



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
Lang Ranch Elementary School	56 73759 6115760	August 31, 2022	

Purpose and Description

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

The Lang Ranch SPSA serves to inform the school and the community to the achievement and goals of our school including our four goals designed to also meet the district's LCAP goals. Lang Ranch developed five goals this year to align with student achievement as well as student feelings toward school and parent feelings toward the school. The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

The mission of Lang Ranch Elementary School is to maximize student potential by working collectively to educate the whole child. The expected achievement of our "life-long learners" includes the ability to read, comprehend, compute, problem solve, organize, communicate, inquire, create, design and research. In addition, the students' moral character, cultural and social needs are addressed in a safe and nurturing environment that promotes self-reliance.

The Lang Ranch Elementary School vision is centered on its children's success in maximizing their potential.

In partnership with parents, businesses, corporations, seniors and other valued community members we, the staff of Lang Ranch Elementary School, commit to educate the whole child by meeting their academic, cultural, social and individual needs. This will be accomplished by utilizing a meaning-centered curriculum with emphasis on student learning styles. Their instruction and academic achievement will include the ability to read, comprehend, compute, problem solve, organize, communicate, inquire and research. A nurturing and safe atmosphere will promote self-reliance and provide opportunities for all students to become life-long learners. Supported by developmentally appropriate instructional techniques, a commitment to character development, and an adventurous approach with our state-of-the-art technology facility, we will ensure the opportunity for every student to succeed academically and show themselves responsible for their own personal learning abilities. We believe that strong character and positive attitudes are the keys to success. At Lang Ranch School we will work together as one with each doing their part to succeed in our rapidly changing world.

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.

EC Section 64001 requires the development of the SPSA to include the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State

Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

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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).

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

79% of certificated staff feel students are engaged and motivated

The LCAP Survey for Lang Ranch Elementary for 2022-23 reflects 137 students in grades 4-5.

81% of students enjoy being in class

95% of students feel their teacher cares about them

50% of students feel like no time is wasted in class

96% of students feel the rules are fair

97% of students feel they know what to do in class

97% of students feel they show kindness to others

96% of students feel if they have a problem they know who to go to for help

81% of students feel praised by their teacher

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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)

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish school wide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Academic Specialists collect initial data in grades K-5 in phonics, reading accuracy, fluency, and comprehension. Kindergarten/TK teachers collect initial reading benchmark data for all K/TK students. Students participate in targeted interventions based on their instructional need in reading and in math.

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

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

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

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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)

Lang Ranch has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Lang Ranch's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representative offers involvement and connection opportunities for parents. Lang Ranch's parent DAC and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Lang Ranch also has an active SSC that designs intervention programs for at-risk students. The school leadership team meets regularly to identify and address student needs and necessary supports for teachers for delivering quality first instruction for all students, as well as Tier 2 supports for students in targeted populations (EL, SWD and SED). The Lang Ranch PTA actively supports the school through school and family events that promote a positive school involvement among all school groups.

Funding

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

Categorical Funds in CVUSD:

- EIA funds are used to provide additional support and technology in the classroom.
- EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
- LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA and EE. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

To draft this SPSA input was solicited from several school groups including the School Site Council, ELAC, and Staff. We reviewed benchmark results from the previous and current year. We also reviewed where categorical dollars were spent the previous year and discussed changes to how

monies were spent for this year. School Site Council met on March 16, 2022, April 20, 2022, May 18, 2022, and August 31, 2022 to review data, discuss survey results, and draft goals related to areas of improvement. SSC members were also given a worksheet to aid them in data analysis and drawing conclusions based on the data, the budget and our school goals. ELAC met at the end of the 2021-22 school year to address the needs of English Learners on campus. ELs do not constitute a significant numerical population at Lang Ranch, but their needs are addressed as if they are. Teachers were presented with data at the staff meeting in August and will continue to discuss and monitor data throughout the year. Teachers met in PLCs to determine needs and areas of growth based on CAASPP and benchmark data. Teachers revised goals to reflect this data.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	106	138	124
Grade 1	96	118	97
Grade 2	112	104	117
Grade3	112	111	105
Grade 4	109	122	103
Grade 5	129	106	120
Total Enrollment	664	699	666

Conclusions based on this data:

1. Our enrollment has remained fairly consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	34	43	38	5.1%	6.2%	5.7%
Fluent English Proficient (FEP)	57	61	55	8.6%	8.7%	8.3%
Reclassified Fluent English Proficient (RFEP)	9	8	8	25.0%	23.5%	18.6%

Conclusions based on this data:

1. Our 5% of students that are ELs should be easy to target and to help them reach academic benchmarks.
2. The percent of students scoring fluent decreased slightly in the last year. However, there are less English Learner students in total.

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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		104	113		0	109		0	109		0.0	96
Grade 4		102	105		0	105		0	105		0.0	100
Grade 5		121	100		0	100		0	100		0.0	100
All		327	318		0	314		0	314		0.0	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2500.			60.55			23.85			8.26			7.34
Grade 4			2546.			55.24			27.62			8.57			8.57
Grade 5			2589.			63.00			21.00			8.00			8.00
All Grades	N/A	N/A	N/A			59.55			24.20			8.28			7.96

Conclusions based on this data:

1. Students have not taken the CAASPP test since April of 2019. However, local benchmarks were used for the 2020-2021 school year.
2. Overall, students performed well on the local benchmark assessments with over 87% meeting and exceeding at all grade levels.
3. 5th grade had the highest percentage in the nearly met category.

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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3		104	113		0	108		0	108		0.0	96
Grade 4		102	105		0	105		0	105		0.0	100
Grade 5		121	100		0	99		0	99		0.0	99
All		327	318		0	312		0	312		0.0	98

* 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		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3			2492.			43.52			39.81			8.33			8.33
Grade 4			2541.			44.76			33.33			17.14			4.76
Grade 5			2558.			39.39			31.31			19.19			10.10
All Grades	N/A	N/A	N/A			42.63			34.94			14.74			7.69

Conclusions based on this data:

1. 5th graders has the most students falling in the standard nearly met and standard not met.
2. Consistent performance for all three grade levels.
3. 3rd Grade performed strongly in math with no students in the standard not met category.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	1463.8	*	*	1466.3	*	*	1458.3	*	8	11
1	1514.7	*	*	1540.8	*	*	1488.1	*	*	13	6	6
2	*	*	*	*	*	*	*	*	*	*	10	10
3	*	*	*	*	*	*	*	*	*	*	*	6
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										29	30	39

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	45.45	*	*	27.27	*	*	9.09		*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*		*	*	13	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	65.52	50.00	46.15	*	40.00	35.90	*	10.00	10.26		0.00	7.69	29	30	39

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	36.36	*	*	36.36		*	18.18		*	9.09	*	*	11
1	92.31	*	*	*	*	*		*	*		*	*	13	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	82.76	63.33	51.28	*	36.67	33.33		0.00	12.82		0.00	2.56	29	30	39

