a decline in overall enrollment following the pandemic, and then slow growth back up in the 22-23 school year.
2. RSDDES has maintained enrollment in the mid - low 500s in grades TK-5 for 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	151	132	97	26.70%	25.3%	17.9%
Fluent English Proficient (FEP)	33	36	57	5.80%	6.9%	10.5%
Reclassified Fluent English Proficient (RFEP)	9	24	11	6.0%	19.35%	11.34%

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 increased from 6% to 19.35% in the 21-22 school year.
3. The percentage of students assessed and identified as Fluent English Proficient learners continues to increase slightly over the last three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	88	95		0	93		0	93		0.0	97.9	
Grade 4	84	86		0	84		0	84		0.0	97.7	
Grade 5	92	73		0	71		0	71		0.0	97.3	
All Grades	264	254		0	248		0	248		0.0	97.6	

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		2428.			30.11			23.66			16.13			30.11	
Grade 4		2494.			26.19			38.10			21.43			14.29	
Grade 5		2511.			29.58			30.99			11.27			28.17	
All Grades	N/A	N/A	N/A		28.63			30.65			16.53			24.19	

Reading Demonstrating understanding of literary and non-fictional texts												
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		12.90			64.52			22.58				
Grade 4		20.24			72.62			7.14				
Grade 5		22.54			60.56			16.90				
All Grades		18.15			66.13			15.73				

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		19.35			53.76			26.88	
Grade 4		23.81			64.29			11.90	
Grade 5		30.99			46.48			22.54	
All Grades		24.19			55.24			20.56	

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		12.90			73.12			13.98	
Grade 4		11.90			77.38			10.71	
Grade 5		11.27			76.06			12.68	
All Grades		12.10			75.40			12.50	

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		16.13			68.82			15.05	
Grade 4		11.90			80.95			7.14	
Grade 5		21.13			63.38			15.49	
All Grades		16.13			71.37			12.50	

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. The data provides us with focus areas for instruction in the next school year.
2. Rancho San Diego students in 3rd, 4th, and 5th grades took the CAASPP SBAC assessment after a two year hiatus (due to the pandemic) in 2022, so these scores reflect baseline data. (We used data from iReady diagnostic assessments in Reading to measure progress in Spring of 2021.)
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)

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	88	95		0	92		0	92		0.0	96.8	
Grade 4	84	86		0	84		0	84		0.0	97.7	
Grade 5	92	73		0	72		0	72		0.0	98.6	
All Grades	264	254		0	248		0	248		0.0	97.6	

* 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		2447.			27.17			29.35			22.83			20.65	
Grade 4		2500.			21.43			36.90			28.57			13.10	
Grade 5		2456.			5.56			11.11			44.44			38.89	
All Grades	N/A	N/A	N/A		18.95			26.61			31.05			23.39	

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		27.17			53.26			19.57	
Grade 4		33.33			48.81			17.86	
Grade 5		8.33			54.17			37.50	
All Grades		23.79			52.02			24.19	

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		28.26			53.26			18.48	
Grade 4		19.05			63.10			17.86	
Grade 5		4.17			56.94			38.89	
All Grades		18.15			57.66			24.19	

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		28.26			56.52			15.22	
Grade 4		28.57			58.33			13.10	
Grade 5		0.00			65.28			34.72	
All Grades		20.16			59.68			20.16	

Conclusions based on this data:

1. This data demonstrates CAASPP baseline summative assessment data in the percentage of students achieving Above or At Standard in Math in the test results from the past year, as CAASPP assessments were suspended in the first pandemic year.

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	1383.3	1414.5		1392.9	1435.6		1360.3	1365.1		24	17	
1	1437.3	1445.1		1459.0	1450.9		1415.2	1438.5		24	13	
2	1468.3	1465.0		1466.3	1469.0		1469.9	1460.4		26	23	
3	1490.3	1495.0		1490.5	1493.9		1489.6	1495.7		24	23	
4	1520.4	1510.4		1525.3	1498.8		1514.9	1521.5		25	15	
5	1501.7	1517.8		1499.5	1520.6		1503.4	1514.4		21	18	
All Grades										144	109	

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	12.50	5.88		16.67	47.06		41.67	29.41		29.17	17.65		24	17	
1	8.33	0.00		62.50	53.85		4.17	30.77		25.00	15.38		24	13	
2	19.23	4.35		38.46	69.57		19.23	4.35		23.08	21.74		26	23	
3	33.33	26.09		41.67	17.39		16.67	43.48		8.33	13.04		24	23	
4	28.00	26.67		40.00	60.00		32.00	6.67		0.00	6.67		25	15	
5	28.57	16.67		38.10	38.89		19.05	33.33		14.29	11.11		21	18	
All Grades	21.53	13.76		39.58	46.79		22.22	24.77		16.67	14.68		144	109	

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	8.33	17.65		29.17	47.06		37.50	23.53		25.00	11.76		24	17	
1	33.33	23.08		45.83	38.46		0.00	23.08		20.83	15.38		24	13	
2	11.54	21.74		50.00	56.52		26.92	8.70		11.54	13.04		26	23	
3	50.00	39.13		33.33	26.09		8.33	21.74		8.33	13.04		24	23	
4	44.00	33.33		52.00	53.33		4.00	6.67		0.00	6.67		25	15	
5	52.38	27.78		33.33	55.56		4.76	11.11		9.52	5.56		21	18	
All Grades	32.64	27.52		40.97	45.87		13.89	15.60		12.50	11.01		144	109	

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	16.67	0.00		8.33	17.65		29.17	52.94		45.83	29.41		24	17	
1	0.00	0.00		58.33	38.46		12.50	30.77		29.17	30.77		24	13	
2	23.08	4.35		30.77	52.17		15.38	21.74		30.77	21.74		26	23	
3	16.67	17.39		41.67	17.39		29.17	47.83		12.50	17.39		24	23	
4	8.00	13.33		36.00	46.67		28.00	20.00		28.00	20.00		25	15	
5	9.52	5.56		28.57	16.67		42.86	50.00		19.05	27.78		21	18	
All Grades	12.50	7.34		34.03	31.19		25.69	37.61		27.78	23.85		144	109	

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	16.67	29.41		58.33	52.94		25.00	17.65		24	17	
1	37.50	30.77		45.83	46.15		16.67	23.08		24	13	
2	19.23	4.35		65.38	82.61		15.38	13.04		26	23	
3	50.00	39.13		37.50	43.48		12.50	17.39		24	23	
4	40.00	53.33		56.00	40.00		4.00	6.67		25	15	
5	23.81	33.33		61.90	50.00		14.29	16.67		21	18	
All Grades	31.25	30.28		54.17	54.13		14.58	15.60		144	109	

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	12.50	17.65		54.17	70.59		33.33	11.76		24	17	
1	33.33	15.38		50.00	69.23		16.67	15.38		24	13	
2	20.00	34.78		72.00	52.17		8.00	13.04		25	23	
3	50.00	52.17		41.67	30.43		8.33	17.39		24	23	
4	68.00	33.33		32.00	60.00		0.00	6.67		25	15	
5	71.43	66.67		19.05	27.78		9.52	5.56		21	18	
All Grades	41.96	38.53		45.45	49.54		12.59	11.93		143	109	

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	8.33	0.00		58.33	76.47		33.33	23.53		24	17	
1	16.67	15.38		50.00	46.15		33.33	38.46		24	13	
2	26.92	4.35		38.46	73.91		34.62	21.74		26	23	
3	12.50	17.39		66.67	34.78		20.83	47.83		24	23	
4	12.00	20.00		52.00	60.00		36.00	20.00		25	15	
5	23.81	5.56		52.38	55.56		23.81	38.89		21	18	
All Grades	16.67	10.09		52.78	57.80		30.56	32.11		144	109	

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	29.17	23.53		12.50	41.18		58.33	35.29		24	17	
1	0.00	7.69		79.17	61.54		20.83	30.77		24	13	
2	19.23	26.09		61.54	52.17		19.23	21.74		26	23	
3	20.83	17.39		70.83	73.91		8.33	8.70		24	23	
4	16.00	20.00		68.00	73.33		16.00	6.67		25	15	
5	9.52	11.11		76.19	72.22		14.29	16.67		21	18	
All Grades	15.97	18.35		61.11	62.39		22.92	19.27		144	109	

Conclusions based on this data:

1. RSD EL performance data indicates that the highest percentages of students score in the somewhat or moderately developed 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 in the area of speaking.

