



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lang Ranch Elementary School	56 73759 6115760	September 3, 2024	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Lang Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The Lang Ranch School Plan for Student Achievement (SPSA) aims to inform both the school and the community

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Lang Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The Lang Ranch School Plan for Student Achievement (SPSA) aims to inform both the school and the community

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 include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2023-24 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

Educational Partner Involvement

How, when, and with whom did Lang Ranch Elementary 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 December 19, 2023, January 16, 2024, February 20, 2024, March 19, 2024, May 20, 2024, and June 6, 2024, and August 27, 2024 to review data, discuss survey results, draft goals related to areas of improvement, and discuss expenditures. 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 2023-24 school year to address the needs of English Learners on campus. English Learners do not constitute a significant numerical population at Lang Ranch, but their needs are addressed as if they are a significant population. Teachers were presented with trimester data and CAASPP results at staff meetings in December, March, and August. Staff and leadership 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 and continued to develop strategies to assist.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Lang Ranch Elementary was identified as ATSI in the area of chronic attendance for socio-economically disadvantage students. Lang Ranch has developed a goal to address chronic attendance for this population, as well as some additional populations that were showing need in this area. One possible resource inequity is the communication being provided to socio-economically disadvantaged families on attendance, therefore Lang Ranch will be allocating resources to support and inform families about the importance of attendance and increase school connectedness. Lang Ranch has seen a decrease in the overall percentage of chronically absent students and an increase in the average daily attendance over the 2023-24 school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Lang Ranch had the dashboard indicator of Chronic Absenteeism for all students in the orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Lang Ranch had the dashboard indicator two performance levels below "all students" for Students with Disabilities (yellow) in the area of English Language Arts, per the 2023 CA Dashboard.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lang Ranch Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	0.94%	1.04%	1.33%	6	7	9
Asian	16.54%	17.78%	17.13%	105	120	116
Filipino	0.79%	0.59%	0.74%	5	4	5
Hispanic/Latino	13.70%	14.81%	15.07%	87	100	102
Pacific Islander	%	0%	%	0	0	
White	58.90%	56.59%	56.13%	374	382	380
Multiple/No Response	9.13%	9.19%	9.60%	58	62	65
Total Enrollment				635	675	677

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	122	140	109
Grade 1	103	105	87
Grade 2	96	110	111
Grade3	113	98	109
Grade 4	104	113	100
Grade 5	97	109	115
Total Enrollment	635	675	677

Conclusions based on this data:

1. Our enrollment maintained last year.
2. Our percentages of student groups stayed within the same range.
3. Each grade level has on average 100 students.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	47	29	23	5.7%	7.4%	3.4%
Fluent English Proficient (FEP)	42	66	73	8.3%	6.6%	10.8%
Reclassified Fluent English Proficient (RFEP)				18.4%		

Conclusions based on this data:

1. Our percentage of English Learners has decreased.
2. Our percentage of students who were classified as Fluent English Proficient increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	113	97	111	109	94	111	109	94	111	96.5	96.9	100
Grade 4	105	114	100	105	113	100	105	113	100	100.0	99.1	100
Grade 5	100	108	115	100	107	112	100	107	112	100.0	99.1	97
All Grades	318	319	326	314	314	323	314	314	323	98.7	98.4	99

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2500.	2495.	2494	60.55	56.38	52	23.85	23.40	26	8.26	11.70	16	7.34	8.51	5
Grade 4	2546.	2544.	2552	55.24	58.41	61	27.62	25.66	22	8.57	9.73	11	8.57	6.19	6
Grade 5	2589.	2590.	2594	63.00	57.94	59	21.00	28.04	22	8.00	9.35	11	8.00	4.67	7
All Grades	N/A	N/A	N/A	59.55	57.64	98	24.20	25.80	24	8.28	10.19	13	7.96	6.37	6

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53.21	42.55		44.95	53.19		1.83	4.26	
Grade 4	42.86	37.17		55.24	61.06		1.90	1.77	
Grade 5	43.00	41.12		52.00	58.88		5.00	0.00	
All Grades	46.50	40.13		50.64	57.96		2.87	1.91	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	44.95	28.72		44.04	58.51		11.01	12.77	
Grade 4	42.86	38.94		50.48	53.10		6.67	7.96	
Grade 5	54.00	44.86		42.00	46.73		4.00	8.41	
All Grades	47.13	37.90		45.54	52.55		7.32	9.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.69	21.28		67.89	71.28		6.42	7.45	
Grade 4	28.57	29.20		61.90	63.72		9.52	7.08	
Grade 5	28.00	26.17		68.00	71.96		4.00	1.87	
All Grades	27.39	25.80		65.92	68.79		6.69	5.41	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.70	41.49		56.88	55.32		6.42	3.19	
Grade 4	33.33	34.51		62.86	60.18		3.81	5.31	
Grade 5	43.00	43.93		52.00	53.27		5.00	2.80	
All Grades	37.58	39.81		57.32	56.37		5.10	3.82	