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	41.38	33.33	41.03	41.38	43.33	25.64	*	20.00	20.51	*	3.33	12.82	29	30	39

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	54.55		*	36.36		*	9.09	*	*	11
1	100.00	*	*		*	*		*	*	13	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	93.10	70.00	58.97	*	30.00	38.46		0.00	2.56	29	30	39

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	27.27	*	*	54.55		*	18.18	*	*	11
1	84.62	*	*	*	*	*		*	*	13	*	*
2		*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*
All Grades	75.86	63.33	43.59	*	36.67	46.15		0.00	10.26	29	30	39

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	27.27	*	*	45.45		*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	13	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	48.28	33.33	53.85	44.83	63.33	28.21	*	3.33	17.95	29	30	39

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
1	*	*	*	*	*	*	*	*	*	13	*	*
2		*	*	*	*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	44.83	36.67	38.46	48.28	60.00	48.72	*	3.33	12.82	29	30	39

2019-20 Data:

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

Conclusions based on this data:

- Lang Ranch EL students score in higher ranges in all areas of ELPAC.

School and Student Performance Data

Student Population

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

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

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
666	9.2	5.7	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	5.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	61	9.2
Students with Disabilities	38	5.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.4
American Indian or Alaska Native	1	0.2
Asian	126	18.9
Filipino	7	1.1
Hispanic	87	13.1
Two or More Races	65	9.8
Native Hawaiian or Pacific Islander	1	0.2
White	370	55.6

Conclusions based on this data:

1. White, Asian, Hispanic and Two or More Races are our highest groups by ethnicity.
2. SED students make up almost 10% of our student population so we should be designing learning and school experiences to address their unique needs.
3. The 36 EL students should be targeted for instruction and monitored for progress as a group. Interventions should be designed to assure they increase on ELPAC.

School and Student Performance Data





Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students are coming to school regularly.
2. Mathematics performance is lower than ELA performance.
3. ELA scores are continuing to improve to and stay at high levels.

School and Student Performance Data

Academic Performance English Language Arts

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

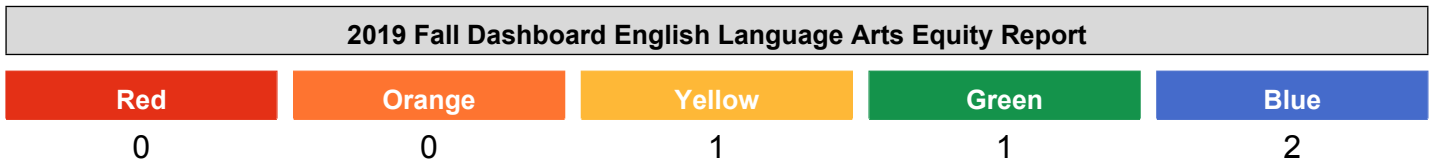
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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 67.6 points above standard Increased ++9.3 points 338	<p>English Learners</p> No Performance Color 49.3 points above standard Maintained ++1.2 points 29	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Yellow 6.2 points above standard Declined -12.1 points 31	<p>Students with Disabilities</p> No Performance Color 2.1 points below standard Increased Significantly ++28.1 points 20

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 108.7 points above standard Maintained ++2.3 points 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 43 points above standard Increased ++11.1 points 39	 No Performance Color 83.3 points above standard Increased Significantly ++10.8 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 59.4 points above standard Increased ++4.5 points 206

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	60.9 points above standard Declined Significantly -15.8 points 24	67.4 points above standard Increased ++10.9 points 295

Conclusions based on this data:

- Students with disabilities performing lower overall than the rest of the school population.
- Students with Two or More Races declined in 2018-2019. Students should be monitored this year for same decline.
- Reclassified ELS are excelling in their academic performance in ELA.

School and Student Performance Data

Academic Performance Mathematics

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

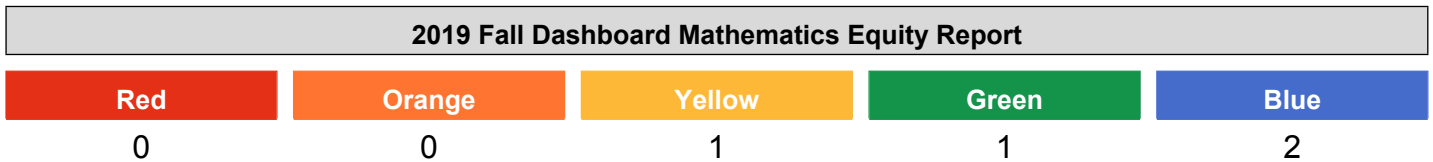
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 45.8 points above standard Increased ++7.1 points 336	<p>English Learners</p> No Performance Color 25.2 points above standard Maintained ++0.2 points 29	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 15.9 points below standard Declined Significantly -25 points 31	<p>Students with Disabilities</p> No Performance Color 46.8 points below standard Increased ++6.3 points 19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 93.1 points above standard Maintained -2.7 points 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 6 points above standard Declined Significantly -22.1 points 39	 No Performance Color 59.6 points above standard Increased Significantly ++29.1 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 39.1 points above standard Increased ++7 points 204

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	35.9 points above standard Declined -13.9 points 24	44.9 points above standard Increased ++7.6 points 293

Conclusions based on this data:

1. Students with Disabilities are under performing in Math.
2. Students with Two or More Races declined in Math commensurate with their ELA scores.
3. RFEP Students declined in Math significantly even though they are still above standard.

School and Student Performance Data

Academic Performance English Learner Progress

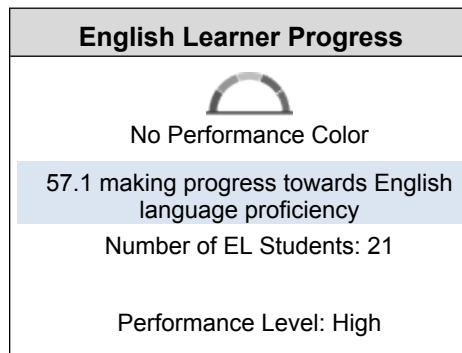
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.0	23.8	28.5	28.5

Conclusions based on this data:

1. ELs are performing well overall.
2. No students that are at Beginning Stage.
3. Students making progress overall in learning English.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

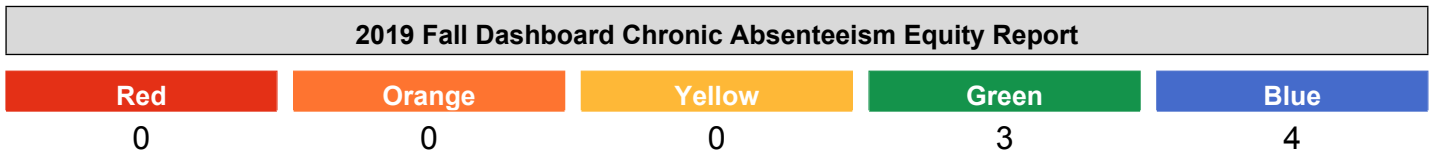
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>1.5</p> <p>Declined -1</p> <p>675</p>	<p>English Learners</p> <p>Blue</p> <p>0</p> <p>Declined -10.5</p> <p>36</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>4.3</p> <p>Declined -5.1</p> <p>69</p>	<p>Students with Disabilities</p> <p>Green</p> <p>4.7</p> <p>Maintained +0.3</p> <p>43</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0 Declined -2.7 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.3 Declined -0.8 92	 Blue 1.5 Declined -3.3 66	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 1.2 Maintained -0.2 402