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
521	40.1	25.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rancho San Diego 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	132	25.3
Foster Youth		
Homeless	4	0.8
Socioeconomically Disadvantaged	209	40.1
Students with Disabilities	82	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	2.9
American Indian	1	0.2
Asian	31	6.0
Filipino	2	0.4
Hispanic	119	22.8
Two or More Races	20	3.8
Pacific Islander	4	0.8
White	297	57.0

Conclusions based on this data:

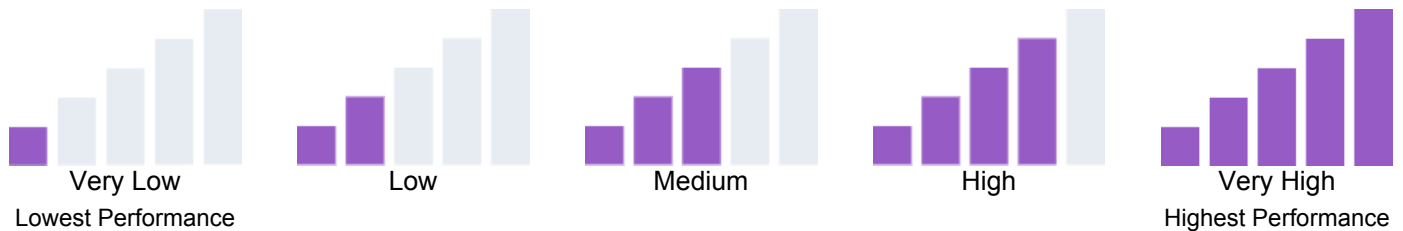
1. The Socioeconomically Disadvantaged student population is 42% of the student body, based on 2021 and 2022 data. With the number of families identified within the criteria, RSD provides a free and reduced price Lunch program for our students.
2. Students with disabilities were 7.5 % of the total enrollment and continue to be a student group that has an identified need with academic performance and suspension based on the Fall 2019 Dashboard. As of Spring of 2023, we know that our students with disabilities represents 21.3% of our student population.

School and Student Performance Data

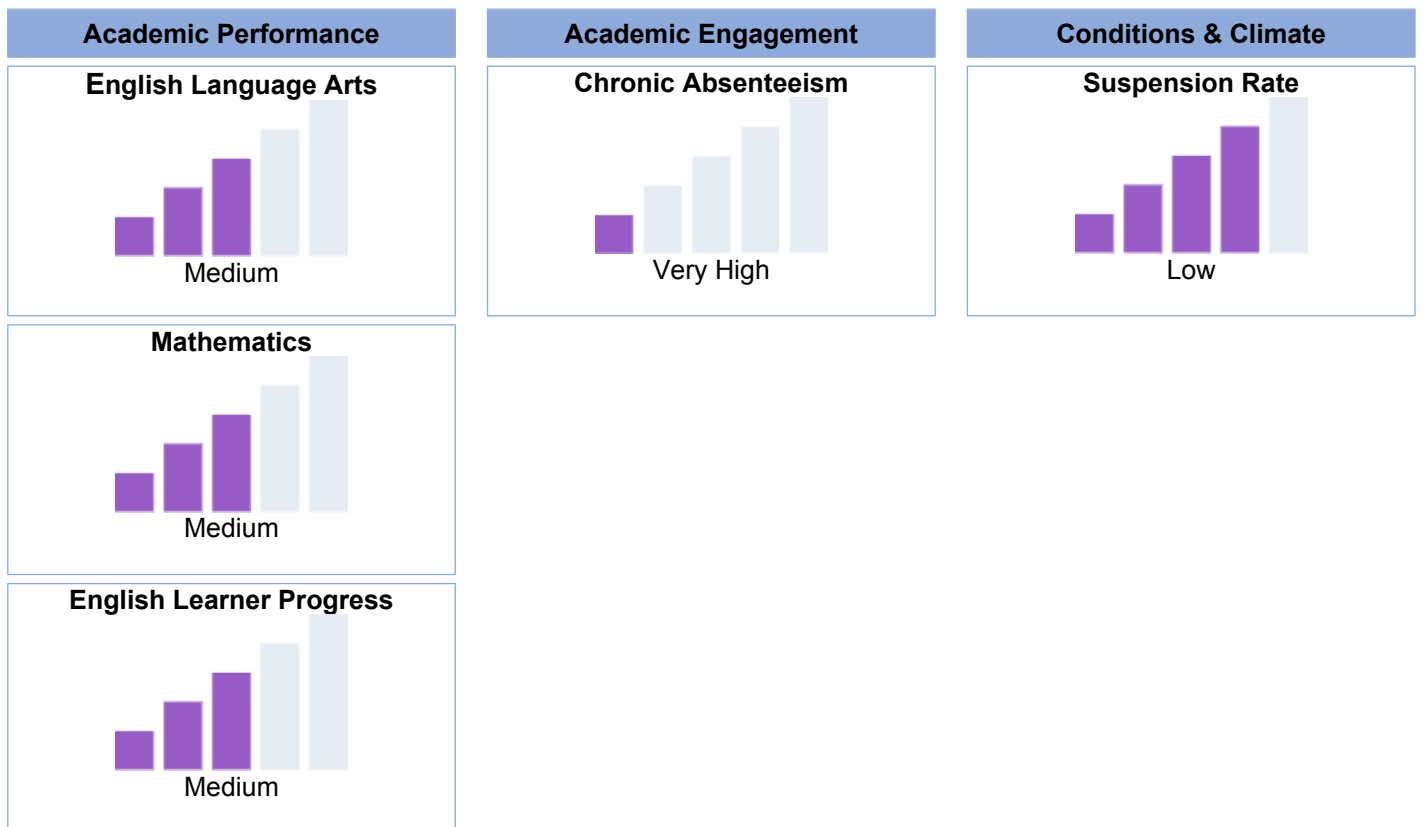
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

- English Language Arts, Mathematics, and English Learner Progress are within the Medium Level.
- Chronic Absenteeism is within the Very High Level. This data point places our school into ATSI (Additional Targeted Support and Improvement) status, and will be an area of focus for our staff, students and families in our plan for the 23-24 school year.

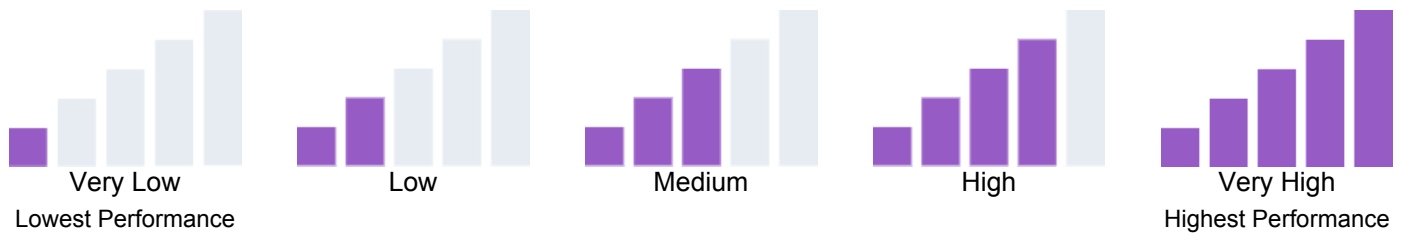
3. Our suspension rate is in the Low level.

School and Student Performance Data

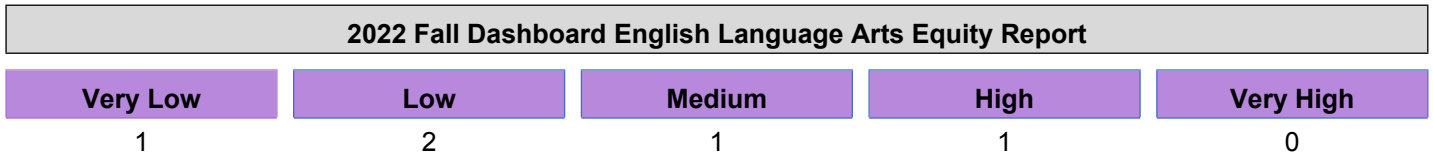
Academic Performance English Language Arts

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](#).