Conclusions based on this data:

1. Our ELA CAASPP overall went down in every grade ranging from a 1% to 4% decrease.
2. Our Hispanic/Latino students performed with discrepancies compared to the overall students with 57% (Grade 3), 79% (Grade 4), and 68% (Grade 5) meeting or exceeding. Our Socioeconomically Disadvantage students performed at 57% (Grade 3), 71% (Grade 4), and 60% (Grade 5). Our Students with an IEP performed 38% (Grade 3), 30% (Grade 4), and 35% (Grade 5).
3. Grade 4 saw the biggest increase in performance with Hispanic/Latino students increasing 9%. Overall, a high percentage of students fell in the exceeds category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	113	97	114	108	94	114	108	94	114	95.6	96.9	100
Grade 4	105	114	100	105	113	100	105	113	100	100.0	99.1	100
Grade 5	100	108	115	99	107	113	99	107	113	99.0	99.1	98
All Grades	318	319	329	312	314	327	312	314	327	98.1	98.4	99

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2492.	2487.	2484	43.52	40.43	44	39.81	40.43	27	8.33	15.96	19	8.33	3.19	10
Grade 4	2541.	2529.	2545	44.76	39.82	52	33.33	34.51	27	17.14	20.35	13	4.76	5.31	8
Grade 5	2558.	2570.	2558	39.39	50.47	46	31.31	22.43	18	19.19	14.95	20	10.10	12.15	16
All Grades	N/A	N/A	N/A	42.63	43.63	47	34.94	32.17	24	14.74	17.20	18	7.69	7.01	11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49.07	42.55		43.52	53.19		7.41	4.26	
Grade 4	54.29	44.25		38.10	43.36		7.62	12.39	
Grade 5	37.37	47.66		53.54	40.19		9.09	12.15	
All Grades	47.12	44.90		44.87	45.22		8.01	9.87	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48.15	44.68		38.89	50.00		12.96	5.32	
Grade 4	44.76	35.40		46.67	55.75		8.57	8.85	
Grade 5	32.32	45.79		57.58	42.06		10.10	12.15	
All Grades	41.99	41.72		47.44	49.36		10.58	8.92	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49.07	43.62		46.30	52.13		4.63	4.26	
Grade 4	45.71	45.13		48.57	47.79		5.71	7.08	
Grade 5	30.30	42.99		61.62	49.53		8.08	7.48	
All Grades	41.99	43.95		51.92	49.68		6.09	6.37	

Conclusions based on this data:

1. Our Math CAASPP results went down in grades 3 (71%) and 5 (64%). Grade 4 increased in math 5%.
2. Our Hispanic/Latino students performed with 57% (Grade 3), 79% (Grade 4), and 26% (Grade 5) meeting or exceeding. Our Socioeconomically Disadvantage students performed at 71% (Grade 3), 65% (Grade 4), and 33% (Grade 5). Our Students with an IEP performed 31% (Grade 3), 30% (Grade 4), and 12% (Grade 5). There is a discrepancy in how our students in these subgroups are performing compared to our students overall.
3. Grade 4 saw the biggest increase including increasing 5% overall and Hispanic/Latino student math scores increasing 24%, and Socioeconomically Disadvantage student scores increasing 5%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1463.8	*	*	1466.3	*	*	1458.3	*	*	11	6	5
1	*	1519.3	*	*	1508.1	*	*	1529.9	*	6	13	5
2	*	*	*	*	*	*	*	*	*	10	5	4
3	*	*	*	*	*	*	*	*	*	6	5	*
4	*	*	*	*	*	*	*	*	*	5	4	*
5	*	*	*	*	*	*	*	*	*	*	4	*
All Grades										39	37	20

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*	*
1	*	69.23	*	*	7.69	*	*	7.69	*	*	15.38	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	48.65	45.00	35.90	35.14	40.00	10.26	8.11	5.00	7.69	8.11	10.00	39	37	20

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*	*
1	*	69.23	*	*	15.38	*	*	7.69	*	*	7.69	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.28	54.05	45.00	33.33	40.54	35.00	12.82	2.70	15.00	2.56	2.70	5.00	39	37	20

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11	*	*
1	*	61.54	*	*	7.69	*	*	7.69	*	*	23.08	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.03	40.54	20.00	25.64	27.03	55.00	20.51	18.92	15.00	12.82	13.51	10.00	39	37	20

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.55	*	*	36.36	*	*	9.09	*	*	11	*	*
1	*	76.92	*	*	23.08	*	*	0.00	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.97	72.97	75.00	38.46	27.03	20.00	2.56	0.00	5.00	39	37	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
1	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.59	40.54	50.00	46.15	56.76	40.00	10.26	2.70	10.00	39	37	20