Conclusions based on this data:

1. ELs are the highest group of absentees and they increased.
2. SED students also have higher rates of absenteeism but decreased.
3. Need to encourage attendance at every ELAC meeting for EL families.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

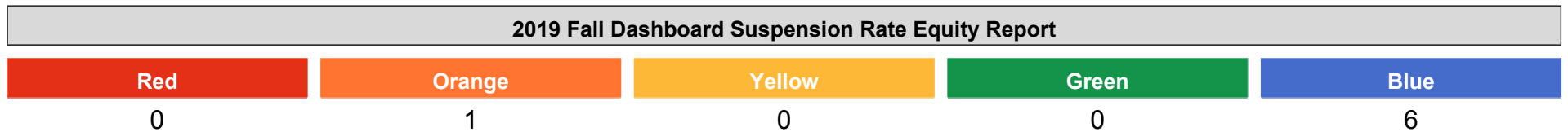
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



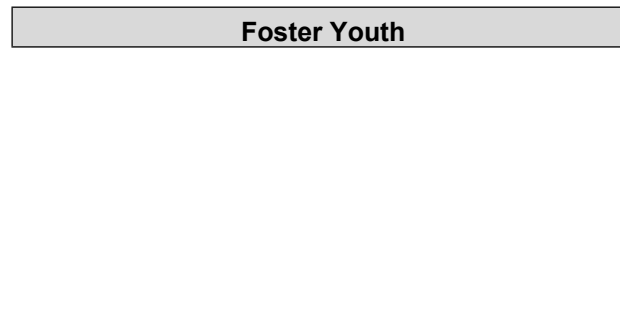
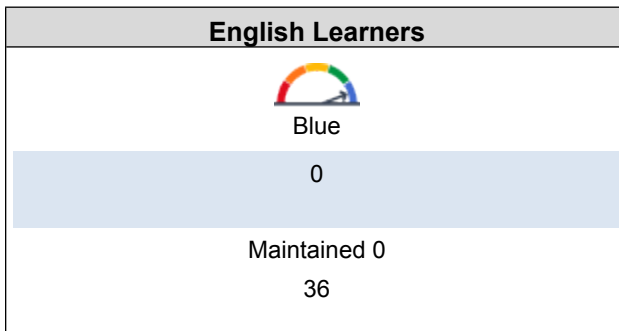
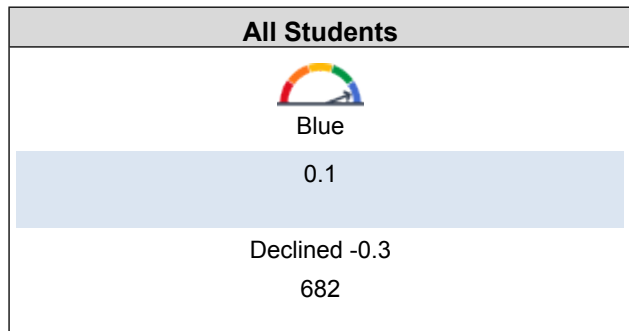
Highest Performance

This section provides number of student groups in each color.

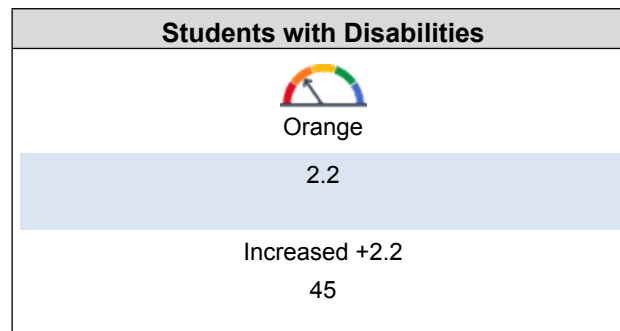
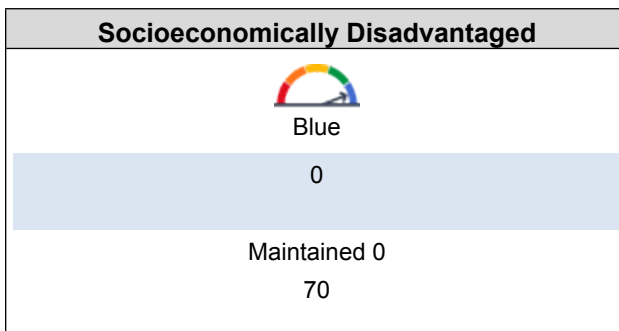


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.









2019 Fall Dashboard Suspension Rate for All Students/Student Group



Homeless



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 5	 No Performance Color Less than 11 Students - Data Not 1	 Blue 0 Maintained 0 106	 No Performance Color Less than 11 Students - Data Not 5
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -1.3 95	 Blue 0 Maintained 0 66	 No Performance Color Less than 11 Students - Data Not 1	 Blue 0.2 Maintained -0.2 403

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.1

Conclusions based on this data:

1. Very low rates of suspension for all groups.
2. Increase in Hispanic students being suspended but only equals 1-2 students total.
3. Suspension rate higher in 2018 than previous two years, but still very low.

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

English Language Arts

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 1

Grade 5 Goal: 85% of students in Grade 5 will meet or exceed standards in English Language Arts on summative assessments including CAASPP and benchmark testing.

Grade 5 Targeted Populations Goal: 70% of students with disabilities in Grade 5 will meet or exceed standards in English Language Arts on CAASPP and benchmark testing.

Grade 4 Goal: 85% of students in Grade 4 will meet or exceed standards in English Language Arts on summative assessments including CAASPP and benchmark testing.

Grade 4 Targeted Populations Goal: 60% of students with disabilities in Grade 4 will meet or exceed standards in English Language Arts on CAASPP and benchmark testing.

Grade 3 Goal: 85% of students in Grade 3 will meet or exceed standards in English Language Arts on summative assessments including CAASPP and benchmark testing.

Grade 3 Targeted Populations Goal: 60% of students with disabilities in Grade 3 will meet or exceed standards in English Language Arts on CAASPP and benchmark testing.

Grade 2 Goal: 95% of students in Grade 2 will demonstrate mastery on summative assessments in English Language Arts.

Grade 2 Goal: 90% of students in Grade 2 will apply phonics skills to words and sentences on the Phonics Skills Test with at least 80% accuracy each trimester.