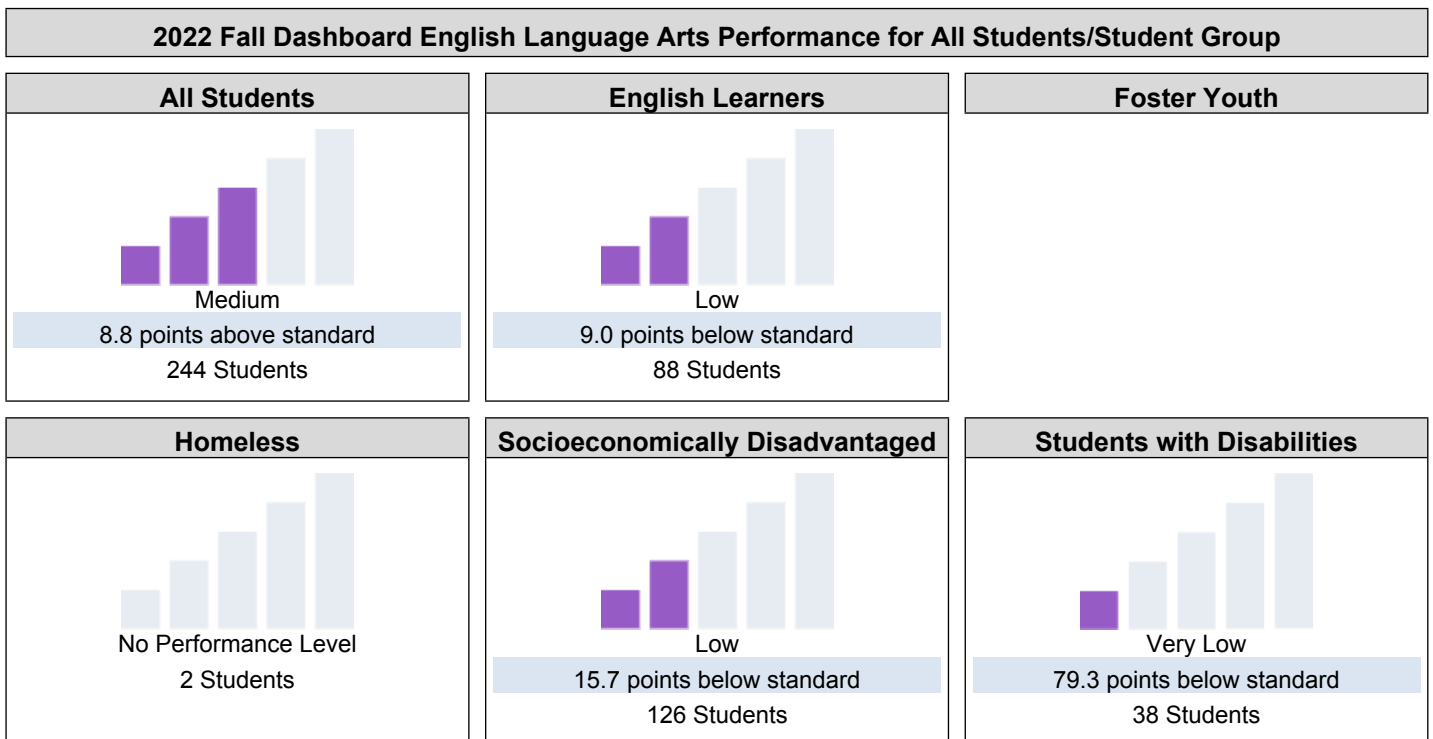
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



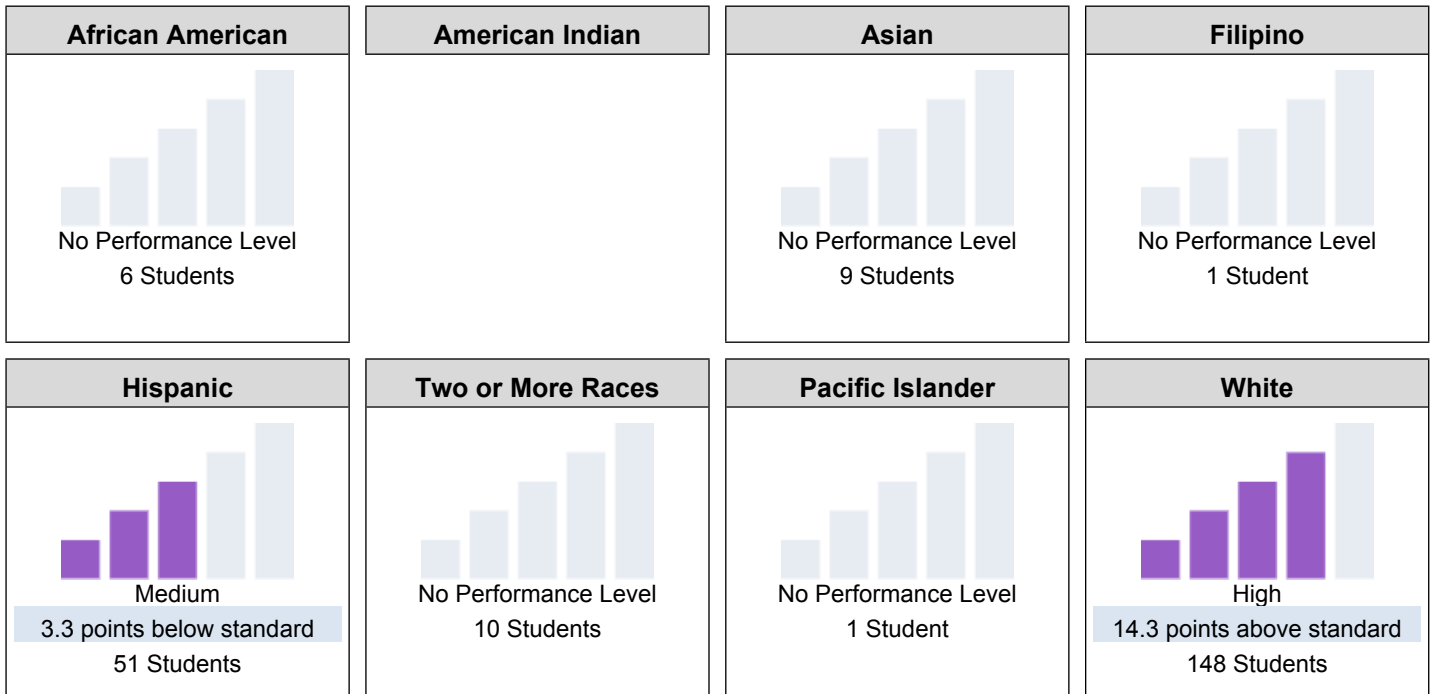
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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	Reclassified English Learners	English Only
64.2 points below standard 49 Students	60.4 points above standard 39 Students	16.3 points above standard 146 Students

Conclusions based on this data:

- This data reflects baselines in all measured areas of the California Assessment of Student Performance and Progress (CAASPP) assessments.
- Our English Learners scored at 9.0 points Below Standard, indicating that this student group requires strategic and intentionally differentiated instruction.
- Our socio-economically disadvantaged population achieved at 15.7 points below standard. An identified need is to provide interventions supports.

School and Student Performance Data

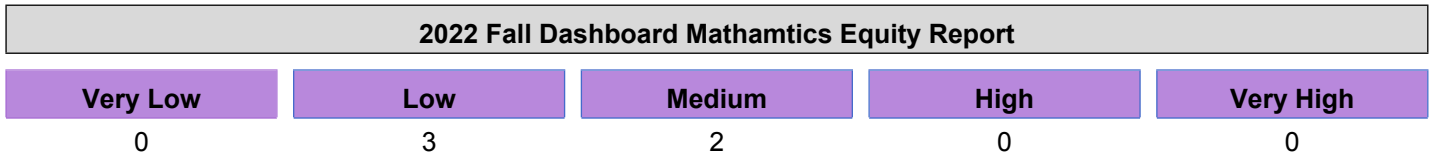
Academic Performance Mathematics

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](#).