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
1	*	69.23	*	*	0.00	*	*	30.77	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.85	43.24	45.00	28.21	37.84	40.00	17.95	18.92	15.00	39	37	20

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	45.45	*	*	27.27	*	*	27.27	*	*	11	*	*
1	*	38.46	*	*	53.85	*	*	7.69	*	*	13	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	43.24	30.00	48.72	48.65	55.00	12.82	8.11	15.00	39	37	20

Conclusions based on this data:

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

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
675	13.3	4.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Lang Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	4.3
Foster Youth		
Homeless	6	0.9
Socioeconomically Disadvantaged	90	13.3
Students with Disabilities	63	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1
Asian	120	17.8
Filipino	4	0.6
Hispanic	100	14.8
Two or More Races	62	9.2
White	382	56.6

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	Chronic Absenteeism Orange	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.

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 110.9 points above standard Decreased Significantly - 20.8 points 61 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 50.2 points above standard Maintained -2.3 points 45 Students	81 points above standard Maintained -2.8 points 29 Students	 No Performance Color 0 Students	 Blue 69.9 points above standard Maintained +0.8 points 173 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	97.6 points above standard Decreased -7.8 points 22 Students	73.2 points above standard Maintained -1.8 points 269 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

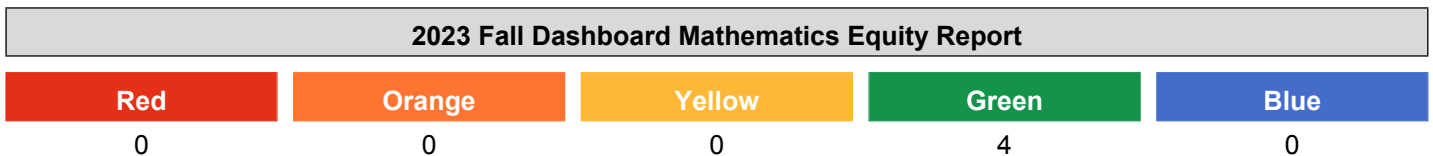
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 45.8 points above standard Maintained -1.7 points 312 Students	<p>English Learners</p> 56.5 points above standard Increased Significantly +22.8 points 27 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> Less than 11 Students 3 Students	<p>Socioeconomically Disadvantaged</p> 13.2 points above standard Maintained +1.1 points 45 Students	<p>Students with Disabilities</p>  Green 23.6 points below standard Increased Significantly +30.8 points 41 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 96.2 points above standard Decreased -9.9 points 61 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.5 points above standard Increased +10.9 points 45 Students	64.5 points above standard Increased +14 points 29 Students	 No Performance Color 0 Students	 Green 31.3 points above standard Decreased -9.5 points 173 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	63.8 points above standard Maintained -2.3 points 22 Students	41.4 points above standard Maintained -2.8 points 269 Students

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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
71.4% making progress towards English language proficiency
Number of EL Students: 14 Students
Performance Level: No Performance Level

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.

2023 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
1	3	0	10

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 Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Orange 9.8% Chronically Absent Increased 1.1 684 Students	English Learners 17.2% Chronically Absent Increased 11 29 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged Red 32.7% Chronically Absent Increased 8.1 101 Students	Students with Disabilities Red 26.7% Chronically Absent Increased 8.8 75 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Yellow</p> <p align="center">4.9% Chronically Absent</p> <p align="center">Increased 1.3</p> <p align="center">123 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p align="center">16% Chronically Absent</p> <p align="center">Increased 3</p> <p align="center">100 Students</p>	<p align="center"></p> <p align="center">Green</p> <p align="center">8.1% Chronically Absent</p> <p align="center">Declined -3.8</p> <p align="center">62 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">10.1% Chronically Absent</p> <p align="center">Increased 1.5</p> <p align="center">388 Students</p>

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

Conditions & Climate Suspension Rate

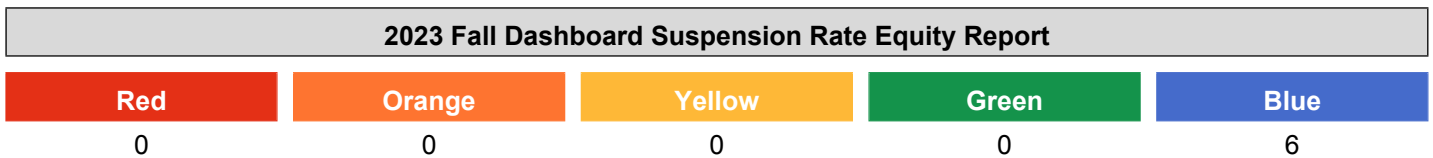
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained -0.1 688 Students	English Learners 0% suspended at least one day Maintained 0 29 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 102 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 75 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 124 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 101 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 63 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 389 Students</p>

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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts

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, 70% of students who are socioeconomically disadvantaged, and 70% of students who are Hispanic 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: 70% of students with disabilities, 70% of students who are socioeconomically disadvantaged, and 70% of students who are Hispanic 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: 70% of students with disabilities, 70% of students who are socioeconomically disadvantaged, and 70% of students who are Hispanic 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 in the areas of phonics, fluency and high frequency words.