Grade 1: 92% of students in Grade 1 will demonstrate mastery on summative assessments in English Language Arts.

Grade 1: 75% of students in Grade 1 will meet the reading fluency benchmark and 95% of students in Grade 1 will meet the high frequency word benchmark.

Grade K Goal: 95% of students in Grade K will demonstrate mastery on summative assessments in English Language Arts.

Grade K Goal: 83% of students in Grade K will meet the high frequency word benchmark.

Grade TK Goal: 90% of students in Grade TK will demonstrate mastery on summative assessments in English Language Arts.

Grade TK Goal: 90% of students in Grade TK will be able to accurately recognize upper and lower case letters.

Identified Need

Lang Ranch has a variability in performance for overall and target populations such as EL, SED and SWD. Compared to their peers those students are under performing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Testing 2021-2022	Proficiency: 3rd Overall 84% 4th Overall 83% 5th Overall 84%	Proficiency: All Grades 85%
District Benchmarks 2021-2022	Proficiency Grade K Overall 93% Grade 1 Overall 88% Grade 2 Overall 90% Grade 3 Overall 93% (Unit 5)	Proficiency: Grade TK 90% Grade K 95% Grade 1 92% Grade 2 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 Overall 72% (Unit 5) Grade 5 Overall 83% (Unit 5)	Grade 3 85% Grade 4 85% Grade 5 85%
SED SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall 81% (District Benchmarks) Grade 1 Overall 96% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 75% (SBAC) Grade 4 Overall 80% (SBAC) Grade 5 Overall 50% (SBAC)	Proficiency: Grade K 85% Grade 1 98% Grade 2 80% Grade 3 80% Grade 4 85% Grade 5 65%
SWD SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall 92% (District Benchmarks) Grade 1 Overall 58% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 36% (SBAC) Grade 4 Overall 27% (SBAC) Grade 5 Overall 46% (SBAC)	Proficiency: Grade K 95% Grade 1 70% Grade 2 80% Grade 3 60% Grade 4 60% Grade 5 70%
EL SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall 83% (District Benchmarks) Grade 1 Overall 89% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 75% (SBAC)	Proficiency: Grade K 85% Grade 1 95% Grade 2 80% Grade 3 80% Grade 4 75% Grade 5 70%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Grade 4 Overall 67% (SBAC) Grade 5 Overall 0% (SBAC)	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Plan and Provide Professional Development	School Year 2022-2023	Principal, Leadership Team, TOSA	1.1.1 Leadership Team and TOSA will meet to establish professional development needs	None Specified		
			1.1.2 Teachers will be supported to receive professional development outside CVUSD for strategies for implementation for targeted (EL, SED) students and inclusion of all students including SWD (VCOE, district-approved conferences and training).	1000-1999: Certificated Personnel Salaries	0010	500.00
			1.1.3 Teachers will receive training in programs related to data analysis, social emotional learning, remote instruction, and Universal Design for Learning.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.1.5 Lang Ranch Teachers and support staff will be provided with current educational research materials on best practices (including UDL, Inclusion and Least Restrictive Environment).	4000-4999: Books And Supplies	0010	200.00
			1.1.6 Lang Ranch Teachers will participate in UDL walk-throughs and observe best practices by peers. Release teachers will be provided.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1433.00
			1.1.6 EL Advisor to present monthly at staff meeting regarding resources and strategies to benefit ELs in the general education classroom and for Designated and Integrated ELD.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Support Professional Learning Communities (PLC)	School Year 2022-2023	Principal, Leadership Team, Teachers, TOSA	1.2.1 Teachers will work within collaborative teams to: <ul style="list-style-type: none"> • Support implementation of district benchmark assessments • Review and analyze student data (including benchmark and progress monitoring assessments) • Identify and replicate effective instructional practice • Review best practices for students in targeted subgroups including GATE, EL and SED • Incorporate strategies to promote inclusion for ELA and to increase time in 	1000-1999: Certificated Personnel Salaries	0010	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			General Education for Students in SWD <ul style="list-style-type: none"> Plan and provide for differentiated support to meet the needs of diverse learners. Design learning experiences using UDL. 			
			1.2.2 Teachers will be provided with substitute release time in order to facilitate discussion in items listed in 1.2.1.	1000-1999: Certificated Personnel Salaries	0010	10,000.00
			1.2.3 Lang Ranch TOSA to meet with grade level teams to articulate between grade levels to establish strengths and weaknesses in students as they matriculate and to target	None Specified		
			1.2.4 Teachers of EL students will meet in teams to discuss progress of individual students, discuss reclassification, and share strategies.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.3 Enrichment Opportunities	School Year 2022-2023	Principal, GATE Coordinator, PTA	1.3.1 The school will partner with local vendors to provide robust vendor-based after-school enrichment programs for fee.	None Specified		
			1.3.2 The school will support purchases for the MakerSpace in order to have students in all grades participate in MakerSpace activities.	4000-4999: Books And Supplies	0010	400.00
			1.3.3 The school will support a VAPA program including Art and Music.	4000-4999: Books And Supplies	0010	200.00
1.4 Curriculum Implementation	School Year 2022-2023	Principal, Leadership Team, Teachers	1.4.1 All areas of the Language Arts program will be taught with fidelity with regular monitoring by principal.	None Specified		
			1.4.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.	None Specified		
			1.4.3 Lang Ranch teachers will utilize required district benchmark assessments and input student results into the Learning Management System.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4.4 Lang Ranch Teachers will design learning experiences to incorporate UDL strategies and to promote achievement for students identified as GATE, EL, SWD and SED.	4000-4999: Books And Supplies	ESSER III - Learning Loss	500.00
			1.4.5 TK Aides to assist with TK instruction and to support targeted groups including EL, SWD and SED.	None Specified		
			1.4.6 Teachers in grades TK-5 will administer Beginning of the Year and Trimester Assessments in order to pre-assess students and then monitor their progress for participation in Intervention throughout the year.	None Specified		
1.5 Student and Staff Access to Technology	School Year 2022-2023	Principal, Leadership Team, Computer Specialist, LCAP Team, Teachers	1.5.1 Principal and academic specialist will monitor and update online learning systems for students.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.5.2 Students and faculty will access technology-based programs, hardware and software to enhance instruction and learning, including for students in targeted (EL and SED) populations and inclusion of all students including SWD.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,000.00
			1.5.3 Lang Ranch Teachers to use UDL strategies to make curriculum more accessible to students and to increase their performance using technology.	None Specified		
			1.5.4 Teachers will use multimedia and A/V materials to enhance access to curriculum.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	4,000.00
			1.5.5 Purchase a site license for Reading Counts to promote reading to all Lang Ranch students.	4000-4999: Books And Supplies	ESSER III - Learning Loss	3,000.00
			1.5.6 Purchase a site license for Starfall, Brain Pop, and Type To Learn provide additional online reading resources for students.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,750.00
			1.5.7 Teachers will use IXL to boost student achievement in the areas of ELA.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Provide intervention for students under performing in English Language Arts	School Year 2022-2023	Principal, LCAP Team, Academic Specialist, Intervention Coordinator, Campus Supervisors	1.6.1 An intervention program (“Reading Club”) will be maintained for grades K-5 and students in targeted (EL, and SED) populations, as well as students in SWD at Lang Ranch.	1000-1999: Certificated Personnel Salaries	OTRM	8,000.00
			1.6.2 An intervention program (“Reading Club”) will be maintained for grades K-5 including students in targeted (EL, and SED) populations, as well as students in SWD at Lang Ranch.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	12,000.00
			1.6.3 Students identified as ELs will participate in small groups using Smarty Ants and Imagine Learning programs aimed to increase proficiency in English.	1000-1999: Certificated Personnel Salaries	0860	1,880.00
1.7 Specific Instruction and Intervention for targeted Students in Necessary Skills for College and Career Readiness	School Year 2022-2023	Principal, Leadership Team, Computer Specialist, Academic Specialist	1.7.1 Students in target (EL and SED) populations, as well as SWD, will receive priority to participate in intervention designed to increase reading and math skills.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.7.2 Students in target (EL, SED) populations will participate in classroom based programs for navigating reading and writing exercises and understanding academic vocabulary as a way for SWD to be included in general education.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	1,000.00
			1.7.3 Materials to support students in target (EL, SED, SWD) populations will be provided for navigating reading and writing exercises.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,000.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