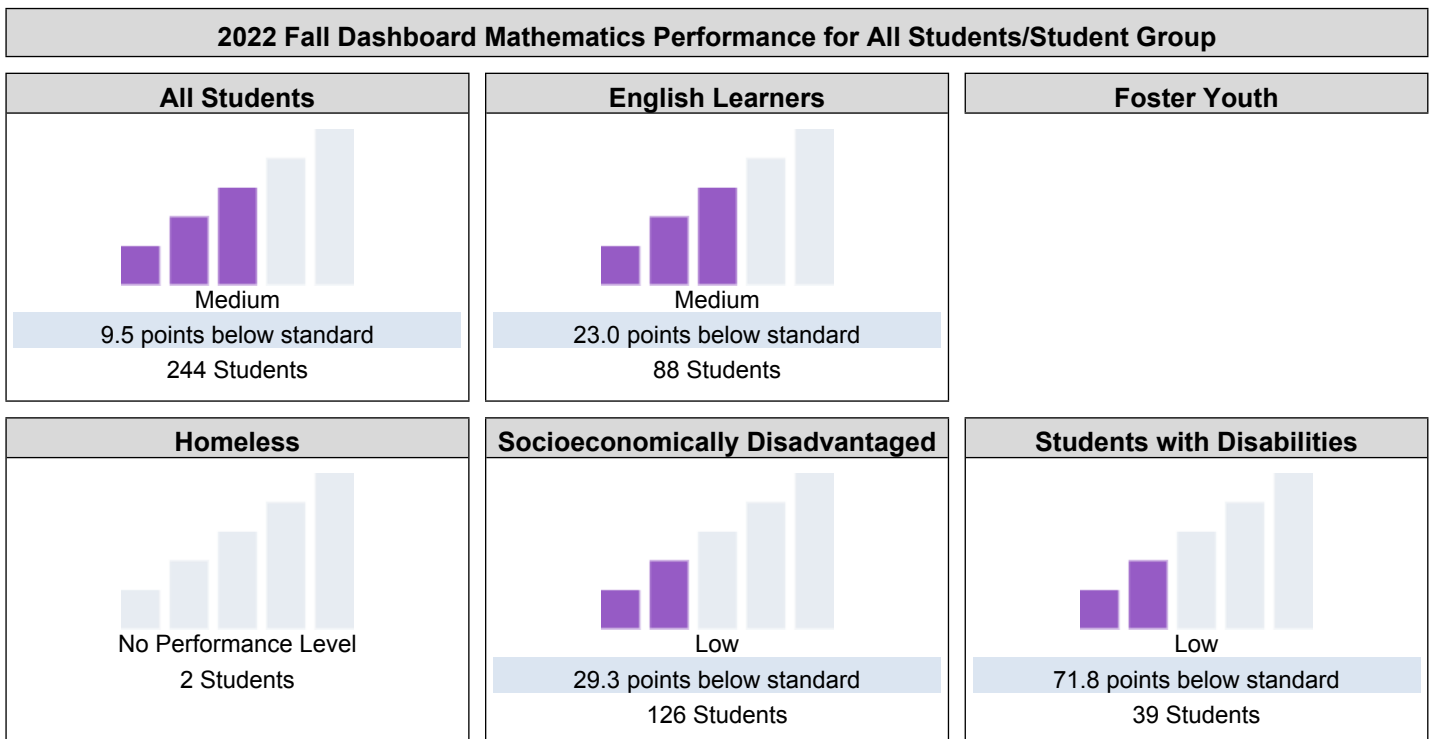
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



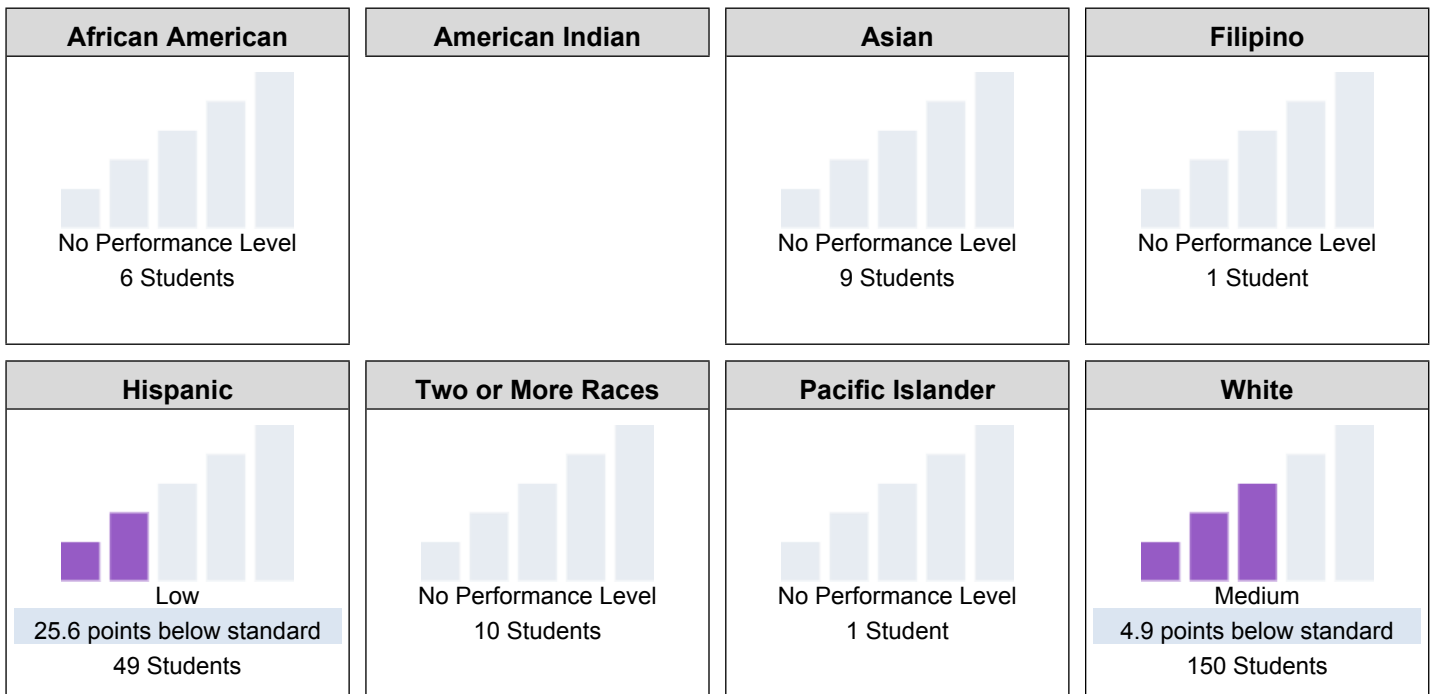
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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	Reclassified English Learners	English Only
<p>58.2 points below standard 49 Students</p>	<p>21.3 points above standard 39 Students</p>	<p>2.0 points below standard 146 Students</p>

Conclusions based on this data:

1. We scored in the Medium Level in math overall, however, we are Low Levels for several subgroups. A significant number of students are still not performing at grade level. All significant subgroups require increased intervention support to meet grade level standards.
2. Our Hispanic students achieved in the Low Level, at 25.6 points below standard.