Grade 2 Targeted Populations Goal: 75% of students with disabilities, 75% of students who are socioeconomically disadvantaged, and 75% of students who are Hispanic/Latino in Grade 2 will meet or exceed standards in the areas of phonics, fluency and high frequency words.

Grade 1 Goal: 95% of students in Grade 1 will demonstrate mastery on summative assessments in English Language Arts in the areas of phonics, fluency and high frequency words.

Grade 1 Targeted Populations Goal: 75% of students with disabilities, 75% of students who are socioeconomically disadvantaged, and 75% of students who are Hispanic/Latino in Grade 1 will meet or exceed standards in the areas of phonics, fluency and high frequency words.

Grade K Goal: 95% of students in Grade K will demonstrate mastery on summative assessments in English Language Arts in the areas of blending and high frequency words.

Grade K Targeted Populations Goal: 90% of students with disabilities, 90% of students who are socioeconomically disadvantaged, and 75% of students who are Hispanic in Grade K will meet or exceed standards in the areas of blending and high frequency words.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Lang Ranch has a variability in performance for overall and target populations such as EL, SED and SWD. This variability had improved, however it decreased this year. Lang Ranch is committed to closing this gap and identifying where improvements can be made.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Testing 2023-2024	Proficiency: 3rd Overall 78% 4th Overall 83% 5th Overall 82%	Proficiency: Grade 3 85% Grade 4 85% Grade 5 85%
District Benchmarks 2023-2024	Proficiency Grade K Overall 89% (decreased 4%) Grade 1 Overall 93% (increased 1%) Grade 2 Overall 93% (increased 1%)	Proficiency: Grade TK 90% Grade K 95% Grade 1 95% Grade 2 95%
SED SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall --81% (District Benchmarks) Grade 1 Overall --96% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall --57% (SBAC) Grade 4 Overall --71% (SBAC) Grade 5 Overall --60% (SBAC)	Proficiency: Grade K 90% Grade 1 75% Grade 2 75% Grade 3 70% Grade 4 70% Grade 5 70%
SWD SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall --92% (District Benchmarks) Grade 1 Overall --58% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall 38% (SBAC) Grade 4 Overall 30% (SBAC) Grade 5 Overall 35% (SBAC)	Proficiency: Grade K 90% Grade 1 75% Grade 2 75% Grade 3 70% Grade 4 70% Grade 5 70%

EL SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall --83% (District Benchmarks) Grade 1 Overall --89% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall --50% (SBAC) Grade 4 Overall --50% (SBAC) Grade 5 Overall -- No EL students identified.	Proficiency: Grade K 75% Grade 1 75% Grade 2 75% Grade 3 70% Grade 4 70% Grade 5 70%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Implementation of Professional Development and Curriculum Planning in English Language Arts</p> <p>1.1.1 Leadership Team and TOSA will meet to establish professional development needs and provide support to grade level teams regarding professional development implementation.</p> <p>1.1.2 Teachers will receive district professional development in the areas of including Universal Design for Learning, Social Emotional Learning, Science of Reading, Mastery Grading, and Diversity, Equity, and Inclusion.</p> <p>1.1.3 Teachers will be supported to attend professional development outside CVUSD for implementation for targeted students (EL, SED, SWD) and inclusion of all students. This could include training from VCOE or district-approved conferences and training.</p> <p>1.1.4 Teachers will be provided opportunities to receive training in programs related to data analysis, Social Emotional Learning, Universal Design for Learning, Science of Reading, technology softwares used for data analysis, and Diversity, Equity and Inclusion.</p> <p>1.1.5 EL advisor to present monthly at staff meetings regarding resources and strategies to benefit and support English Learners in the general education classroom and for designated and integrated ELD.</p> <p>1.1.6 GATE advisor to present monthly at staff meetings regarding resources and strategies to benefit gifted students in the general education classrooms.</p> <p>1.1.7 Lang Ranch TOSA and Primary and Upper Grade Teacher Leaders to present monthly at staff meetings regarding strategies to support English</p>	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	<p>250 4EEF 4000-4999: Books And Supplies</p>