In 2022, Lang Ranch employed three intervention teachers and two after school study club teachers. High frequency words and fluency are focus areas for students in Grade K-2. Student achievement on SBAC showed improvement from 2019 in most areas. Overall, students performed well on benchmark assessments. Lang Ranch will implement the ELOP TEAM program to support EL, SED, and SWD with homework after school to assist students who are struggling with math facts and completing independent work.

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 2021-2022, Lang Ranch went over budget based on the number of students needing support in developing fluency and comprehension skills. For the 2022-2023 school year, the school will be using a significant portion of it's instructional budget to support students identified and providing classroom resources to support 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.

This year we have added staff to support smaller more focused groupings for intervention groups, monitor students using online programs and targeted EL students for additional resources.

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

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 2

Grade 5 Goal: 80% of students in Grade 5 will meet or exceed standards in Mathematics on summative assessments including CAASPP and benchmark testing.

Grade 5 Targeted Populations Goal: 60% of students with disabilities in Grade 5 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

Grade 4 Goal: 85% of students in Grade 4 will meet or exceed standards in Mathematics on summative assessments including CAASPP and benchmark testing.

Grade 4 Targeted Populations Goal: 65% of students with disabilities in Grade 4 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

Grade 3 Goal: 85% of students in Grade 3 will meet or exceed standards in Mathematics on summative assessments including CAASPP and benchmark testing.

Grade 3 Targeted Populations Goal: 60% of students with disabilities and socioeconomically disadvantaged students in Grade 3 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

Grade 2 Goal: 95% of students in Grade 2 will demonstrate mastery on summative assessments in Mathematics.

Grade 2 Goal: 95% of students in Grade 2 will add and subtract number combinations to 20 with at least 90% accuracy.

Grade 1: 90% of students in Grade 1 will demonstrate mastery on summative assessments in Mathematics.

Grade 1: 85% of students in Grade 1 will meet the math fact fluency benchmark with 90% accuracy.

Grade K Goal: 99% of students in Grade K will demonstrate mastery on summative assessments in Mathematics.

Grade K Goal: 100% of students in Grade K will demonstrate mastery on numerical recognition.

Grade TK Goal: 90% of students in Grade TK will demonstrate mastery on summative assessments in Mathematics.

Identified Need

Lang Ranch has a variability in performance for overall and target populations such as EL, SED and SWD. Compared to their peers those students are under performing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Test 2022-23	Proficiency: Grade 3 83% Grade 4 78% Grade 5 70%	Proficiency: Grade 3 85% Grade 4 85% Grade 5 80%
District Benchmarks 2022-2023	Proficiency: Grade K Overall 98% Grade 1 Overall 86% Grade 2 Overall 90% Grade 3 Overall 88% Grade 4 Overall 88% Grade 5 Overall 82%	Proficiency: Grade K Overall 99% Grade 1 Overall 90% Grade 2 Overall 95% Grade 3 Overall 85% Grade 4 Overall 85% Grade 5 Overall 80%
SED SBAC & District Benchmarks 2021-2022	Proficiency:	Proficiency:

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Grade K Overall 100% (District Benchmarks) Grade 1 Overall 82% (District Benchmarks) Grade 2 Overall 96% (District Benchmarks) Grade 3 Overall 25% (SBAC) Grade 4 Overall 70% (SBAC) Grade 5 Overall 60% (SBAC)</p>	<p>Grade K Overall 100% (District Benchmarks) Grade 1 Overall 85% (District Benchmarks) Grade 2 Overall 98% (District Benchmarks) Grade 3 Overall 60% (SBAC) Grade 4 Overall 75% (SBAC) Grade 5 Overall 75% (SBAC)</p>
<p>SWD SBAC & District Benchmarks 2021-2022</p>	<p>Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 50% (District Benchmarks) Grade 2 Overall 67% (District Benchmarks) Grade 3 Overall 23% (SBAC) Grade 4 Overall 55% (SBAC) Grade 5 Overall 18% (SBAC)</p>	<p>Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 65% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 60% (SBAC) Grade 4 Overall 65% (SBAC) Grade 5 Overall 60% (SBAC)</p>
<p>EL SBAC & District Benchmarks 2021-2022</p>	<p>Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 75% (District Benchmarks) Grade 2 Overall 78% (District Benchmarks) Grade 3 Overall 75% (SBAC) Grade 4 Overall 67% (SBAC) Grade 5 Overall 0% (SBAC)</p>	<p>Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 85% (District Benchmarks) Grade 2 Overall 85% (District Benchmarks) Grade 3 Overall 80% (SBAC) Grade 4 Overall 75% (SBAC) Grade 5 Overall 60% (SBAC)</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.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Plan and Provide Professional Development	School Year 2022-2023	Principal, Leadership Team	2.1.1 Leadership Team will meet to establish professional development needs in Math.	None Specified		
			2.1.2 Lang Ranch Teachers will receive training and collaborate related to data analysis in Math including new math assessments and alignment of math assessments between grade levels.	None Specified		
			2.1.3 Lang Ranch Teachers will be supported to receive professional development outside CVUSD in Math including inclusion of targeted students and strategies for targeted (EL and SED) students, as well as SWD (VCOE, district-approved conferences and training).	5800: Professional/Consulting Services And Operating Expenditures	Instruction	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide intervention to support struggling learners in Math.	School Year 2022-2023	Principal, Academic Specialists	2.2.1 An intervention program will be maintained 3 times/week for grades TK-5 including students in target (EL and SED) populations, as well as students with 504 Plans and student receiving special education services.	1000-1999: Certificated Personnel Salaries	OTRM	5,284.00
			2.2.1 Cont'd	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	10,000.00
			2.2.2 Students will meet in small group to work on personal learning goals including SWD and EL students.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	11,683.00
			2.2.3 Lang Ranch Students in 3rd-5th grade will receive intervention specific to Multiplication Fact Mastery and Math Vocabulary including target (EL and SED) populations, as well as students with 504 plans and students receiving special education services.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Support Professional Learning Communities	School Year 2022-2023	Principal, Leadership Team	<p>2.3.1 Lang Ranch Teachers will work within collaborative teams to:</p> <ul style="list-style-type: none"> • Support implementation of district benchmark assessments • Review and analyze student data (including benchmark and progress monitoring assessments) • Identify and replicate effective instructional practice • Plan and provide for differentiated support to meet the needs of diverse learners including GATE students. • Review best practices for students in targeted 	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>subgroups including EL and SED, as well as SWD.</p> <ul style="list-style-type: none"> • Incorporate strategies to promote inclusion for Math and to increase time in General Education for SWD (LRE). • Incorporate UDL strategies to benefit all learners. 			
			2.3.2 Teachers will be provided with substitute release in order to accomplish the items listed in 2.3.2.	1000-1999: Certificated Personnel Salaries	Instruction	10,000.00
2.4 Enrichment Opportunities	School Year 2022-2023	Principal, Leadership Team, PTA	2.4.1 The school will partner with local vendors to provide robust vendor-based after-school enrichment programs for fee that will be inclusive of all students.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.4.2 Students will attend MakerSpace for enrichment opportunities involving technology and materials for coding, building and in general creating. Staff will facilitate the enrichment during recesses and specified class times. All students will be included in access to MakerSpace and MakerSpace lessons.	2000-2999: Classified Personnel Salaries	Instruction	1,000.00
			2.4.3 Purchase a site license for Reflex Math to provide all students, including SWD, SED, EL and students with 504 Plans, with necessary math fact practice.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	4,000.00
			2.4.4 IXL Math will be provided and maintained for all students, including SPED, SWD, EL and students with 504 Plans, with necessary math fact practice.	None Specified		
2.5 Curriculum Implementation	School year 2022-2023	Principal, Leadership Team, Teachers	2.5.1 All areas of the Math program will be taught with fidelity with regular monitoring by principal.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.5.2 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support. Principal will look for evidence of UDL strategies benefiting all learners at those identified as EL, SED, SWD and GATE.	None Specified		
			2.5.3 Lang Ranch teachers will utilize required district benchmark assessments and input student results into the benchmark assessment spreadsheets.	None Specified		
			2.5.3 Teachers to administer Interim Assessments through the CAASPP system in order to lower instrument bias and give students experience taking assessments on the computer, if available.	None Specified		
			2.5.4 Teachers to administer Interim Assessments through the CAASPP system in order to determine the types of questions students need extra support with, if available.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.6 Specific Instruction for targeted Students in Necessary Skills for College and Career Readiness	School year 2022-2023	Principal, Leadership Team, Computer Specialist, Academic Specialist	2.6.1 Students in target (EL and SED) populations will receive priority to participate in intervention designed to increase math skills, as well SWD.	2000-2999: Classified Personnel Salaries	Other	4,000.00
			2.6.2 Students in target (EL and SED) populations, as well as SWD, will participate in programs for navigating math problem solving exercises and understanding academic vocabulary.	1000-1999: Certificated Personnel Salaries	Other	2,400.00

Annual Review

SPSA Year Reviewed: 2021-22

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 main focus for math was supporting basic math fact practice in grades 2-4 for mastery of addition, subtraction and multiplication. We also had a math push in program in grade 4 to support teachers breaking students into smaller groups for math instruction and for differentiation. Students were more supported and also achieved fact mastery in most grades. The math benchmark scores from 2021 continued to see improvement. We will be monitoring scores this year to see improvement from last year.

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

The implementation went as planned for interventions. Teachers also put greater focus on lowering instrument bias for the benchmark tests. Math facts continues to be a focus area.

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

We will implement push-in math support again this year for 4th grade and pull-out intervention for the other grades. Student groups will be more specific to their needs and data will be collected to see growth during intervention time.

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

Social Emotional Positive Student Interactions with School

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 3

Increase current results to 95% of students at Lang Ranch will show overall positive student interactions on survey questions, specific to students enjoying being in class and feeling praised by their teacher.

Identified Need

Students reported areas of concern such as classes wasting time, not enjoying being in class, and not feeling praised by teacher. All other areas were over 85%.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

LCAP CVUSD Student Survey 2021

81% of students enjoy being in class
 95% of students feel their teacher cares about them
 50% of students feel like no time is wasted in class
 96% of students feel the rules are fair

95% in enjoying being in class and feeling praised by their teacher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	97% of students feel they know what to do in class 97% of students feel they show kindness to others 96% of students feel if they have a problem they know who to go to for help 81% of students feel praised by their teacher	
LCAP CVUSD Student Survey 2020	96% of students feel their teachers care about them 96% of elementary students said they knew who to go to at school if they have a problem	
LCAP Student Survey 2019	84.82% Report "I enjoy being at school." 75.45% Report "I do my schoolwork because I like to learn new things." 59.57% Report "Our class does not waste any time and stays on task."	
LCAP Student Survey 2018	86.5% Report "I like being at school." 80.9% Report "I do my schoolwork because I like to learn new things." 62.8% Report "My class is busy and does not waste any time."	