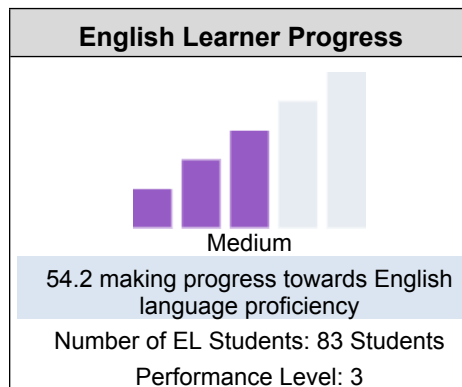
School and Student Performance Data

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



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
8.4%	37.3%	0.0%	54.2%

Conclusions based on this data:

1. Our English Learner students achieved at the Medium Level, with 54.2% of EL students are making progress toward English Language Proficiency.
2. We will continue to intentionally plan for language development within our integrated units and designate ELD time. Frequent data collection on student progress using iReady and other assessments will assist us in designing personalized language development plans for students.
3. The Medium indicator suggests we need to continue to fund and support intervention programs for our English Learner 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:

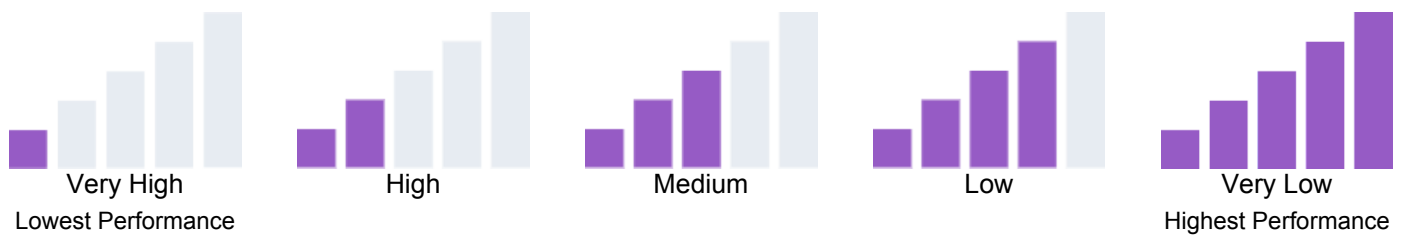
1. For High Schools only, no data provided here.

School and Student Performance Data

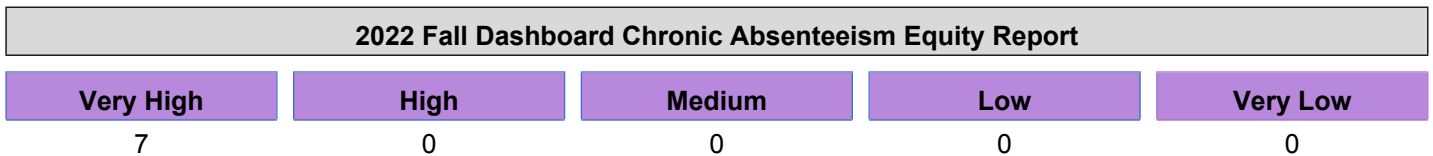
Academic Engagement Chronic Absenteeism

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](#).

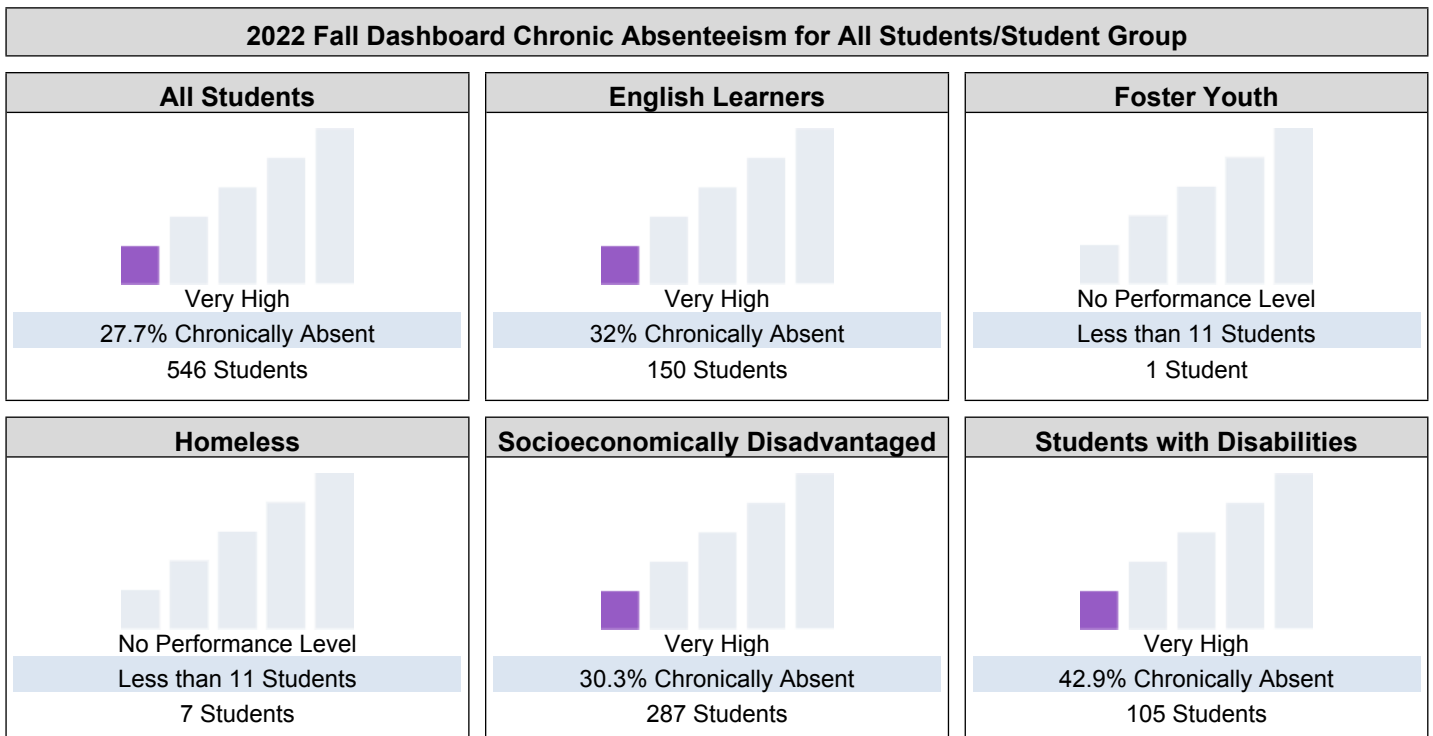
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



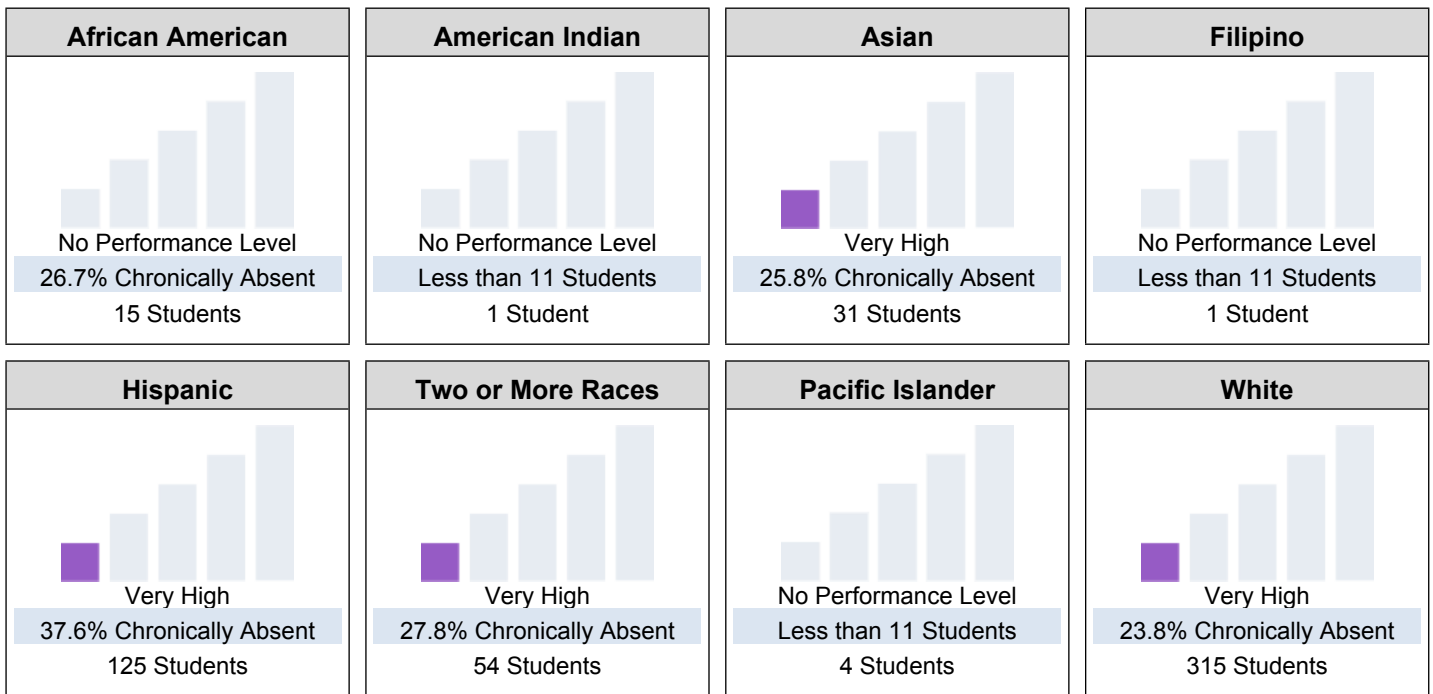
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