	<p>Language Arts development in the areas of Universal Design for Learning, Science of Reading and Mastery Grading.</p> <p>1.1.8 All areas of language arts curriculum will be taught with fidelity with regular data monitoring including tracking monitoring for our students who are Socioeconomically Disadvantaged, Special Education students, English Learners, and Hispanic students.</p> <p>1.1.9 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support to teaching staff and support staff.</p>		
<p>1.2</p>	<p>Support Professional Learning Communities (PLC)</p> <p>1.2.1 Teachers will be provided release opportunities to work within collaborative teams to:</p> <ul style="list-style-type: none"> • Support implementation of district benchmarks and assessments • Review and analyze student data • Identify and replicate effective instructional practices specifically targeting student subgroups including: EL, SWD, SED and GATE. • Identify and incorporate strategies to promote inclusion for EL and SED students and to increase time in general education for students in the SWD subgroup. • Design learning experiences using UDL, Science of Reading and Master Grading and share best practices to support targeted student groups including: EL, SWD, SED and GATE. • Teachers of EL students will meet in teams to discuss progress of individual students, reclassification, and share EL strategies and best practices. 	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	
<p>1.3</p>	<p>Support Universal Design for Learning, Science of Reading and Mastery Grading</p> <p>1.3.1 Teachers will design learning experiences to incorporate Universal Design for Learning, Science of Reading, and Mastery Grading; promoting student achievement for students identified as GATE, EL, SWD, and SED.</p> <p>1.3.2 Materials and supplies will be provided to promote and incorporate Universal Design for Learning, Science of Reading and Mastery Grading; making curriculum more accessible to students.</p>	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	<p>5000 0010 4000-4999: Books And Supplies</p> <p>1000 0010 4000-4999: Books And Supplies</p>

	<p>1.3.3 Enrichment opportunities in reading and writing will be provided for students including students identified as GATE. These enrichment opportunities include, but are not limited to: School Newspaper, Spelling Bee, History Bee, Battle of the Books competition, and the school Writing Wall display.</p> <p>1.3.1 Teachers will design learning experiences to incorporate Universal Design for Learning, Science of Reading, and Mastery Grading; promoting student achievement for students identified as GATE, EL, SWD, and SED.</p> <p>1.3.2 Materials and supplies will be provided to promote and incorporate Universal Design for Learning, Science of Reading and Mastery Grading; making curriculum more accessible to students.</p> <p>1.3.3 Enrichment opportunities in reading and writing will be provided for students including students identified as GATE. These enrichment opportunities include, but are not limited to: School Newspaper, Spelling Bee, History Bee, Battle of the Books competition, and the school Writing Wall display.</p>		
<p>1.4</p>	<p>Support Multi-Tiered System of Supports for Students in English Language Arts</p> <p>1.4.1 An intervention program, "Reading Club", will be maintained for Grade K-5 students in targeted populations (EL and SED), as well as support students in SWD.</p> <ul style="list-style-type: none"> Regular data monitoring will occur at the trimester and groups will adjust as needed Lang Ranch "Reading Club" program will implement structured, systematic and multi-sensory curriculum for students targeting their specific needs. Phonics intervention will incorporate science of reading strategies. Students in target populations (EL, SED, SWD, Homeless students) will receive priority to participate in intervention designed to increase reading skills. Materials and supplies will be provided to support "Reading Club" and student access. These materials include but are not limited to: graphic organizers, manipulatives, phonics games and readers, and other materials. A "Reading Club" group will be created to specifically targeting the development of 	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	<p>10,000 0TRM 2000-2999: Classified Personnel Salaries 2,500 0010 4000-4999: Books And Supplies 500 0010 4000-4999: Books And Supplies</p>

	<p>English and specific language skills. Students designated as English Learners will receive priority to participate in this specific group.</p> <p>1.4.2 An intervention program, "Writing Club", will be maintained for Grade 4-5 students in targeted populations (EL and SED), as well as support students in SWD.</p> <ul style="list-style-type: none"> • Lang Ranch "Writing Club" program will implement structured, systematic and multi-sensory curriculum for students targeting their specific needs in writing. • Materials and supplies including graphic organizers and typing tools will be provided to students to support their growth in writing. • Students in target populations (EL, SED, SWD) will receive priority to participate in "Writing Club." <p>1.4.3 Students identified as EL will participate in small groups using Smarty Ants and Imagine Learning programs aimed to increase proficiency in English as well as receive targeted intervention for academic language.</p> <p>1.4.4 Students in targeted populations (EL, SED, SWD) will participate in a specific intervention to increase access to technology and boost skills to support UDL strategies like voice-to-text, word prediction, and magnification.</p> <p>1.4.5 Students in target populations (EL, SED, SWD) 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.</p> <p>1.4.6 Homework Club will be provided for targeted students to provide academic assistance after school. Priority will be given to students in targeted populations including SWD, EL, Homeless and SED.</p> <p>1.4.1 An intervention program, "Reading Club", will be maintained for Grade K-5 students in targeted populations (EL and SED), as well as support students in SWD.</p> <ul style="list-style-type: none"> • Regular data monitoring will occur at the trimester and groups will adjust as needed • Lang Ranch "Reading Club" program will implement structured, systematic and multi-sensory curriculum for students targeting their specific needs. Phonics 		
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intervention will incorporate science of reading strategies.