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide students with clear and concise expectations to promote all students participating and being in the Least Restrictive Environment.	School Year 2022-2023	Principal, Leadership Team	3.1.1 Principal and teachers to reinforce school rules and expectations.	None Specified		
			3.1.2 Principal to have two grade level assemblies per year to discuss behavior, anti-bullying and kindness.	None Specified		
			3.1.3 Principal and TOSA to target students with special needs including EL, GATE, SED and SWD to make sure their needs are understood and goals are set to improve their overall positive interactions with school.	None Specified		
			3.1.4 Teach students about the types of behaviors and actions that lead to suspension and then brainstorm alternative reactions to typical situations including SWD, EL, and SED.	None Specified		
3.2 Teach students about Growth Mindset and Kindness toward others.	School Year 2022-2023	Principal, Leadership Team, Teachers	3.2.1 Purchase materials for school and class presentations on Growth Mindset.	4000-4999: Books And Supplies	Instruction	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.2.2 Purchase materials for school and class presentations on Kindness.	4000-4999: Books And Supplies	Instruction	100.00
			3.2.3 Celebrate Inclusive Schools Week for students in all targeted populations including SED, EL, GATE and SWD.			
			3.2.3 Celebrate Kindness Week in January to promote new ways of showing kindness.	4000-4999: Books And Supplies	Instruction	100.00
			3.2.4 Use community circles in the classroom to promote community building and connection using the Sanford Harmony Curriculum.	None Specified		
			3.2.5 Train students on the Start With Hello Program to promote reaching out to others who may be socially isolated.	None Specified		
			3.2.6 Maintain morning greeters program to boost feeling of happiness and welcome when entering campus.	4000-4999: Books And Supplies	0010	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Provide students with alternatives to traditional settings to be inclusive of all students in the general education classroom including students in target (EL, SWD, SED) populations.	School Year 2022-2023	Principal	3.3.1 Purchase fidgets, wiggle seats, wobble stools, etc. to engage students with various learning styles and enable them to benefit from Tier One and Tier Two Instruction in the Least Restrictive Environment to benefit students identified as EL, SED, GATE and SWD.	4000-4999: Books And Supplies	Instruction	200.00
			3.3.2 Implement UDL as an instructional practice to be inclusive of all student learning needs and to prevent barriers to engagement, representation and Expression.	None Specified		
3.4 Provide students with enrichment and instructional activities that enrich their learning, maintain connectedness to school and connectedness to each other.	School Year 2022-2023	Principal, Academic Specialists	3.4.1 Provide Physical Education for students to participate in with classmates, recorded for when they are available, and enrichment for exercise and engagement.	2000-2999: Classified Personnel Salaries	Instruction	3,000.00
			3.4.2 Engage students off cohort and in class with MakerSpace sessions to enrich and expand their STEAM experiences.	2000-2999: Classified Personnel Salaries	Instruction	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.4.3 Provide visual and performing arts opportunities to students throughout the year provided by academic specialists.	2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	14,000
3.5 Professional Development for Teachers	School Year 2022-2023	Principal, Teachers, Counselor	3.5.1 Counselor to provide PD for teachers in how to incorporate Social Emotional Learning into their classrooms. 3.5.2 Sanford Harmony - Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Teachers will implement activities from the kits and from the Counselor's lessons. 3.5.3 Teachers receive training and practice with Community Circles at Staff Meetings. teachers implement Community Circles in the Classroom to build connectivity among students and to increase positive student feelings about school.	None Specified None Specified None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.5.4 Students in Grade 5 will participate in the Stand Proud program to develop Social Emotional skills related to transitioning to middle school and life skills.	None Specified		
3.6 Reduce Student Absences and Tardies	School Year 2022-2023	Principal, Teachers, Counselor. TOSA	3.6.1 Address attendance concerns with students by helping them set goals for student attendance and then monitoring progress toward those goals.	None Specified		
			3.6.2 Engage students in the SARB process to increase school attendance.	None Specified		
			3.6.2 Communicate with students and families regarding the importance of school attendance and being on time in newsletters and other communications.	None Specified		
			3.6.3 Personally call any families struggling with attendance to help develop strategies that will improve their attendance.	None Specified		

Annual Review

SPSA Year Reviewed: 2021-22

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.

Students will be supported to know that school is a safe place where their needs are being met. They will experience events and programs that promote positive student outcomes, interactions and increase connectedness to school.

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

Last year, our students settled into the school year nicely after being on a COVID schedule. We found that many students needed more support with social interactions. Our specialists, teachers and site support staff promoted connections and guided students through social interactions. We reinstated our school wide pep rallies, assemblies, supportive interventions, and social emotional lessons.

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.

Staff will continue to find ways to address the need of students feeling as though no class time is wasted and increase their praise with students. Staff will discuss ways to engage students in their learning through UDL strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive Parent and Community Interactions with School

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 4

Increase to 95% of Parents at Lang Ranch showing overall Positive School Interactions as evidenced by responses on district LCAP survey, and SSC End of Year Survey regarding items like children liking to come to school, preventing bullying at school, and meeting needs of children.

Identified Need

Parent satisfaction is an important factor in overall student performance. Parents rated the school relatively lower in areas such as the school will try to stop students from insulting or making fun of other students and Students in my child's class respect each other's differences.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

LCAP Parent Survey 2018

93% Report "Their child likes coming to school."
81% Report "Students prevent bullying."
93% Report "Health and support services in the school meet the needs of my child."

95% Reporting Positive

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Parent Survey	<p>86.3% Report "My family feels part of the school community."</p> <p>78.3% Report "The PTA at Lang Ranch is welcoming and inclusive."</p> <p>79.7% Report There is a good variety of After School Enrichment Classes offered at Lang Ranch.</p> <p>84.6% Report The staff, other than teachers, at Lang Ranch demonstrate a genuine concerns for my students.</p>	95% Reporting Positive
LCAP Parent Survey 2019	<p>93% Report "My child likes to come to school each day."</p> <p>78.4% report "Students at my child's school will try to stop students from insulting or making fun of other students."</p> <p>87% Report "Students in my child's class respect each other's differences (for example, gender, race, culture, disability, sexual orientation, learning differences, etc.)."</p> <p>92% report "Parents/guardians feel welcome at my child's school."</p>	95% Reporting Positive
LCAP CVUSD Parent Survey 2020	<p>88% of parents saying their children enjoy coming to school</p> <p>92% of parents report that the school creates a positive environment for learning</p> <p>87% of parents report indicating that they are informed of their students' academic progress.</p> <p>88% of parents report feeling comfortable on campus and participating in school events</p>	95% Reporting Positive

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	87% of parents report that students' differences were treated with respect.	
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Provide Ongoing Communication	School Year 2022-2023	Principal, Office Staff, Teachers	4.1.1 School staff will provide accurate and timely communication.	None Specified		
			4.1.2 Parents will be provided opportunities to give feedback to school staff including parents of students in target (EL and SED) populations, as well as SWD.	None Specified		
			4.1.3 Teachers will establish and maintain communication systems with parents including class sites, class letters, informational handouts, Remind, Canvas and academic information to parents.	None Specified		
			4.1.4 Teachers and school staff will communicate any student needs to parents including students in target (EL and SED) populations, as well as SWD.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.1.5 Review SPSA goals and progress monthly at SSC meetings and at PTA and ELAC meetings held 3-5 times per year.			
4.2 Provide Parent Education Opportunities	School Year 2022-2023	School Staff and PTA	4.2.1 Provide weekly parent information via newsletter including communication on Growth Mindset and the counseling newsletter.	None Specified		
			4.2.2 Provide Parent Education opportunities by partnering with school PTA.	None Specified		
			4.2.3 Collaborate with Middle and High Schools to share in parent education opportunities and to provide a pathway for students to matriculate, especially for students in target (EL and SED) populations, as well as SWD.	None Specified		
			4.2.4 Provide parents with monthly communication from School Counselor.	None Specified		
			4.2.5 Hold 3-5 ELAC meetings per year for parents of EL students that includes parent education and resources.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			4.2.6 Provide parent education opportunities regarding social emotional skills for families to reinforce at home.	None Specified		
			4.2.7 Have school TOSA work with parents to help improve target behaviors for students, especially students that are GATE, EL, SWD and SED.	None Specified		
4.3 Work with PTA on inclusiveness of families and bringing a variety of After School Enrichment Opportunities to the school.	School Year 2022-2023	School Staff and PTA	Communicate regularly with PTA presidents to establish ways to be more inclusive.	None Specified		
			Promote various volunteer opportunities in PTA through the weekly school newsletter and the PTA MTK account.	None Specified		
			Work closely with After School Enrichment Coordinator to expand opportunities for After School Classes and include options for students in GATE and SPED.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Plan school activities that are inclusive and offer opportunities for families to share their diversity.			
4.4 Work with Classified School Staff on Communication and Caring for students.	School Year 2020-21	School Staff	Model appropriate interactions with parents and students, especially those in target populations such as SED, EL, GATE and SWD.	None Specified		
			Offer training to staff to expand their communication repertoire and learn model phrases and replies to students and parents, especially those in target populations such as EL, SWD, GATE and SED.	None Specified		

Annual Review

SPSA Year Reviewed: 2021-22

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.