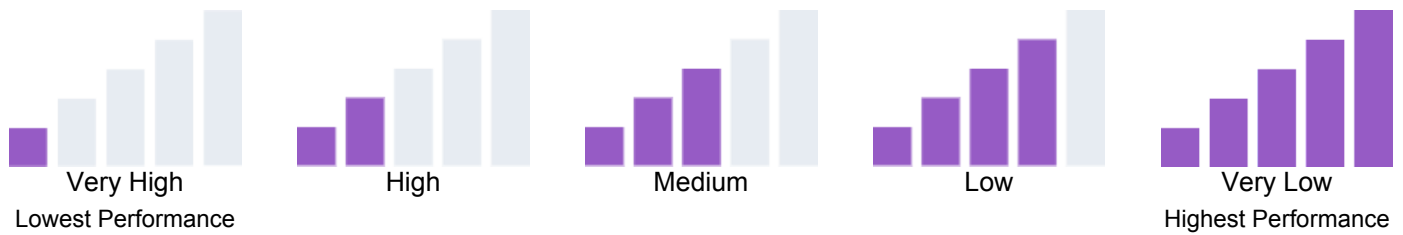
1. Chronic absenteeism, defined as absences over 10% of instructional days, has increased dramatically for all groups of students since the start of the Covid-19 pandemic.
2. Upon examination of this data by our school community, we are able to identify families and students to provide targeted attendance interventions with our school counselors, and all staff to support positive school attendance.
3. Our school is now in ATSI (Additional Targeted Support and Improvement) status for all student groups.

School and Student Performance Data

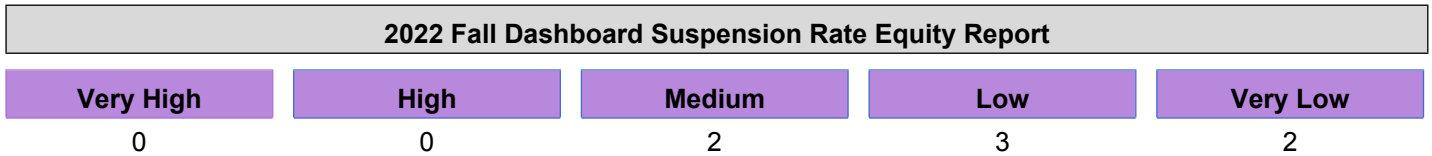
Conditions & Climate Suspension Rate

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](#).

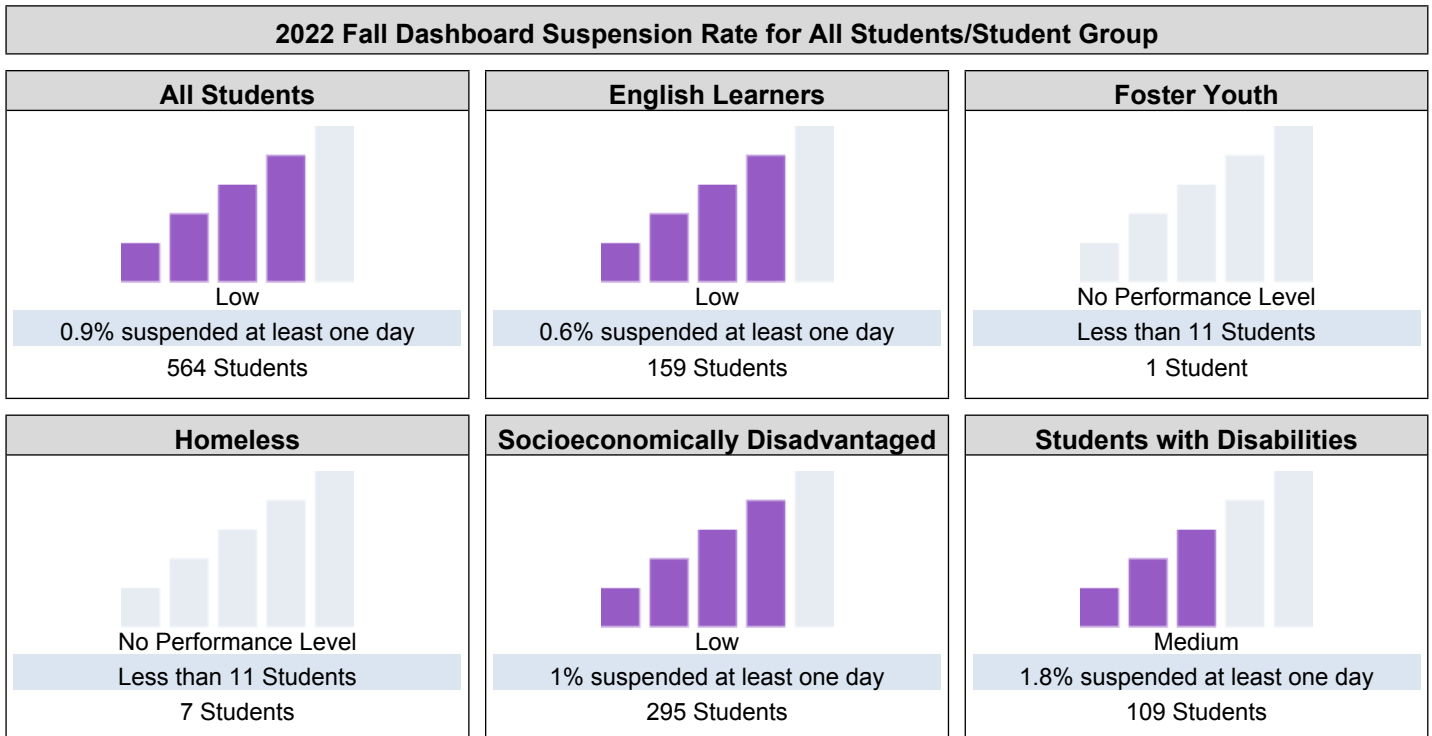
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