- Students in target populations (EL, SED, SWD, Homeless students) will receive priority to participate in intervention designed to increase reading skills.
- Materials and supplies will be provided to support "Reading Club" and student access. These materials include but are not limited to: graphic organizers, manipulatives, phonics games and readers, and other materials.
- A "Reading Club" group will be created to specifically targeting the development of English and specific language skills. Students designated as English Learners will receive priority to participate in this specific group.

1.4.2 An intervention program, "Writing Club", will be maintained for Grade 4-5 students in targeted populations (EL and SED), as well as support students in SWD.

- Lang Ranch "Writing Club" program will implement structured, systematic and multi-sensory curriculum for students targeting their specific needs in writing.
- Materials and supplies including graphic organizers and typing tools will be provided to students to support their growth in writing.
- Students in target populations (EL, SED, SWD) will receive priority to participate in "Writing Club."

1.4.3 Students identified as EL will participate in small groups using Smarty Ants and Imagine Learning programs aimed to increase proficiency in English as well as receive targeted intervention for academic language.

1.4.4 Students in targeted populations (EL, SED, SWD) will participate in a specific intervention to increase access to technology and boost skills to support UDL strategies like voice-to-text, word prediction, and magnification.

1.4.5 Students in target populations (EL, SED, SWD) 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.

1.4.6 Homework Club will be provided for targeted students to provide academic assistance after

	school. Priority will be given to students in targeted populations including SWD, EL, Homeless and SED.		
1.5	<p>Access and Engagement in Technology</p> <p>1.5.1 Students and staff will have access to technology-based programs to enhance instruction and learning for specific student subgroups including EL and SED populations and SWD. These program include but are not limited to: IXL, Starfall, Reading Eggs, Raz Kids, Brain Pop, Brain Pop, and Smarty Ants.</p> <p>1.5.2 Principal and TOSA will monitor use of online learning platforms.</p> <p>1.5.3 Teachers will use multimedia and A/V materials to enhance access to curriculum. Technology will be provided to teachers to support classroom needs.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	1,600 0010 4000-4999: Books And Supplies
1.6	<p>Support Data Analysis and Assessment</p> <p>1.6.1 Teachers will be provided release opportunities to assess students and review data for ongoing progress monitoring.</p> <p>1.6.2 Teachers will utilize required district benchmark assessments and input student results to allow for grade level data analysis and intervention planning.</p> <p>1.6.3 Teachers will administer beginning of the year and trimester assessments in order to pre-assess and monitor students' progress throughout the year.</p> <p>1.6.4 Teachers will communicate with parents regarding student progress on assessments.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	10,000 0010 1000-1999: Certificated Personnel Salaries
1.7			
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Reading Club continues to be a success for students, especially in the primary grades. Students benchmark results in the areas of phonics, fluency and HFW continue to grow in percentage meeting or exceeding standards. Professional

Development throughout the year will continue in the areas of Science of Reading and UDL. Teachers have been implementing Science of Reading resources and Goal 1 reflects the purchase of materials and supplies needed to support Science of Reading and UDL in the classrooms.

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

This year due to a limited budget, our reading club, which is the main expenditure for Goal 1, will need to be reduced in the number of students receiving the additional instruction. Classroom teachers will continue to receive professional development to augment their instruction for best practices utilizing UDL, especially focusing on English Learners.

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.

Previously, our goals focused on one key subgroup. This year, we will be focusing on three subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics

Grade 5 Goal: 75% 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: 75% of students with disabilities, 75% of socio-economically disadvantaged students, and 75% of English Learners, in Grade 5 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

Grade 4 Goal: 80% 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: 75% of students with disabilities, 75% of socio-economically disadvantaged students, and 75% of English Learners in Grade 4 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

Grade 3 Goal: 80% 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: 80% of students with disabilities, 75% of socio-economically disadvantaged students, and 75% of English Learners 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 Targeted Populations Goal: 85% of students with disabilities, 80% socio-economically disadvantaged students, and 75% of English Learners, in Grade 2 will meet or exceed standards in Math on benchmark testing.

Grade 1: 95% of students in Grade 1 will demonstrate mastery on summative assessments in Mathematics.

Grade 1 Targeted Populations Goal: 80% of students with disabilities, 75% socio-economically disadvantaged students, and 75% of English Learners, in Grade 1 will meet or exceed standards in Math on benchmark testing.