PTA and the school site partnered for parent education opportunities and school events. These events were inclusive of all 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.

As a school our climate should be inclusive of all stakeholders, especially parents that are the first supports for their students. In addition the school focused on overall inclusive practices by examining ways to keep special education and behaviorally challenged students in the general education classroom for the majority of the day. The principal also engaged families with weekly newsletters with ideas for support and diversity as well as weekly themes and videos to enrich students' and families' lives.

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.

Staff will partner with parents to increase connection and communication as well as support families as they work with their students at home. The school will also make a concerted effort to reach out to families of students in subgroups such as EL, SWD, 504, and SED. This is addressed in 4.1 and 4.3.

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

Learning Loss

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

Goal 5

Implement targeted actions that address learning loss associated with school closures from Spring 2020 to Spring 2021 due to COVID-19 to support general education, SWD, EL, SED, McKinney Vento and GATE students.

1. Every teacher will implement weekly SEL activities to address the social emotional side of learning loss to help with connecting students to school during the 2022-2023 school year.
2. Students identified as exhibiting learning loss in math and/or reading, based on teacher assessment/observation, will receive at least one intervention opportunity during the 2022-2023 school year.

Identified Need

To address possible learning loss associated with the COVID-19 pandemic.

Annual Measurable Outcomes

Metric/Indicator

Implement SEL weekly

Baseline/Actual Outcome

Activities in SEL provided to students.

Expected Outcome

Weekly implementation observed through informal observation.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Provide intervention for students exhibiting learning loss.

Students tracked and monitored if participating in intervention program. Student progress monitored.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Provide additional instruction and/or intervention in class to students to address learning loss.	2022-2023 School Year	Principal, Teachers, Support Staff	5.1.1 Academic Specialist will provide intervention in math and reading during school day based on targeted skills.	1000-1999: Certificated Personnel Salaries	Other	4,000
			5.1.2 Homework and math club will be provided for targeted students as part of the ELOP TEAM program.	1000-1999: Certificated Personnel Salaries	Instruction	1,000
			5.1.3 Additional intervention will be provided using specialized software programs including Lexia, Smarty Ants and Imagine Learning. Usage and progress will be monitoring by an academic specialist.	1000-1999: Certificated Personnel Salaries	Instruction	1,000
5.2 Provide SEL opportunities to all students including SWD, SED, GATE, EL, and SPED.	2022-2023 School Year	Principal, Teachers, Support Staff	5.2.1 Teachers will be provided with SEL activities monthly to support connections and feeling of school belonging.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			5.2.2 School counselor will provide assistance to teachers and parents for targeted students needing additional SEL support.			
			5.2.3 Additional SEL resources will be provided to enhance SEL throughout the school year.	4000-4999: Books And Supplies	Instruction	200.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

SEL continues to be a focus for our students. The start of the year will include specific SEL activities and tasks and additional SEL activities and resources will be provided to teachers throughout the school year. Intervention will be provided and attendance to intervention opportunities will be monitored for students identified as showing learning loss.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,680.00

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 (\$)
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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 (\$)
0010	\$11,800.00
0860	\$1,880.00
OTRM	\$13,284.00
ESSER III - Learning Loss	\$43,183.00
ESSER III - Other Allowable Uses	\$28,183.00
Instruction	\$17,950.00
Other	\$10,400.00

Subtotal of state or local funds included for this school: \$126,680.00

Total of federal, state, and/or local funds for this school: \$126,680.00

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
OTRM	\$13,284	0.00
0860	\$1,880	0.00
ESSER III - Learning Loss	\$43,183	0.00
ESSER III - Other Allowable Uses	\$28,183	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	11,800.00
0860	1,880.00
OTRM	13,284.00
ESSER III - Learning Loss	43,183.00
ESSER III - Other Allowable Uses	28,183.00
Instruction	17,950.00
Other	10,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	73,947.00
2000-2999: Classified Personnel Salaries	33,000.00
4000-4999: Books And Supplies	19,533.00
5800: Professional/Consulting Services And Operating Expenditures	200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	0010	10,700.00
4000-4999: Books And Supplies	0010	1,100.00
1000-1999: Certificated Personnel Salaries	0860	1,880.00
1000-1999: Certificated Personnel Salaries	OTRM	13,284.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	29,683.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	10,000.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	3,500.00
2000-2999: Classified Personnel Salaries	ESSER III - Other Allowable Uses	14,000.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	14,183.00
1000-1999: Certificated Personnel Salaries	Instruction	12,000.00
2000-2999: Classified Personnel Salaries	Instruction	5,000.00
4000-4999: Books And Supplies	Instruction	750.00
5800: Professional/Consulting Services And Operating Expenditures	Instruction	200.00
1000-1999: Certificated Personnel Salaries	Other	6,400.00
2000-2999: Classified Personnel Salaries	Other	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,063.00
Goal 2	53,567.00
Goal 3	18,850.00
Goal 5	6,200.00

School Site Council Membership and Assurances

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 (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 current make-up of the SSC is as follows:

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

Name of Members	Role
Megan Triplett	Principal
Stephanie Donges	Classroom Teacher
Adam Gallis	Classroom Teacher
Peggy Young	Classroom Teacher
Angela Pallan	Other School Staff
Hilary Wolcott	Parent or Community Member
Julie Shuler	Parent or Community Member
Sirui Wang	Parent or Community Member
Neno Davi	Parent or Community Member
Kanela Artavia	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.

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature

Committee or Advisory Group Name

District Advisory Committee Representative
English Learner Advisory Committee Representative
Gifted and Talented Education Program Advisory Committee Representative
School Site Representative
Special Education Advisory Committee Representative
African American District Advisory Council Representative
Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
Other: GATE DAC and other SSC Representatives

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 September 15, 2021.

Attested:

Principal, Megan Triplett on 08/31/2022

SSC Chairperson, Hilary Wolcott on 08/31/2022

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.

[Stakeholder 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.

Stakeholder 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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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