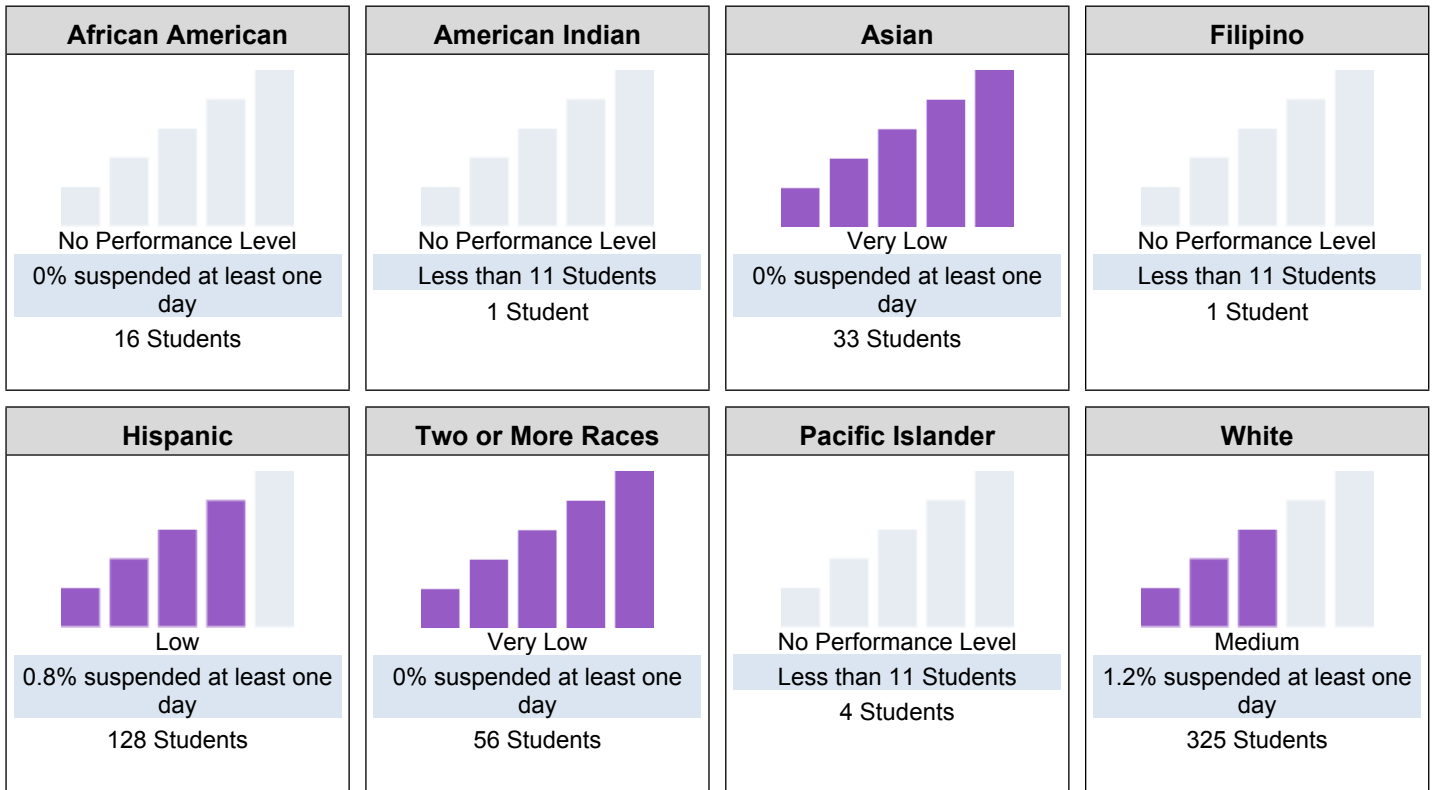
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Most student groups have Suspension rates of Very Low in this dashboard report. The overall suspension rate of .9% places our school in Low Level overall.
2. The rates of suspension for students with disabilities is Medium, at 1.8%, and the rate of suspension for Hispanic students is in the Low Level, at .8%.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	23	45	37
Tier 3 % of students (Two or More Grade Levels Below)	12	21	10

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	32	44	49
Tier 3 % of students (Two or More Grade Levels Below)	32	44	22

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	28	46	43
Tier 3 % of students (Two or More Grade Levels Below)	17	27	13

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	35	36	44

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	37	51	40

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	24	34	44
	Tier 3 % of students (Two or More Grade Levels Below)	10	22	
Black or African American	Tier 2 % of students (One Grade Level Below)	42	35	42
	Tier 3 % of students (Two or More Grade Levels Below)	5	35	21
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	21	46	37
	Tier 3 % of students (Two or More Grade Levels Below)	12	20	9

Conclusions based on this data:

1. Despite learning conditions during the 19-20 and 20-21 school years due to the Covid-19 pandemic, RSD students have demonstrated significant progress in reading, based on our iReady diagnostic # 1 to # 2 to #3 over the 20-21 school year.

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	60	65
English Learner % of Students On Track to Meet Typical Growth Goal	54	63
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	55	61
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	47	51

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	55	63
Black or African American % of Students On Track to Meet Typical Growth Goal	58	74
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	68	62

Conclusions based on this data:

1. Our student group with the lowest performance was Black or African American. Based on this data, an identified need is interventions planned as a part of our MTSS program that provide wrap-around services for these student groups.

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	29	59	48
Tier 3 % of students (Two or More Grade Levels Below)	9	18	10

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	39	55	60
Tier 3 % of students (Two or More Grade Levels Below)	21	37	22

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	35	61	54
Tier 3 % of students (Two or More Grade Levels Below)	12	23	12

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
 Diagnostic #2 (Winter 2022)
 21-22 Diagnostic #3 (Spring 2022)

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	35	39	43

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	32	49	38

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)

Diagnostic #2 (Winter 2022)

21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	28	53	50
	Tier 3 % of students (Two or More Grade Levels Below)		16	3
Black or African American	Tier 2 % of students (One Grade Level Below)	63	65	58
	Tier 3 % of students (Two or More Grade Levels Below)	5	29	26
Native Hawaiian or Other Pacific Islander	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
White	Tier 2 % of students (One Grade Level Below)	27	59	46
	Tier 3 % of students (Two or More Grade Levels Below)	9	18	10

Conclusions based on this data:

1. Despite learning conditions during the 19-20 and 20-21 school years due to the Covid-19 pandemic, RSD students have demonstrated significant progress in math, based on results from our iReady diagnostic # 1 to # 2 to #3.

School and Student Performance Data

22-23 iReady Math Diagnostic Growth Reports

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	53	56
English Learner % of Students On Track to Meet Typical Growth Goal	52	58
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	51	54
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	44	55

22-23 Math Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	66	63
Black or African American % of Students On Track to Meet Typical Growth Goal	50	56
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	53	56

Conclusions based on this data:

1. Our student group with the lowest performance was socioeconomically disadvantaged. Based on this data, an identified need is interventions planned as a part of our MTSS program that provide wrap-around services for this student group.

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	33%	51%	16%
19-20 Parent Survey	26%	56%	18%
20-21 Parent Survey	39%	52%	9%
21-22 Parent Survey	39%	48%	13%

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.19	94	6
I feel proud to be a parent at my child's school.	4.22	91	9
This school is perfect for my child.	4.03	89	11

Conclusions based on this data:

1. The 20-21 Parent Survey saw significant decline in the % of parents actively disengaged.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	74	26	--
19-20 Student Survey	68	32	--
20-21 Student Survey	87%	--	--
21-22 Student Survey	80%	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Rancho San Diego Elementary School Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.36	3.89
At this school, I get to do what I do best every day	4.02	3.55
My teachers make me feel my schoolwork is important	4.74	4.01
I feel safe in this school.	4.19	3.84
I have fun at school.	4.02	3.77
I have a best friend at school	4.68	4.44
In the last seven days, someone has told me I have done good work at school.	4.00	3.58
In the last seven days, I have learned something interesting at school.	4.47	3.82
The adults at my school care about me.	4.45	3.91
I have at least one teacher who makes me excited about the future.	4.55	4.02

Rancho San Diego Elementary School

Conclusions based on this data:

1. RSD performs very well in many areas measured on the Gallup Survey.
2. An area for growth is: At this school, I get to do what I do best every day.
3. The 20-21 Gallup Student Survey data indicates marked growth in the percentage of students indicating full engagement, at 87%.

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

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Identified Need

Based on student attendance and engagement data, students need to have access to engaging instruction and make connections to real-world application.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations and grade level collaboration meetings.	All students experience a minimum of 6 WOW lessons and at least three Meet A Pro per school year.	All students will participate in CVUSD WOW week. All students will determine their top three RIASEC strengths, based on their WOW experiences with exploring their strengths, interests and values.
Classroom observations and after school TED Ed Club meetings.	In 2022-23, 20 students participated in the Ted Ed Club to develop presentation literacy skills, and presented their talks in a TedXKids@RSD event. In 2022-23, all RSD students participated in presentation literacy experiences throughout the school year in the classroom settings.	Continue to provide presentation literacy instruction and presentation opportunities embedded in daily learning. Continue to provide TED Ed Club for students.
Classroom observation and after school Lego Robotics Club meetings.	In 2022-23, all students enrolled in 4th grade participated in the Lego League Challenge Club.	Increase the number of students participating in the Lego League Challenge.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations.	In 2022-23, all students received individualized instruction through classroom learning experiences and 1:1 technology access to the CVUSD Modern Curriculum applications and adaptive learning programs.	All students will continue to participate in the CVUSD modern curriculum.