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

Grade K Targeted Populations Goal: 95% of students with disabilities, 95% socio-economically disadvantaged students, and 95% of English Learners, in Grade K will meet or exceed standards in Math on benchmark testing.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Test 2023-2024	Proficiency: Grade 3 71% Grade 4 79% Grade 5 64%	Proficiency: Grade 3 80% Grade 4 80% Grade 5 75%
District Benchmarks 2023-2024	Proficiency: Grade K Overall 95% Grade 1 Overall 89% Grade 2 Overall 91%	Proficiency: Grade K Overall 95% Grade 1 Overall 95% Grade 2 Overall 95%
SED SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall 90% (District Benchmarks) Grade 1 Overall 71% (District Benchmarks) Grade 2 Overall 85% (District Benchmarks) Grade 3 Overall 71% (SBAC) Grade 4 Overall 65% (SBAC) Grade 5 Overall 33% (SBAC)	Proficiency: Grade K Overall 95% (District Benchmarks) Grade 1 Overall 80% (District Benchmarks) Grade 2 Overall 85% (District Benchmarks) Grade 3 Overall 80% (SBAC) Grade 4 Overall 75% (SBAC) Grade 5 Overall 75% (SBAC)
SWD SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall 92% (District Benchmarks) Grade 1 Overall 35% (District Benchmarks) Grade 2 Overall 74% (District Benchmarks) Grade 3 Overall 31% (SBAC) Grade 4 Overall 30% (SBAC) Grade 5 Overall 12% (SBAC)	Proficiency: Grade K Overall 95% (District Benchmarks) Grade 1 Overall 75% (District Benchmarks) Grade 2 Overall 80% (District Benchmarks) Grade 3 Overall 75% (SBAC) Grade 4 Overall 75% (SBAC) Grade 5 Overall 75% (SBAC)
EL SBAC & District Benchmarks 2023-2024	Proficiency: Grade K Overall 55% (District Benchmarks) Grade 1 Overall 0% (District Benchmarks) Grade 2 Overall 50% (District Benchmarks) Grade 3 Overall 60% (SBAC) Grade 4 Overall 50% (SBAC) Grade 5 Overall 50% (SBAC)	Proficiency: Grade K Overall 95% (District Benchmarks) Grade 1 Overall 75% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 75% (SBAC) Grade 4 Overall 75% (SBAC) Grade 5 Overall 75% (SBAC)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Implementation of Professional Development & Curriculum Planning</p> <p>2.1.1 Leadership Team and TOSA will meet to establish professional development needs and provide support to grade level teams regarding professional development implementation.</p> <p>2.1.2 Teachers will receive district professional development in the areas of including Universal Design for Learning, Social Emotional Learning, Mastery Grading, and Diversity, Equity, and Inclusion.</p> <p>2.1.3 Teachers will be supported to attend professional development outside CVUSD for implementation for targeted students (EL, SED, SWD) and inclusion of all students. This could include training from VCOE or district-approved conferences and training.</p> <p>2.1.4 Teachers will be provided opportunities to receive training in programs related to data analysis, Social Emotional Learning, Universal Design for Learning, Science of Reading, technology softwares used for data analysis, and Diversity, Equity and Inclusion.</p> <p>2.1.5 EL advisor to present monthly at staff meetings regarding resources and strategies to benefit and support English Learners in the area of math in the general education classroom.</p> <p>2.1.6 GATE advisor to present monthly at staff meetings regarding resources and strategies to benefit gifted students in the are of math in the general education classrooms.</p> <p>2.1.7 Lang Ranch TOSA and Primary and Upper Grade Teacher Leaders to present monthly at staff meetings regarding strategies to support Mathematics development in the areas of Universal Design for Learning and Mastery Grading.</p> <p>2.1.8 All areas of mathematics curriculum will be taught with fidelity with regular data monitoring.</p> <p>2.1.9 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support to teaching staff and support staff.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	250 4EEF 4000-4999: Books And Supplies
2.2	Support Professional Learning Communities	All students including English Learners,	