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

To support the World of Work and prepare students for college and career, all students will participate in RIASEC lessons in order to determine their top three strengths at this time. Furthermore, all students will participate in at least 6 WOW lessons, and three Meet-A-Pro experiences per school year. Lastly, students will experience two opportunities to engage in Practice in the World-of-Work. All students in grades TK-5 will participate in presentation literacy with at least three opportunities to present to an audience. Students in grades TK-5 are able to participate in TED Ed Club, draft and present TED Ed talks to an audience.

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	S/C 4000-4999: Books And Supplies
3000	S/C 1000-1999: Certificated Personnel Salaries
2000	S/C 5000-5999: Services And Other Operating Expenditures

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

All students will have access to participate in engaging instruction and make connections to real-world applications including, but not limited to, strategies such as: Problem or Project Based Learning, design thinking, 3-D printing, Broadcast team (in grades 4-5), Student Council, Peace Patrol, and more.

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	S/C 1000-1999: Certificated Personnel Salaries
100	S/C 5800: Professional/Consulting Services And Operating Expenditures
6000	S/C 4000-4999: Books And Supplies

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.

RSD students were able to experience learning and engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values in the classroom environment.

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

Several classrooms were able to facilitate Meet A Pro in-person experiences, Lego Robotics, and 3-D printing over the school year. The Broadcast team (in grades 4-5) was especially strong due to ELOP support.

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.

More funds are budgeted for certificated instruction on an hourly basis to provide for curriculum writing and unit design.

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

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected.

Identified Need

We have been identified for ATSI for the following groups: Data indicates that student engagement and well-being is important to students' overall success. Quantitative and qualitative data shows there is room for growth in this area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student (5th Grade) Gallup Engagement scores	In 2022-23, our mean scale score was 4.19	Increase mean scale score by .2 percent.
Staff Gallup Engagement scores	In 2021-22, our mean scale score was 4.13	Increase mean scale score by .2 percent.
Parent Gallup Survey	in 2022-23, our mean scale score was 4.11 in 2022-23, our mean scale score was 4.35	Increase mean scale score by .2 percent.
Chronic Absenteeism Data	In 2022-23, 23.9% of our student enrollment have chronic absenteeism.	Decrease chronic absenteeism by 5%.

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, ATSI Groups (Asian & Two or More Races)

Strategy/Activity

Staff will support students through school-wide social and emotional learning (SEL) curriculum, Sanford Harmony, Zones of Regulation, positive behavior supports, and a variety of counseling and other evidence-based programs to support student engagement and attendance. Staff will facilitate parent and community engagement with our school. Staff will support regular attendance at school.

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	S/C 1000-1999: Certificated Personnel Salaries
2000	S/C 2000-2999: Classified Personnel Salaries
4000	S/C 4000-4999: Books And Supplies

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

English Learners and their families will safe and supported at school. An hourly EL Facilitator will provide additional support for EL students and their families.

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	S/C 1000-1999: Certificated Personnel Salaries

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.

Our English Learner Facilitator has established effective relationships with students and their families. This has resulted in increased engagement with our English Learner families.

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

In the 22-23 school year, we shifted additional funds into this strategy in order to support further interventions for more student in All groups, including English Learner students.

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.

More resources are allocated to support positive attendance, Social Emotional Learning, and positive home-to-school connects for the 23-24 school year.

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

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics.

Identified Need

Based on current iReady Diagnostic Assessment Data:
 Percentage of students at or above grade level = 42%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Overall Achievement ELA	<p>On the 21/22 CAASPP Assessment, 53% of 3rd grade students are at or above grade level in ELA.</p> <p>On the 21/22 CAASPP Assessment, 64% of 4th grade students are at or above grade level in ELA.</p> <p>On the 21/22 CAASPP Assessment, 59% of 5th grade students are at or above grade level in ELA.</p>	<p>On the 22/23 CAASPP Assessment, 58% of 3rd grade students are at or above grade level in ELA.</p> <p>On the 22/23 CAASPP Assessment, 69% of 4th grade students are at or above grade level in ELA.</p> <p>On the 22/23 CAASPP Assessment, 64% of 5th grade students are at or above grade level in ELA.</p>
CAASPP Overall Achievement Math	<p>On the 21/22 CAASPP Assessment, 56% of 3rd grade students are at or above grade level in Math.</p> <p>On the 21/22 CAASPP Assessment, 67% of 4th grade students are at or above grade level in Math.</p> <p>On the 21/22 CAASPP Assessment, 26% of 5th grade students are at or above grade level in Math.</p>	<p>On the 22/23 CAASPP Assessment, 61% of 3rd grade students are at or above grade level in Math.</p> <p>On the 22/23 CAASPP Assessment, 72% of 4th grade students are at or above grade level in Math.</p> <p>On the 22/23 CAASPP Assessment, 31% of 5th grade students are at or above grade level in Math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ready Diagnostic Assessment Data: Percentage of students at or above grade level = Percentage of students meeting their individual typical growth goals.	<p>June 2022, iReady Reading Diagnostic #3 Tier 1- 65% Tier 2- 23% Tier 3- 12%</p> <p>60 % of students made one year's growth (typical growth)</p> <p>June 2022, Math Diagnostic #3 Tier 1- 62% Tier 2- 29% Tier 3- 9%</p> <p>53 % of students made one year's growth (typical growth)</p>	<p>Goals for 22/23: 58% of students are at or above grade level on Diagnostic #2 70% of students are at or above grade level on Diagnostic #3</p> <p>70% of students will make one year's growth.</p>

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

Strategy/Activity

All teachers will deliver targeted reading instruction in small groups to all students and engage in regular progress monitoring and running records assessment.

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	S/C 1000-1999: Certificated Personnel Salaries
2000	S/C 4000-4999: Books And Supplies

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

Teachers will provide personalized learning using evidence based teaching practices.

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)

12219

S/C
4000-4999: Books And Supplies

4000

S/C
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All, English Learners

Strategy/Activity

Teachers will engage in professional learning in evidence based teaching practices.

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)

300

S/C
4000-4999: Books And Supplies

3000

S/C
1000-1999: Certificated Personnel Salaries

4700

S/C
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Teachers will use learning applications to personalize learning 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)

5000

Source(s)

S/C

5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Socioeconomically Disadvantaged, Hispanic

Strategy/Activity

Support Teachers will provide additional support and instruction for English Learners, Socioeconomically Disadvantaged and all students and their families.

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)

6675

Source(s)

S/C

1000-1999: Certificated Personnel Salaries Support Teacher

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.

Our IReady diagnostic data demonstrates strong progress in Reading and Math in the 22-23 school year, thus far.

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

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

N/A

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	\$71,994.00

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	\$71,994.00

Subtotal of state or local funds included for this school: \$71,994.00

Total of federal, state, and/or local funds for this school: \$71,994.00

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
S/C	71994	0.00

Expenditures by Funding Source

Funding Source	Amount
S/C	71,994.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,675.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	27,519.00
5000-5999: Services And Other Operating Expenditures	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	5,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	26,675.00
2000-2999: Classified Personnel Salaries	S/C	2,000.00
4000-4999: Books And Supplies	S/C	27,519.00
5000-5999: Services And Other Operating Expenditures	S/C	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	S/C	5,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,100.00
Goal 2	13,000.00
Goal 3	42,894.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Cherie Wall	Principal
Jennifer Cornthwaite	Other School Staff
David Larson	Classroom Teacher
Keri Long	Classroom Teacher
Alisa Melanese	Classroom Teacher
Christina Cavallaro	Parent or Community Member
Daisy Dweick	Parent or Community Member
Summer Michaelson	Parent or Community Member
Mabel Morris	Parent or Community Member
Inna Sosinsky	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/01/23.

Attested:



Principal, Cherie Wall on 06/01/23



SSC Chairperson, Mrs. Mabel Morris on 06/01/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019