	<p>2.2.1 Teachers will be provided release opportunities to work within collaborative teams to:</p> <ul style="list-style-type: none"> • Support implementation of district benchmarks and assessments • Review and analyze student data • Identify and replicate effective instructional practices specifically targeting student subgroups including: EL, SWD, SED and GATE. • Identify and incorporate strategies to promote inclusion for EL and SED students and to increase time in general education for students in the SWD subgroup. • Design learning experiences using UDL and share best practices in UDL to support targeted student groups including: EL, SWD, SED and GATE. • Teachers of EL students will meet in teams to discuss progress of individual students, reclassification, and share EL strategies. • Teachers of Homeless Students will meet in teams to discuss progress of individual students, and share strategies. 	<p>Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	
<p>2.3</p>	<p>Support Universal Design for Learning</p> <p>2.3.1 Teachers will design learning experiences that incorporate Universal Design for Learning, and Mastery Grading; promoting student achievement in math for students identified as GATE, EL, SWD, and SED.</p> <p>2.3.2 Materials and supplies will be provided to promote and incorporate Universal Design for Learning and Mastery Grading; making curriculum more accessible to students.</p> <p>2.3.3 Enrichment opportunities in math will be provided for students including students identified as GATE. These enrichment opportunities include, but are not limited to: Noetic Math, Odyssey of the Mind, the Stock Market Game, and the VCOE math competition.</p>	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	<p>250 0010 4000-4999: Books And Supplies 750 0010 4000-4999: Books And Supplies</p>
<p>2.4</p>	<p>Support Multi-Tiered System of Supports for Students underperforming in Mathematics.</p> <p>2.4.1 An intervention program, "Math Club", will be maintained for grades K-5, especially targeting students in target populations including EL, SED,</p>	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and</p>	<p>8,630 0TRM 2000-2999: Classified Personnel Salaries 2,500 0010</p>

	<p>Homeless and SWD. Gifted and Talented students.</p> <ul style="list-style-type: none"> Regular data monitoring will occur at the trimester and groups will adjust as needed Lang Ranch "Math Club" program will implement structured, systematic and multi-sensory curriculum for students targeting their specific needs. Students in target populations (EL, SED, SWD, and Homeless students) will receive priority to participate in intervention designed to increase math skills. Materials and supplies will be provided to support "Math Club" and student access. These materials include but are not limited to: graphic organizers, manipulatives, math games and readers, and other materials. A "Math Club" enrichment group will be created to specifically target math enrichment and extension for grades 1-5. Students identified as Gifted and Talented in the area of math will receive priority to participate. This group will focus on extending grade level curriculum and providing challenging math enrichment to students. <p>2.4.2 Students in target populations (EL, SWD, SED) will participate in a specific intervention to increase access to technology and boost skills to support UDL strategies such as voice-to-text, word prediction, and magnification.</p> <p>2.4.3 Students in target populations (EL, SED, Homeless, SWD) will participate in classroom-based programs for navigating math exercises and understanding academic vocabulary as a way for SWD to be included in general education.</p> <p>2.4.4 Homework Club will be provided for targeted students to provide academic assistance after school. Priority will be given to students in targeted populations including SWD, EL, Homeless and SED.</p>		4000-4999: Books And Supplies
2.5	<p>Access and Engagement in Technology</p> <p>2.5.1 Students and staff will have access to technology-based programs to enhance instruction and learning from specific student subgroups including EL and SED populations and SWD. These programs include, but are not limited to: IXL, Brain Pop, Starfall and Reflex Math.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	3,400 0010 4000-4999: Books And Supplies 5,000 0010 4000-4999: Books And Supplies

	<p>2.5.2 Principal and TOSA will monitor online learning systems.</p> <p>2.5.3 Teachers will use multimedia and A/V materials to enhance access to curriculum. Technology will be provided to teachers to support classroom needs.</p>		
2.6	<p>Support Data Analysis and Assessment</p> <p>2.6.1 Teachers will be provided release opportunities to assess students and review data for ongoing progress monitoring.</p> <p>2.6.2 Teachers will utilize required district benchmark assessments and input student results to allow for grade level data analysis and intervention planning.</p> <p>2.6.3 Teachers will administer beginning of the year and trimester assessments in order to pre-assess and monitor their students' progress throughout the year.</p>	<p>All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.</p>	<p>10,000 0010 2000-2999: Classified Personnel Salaries</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, math intervention and resources used like reflex math and IXL have shown to be beneficial to students.

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

This past year, math club also provided enrichment support, which allowed classroom teachers the ability to provide more focused support for students. Our math scores were still not to an ideal level.

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

Our general education teachers will be utilizing small groups to help students achieve grade level standards. This year, math is a focus for the site. Teachers are provided collaboration time to discuss math data and instructional strategies to best meet the needs of our students. Differentiated and small group instruction is being promoted across all grade levels.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social Emotional: Positive Student Interactions with School

Increase current results to 95% of students at Lang Ranch will show overall positive student interactions on survey questions, specific to students enjoying being at school (92%) and maintain feeling like their teacher cares about them (98%).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP CVUSD Student Survey 2023	90% of parents believe the school provides supports for social emotional learning 96% of parents believe the school promotes an inclusive environment. *Note: 60 parents completed the LCAP survey this year, which is a small percentage of the school population.	95% of parents believe the school provides supports for social emotional learning 98% of parents believe the school promotes an inclusive environment 98% believe their teacher cares about them 96% of students enjoy being at school
LCAP CVUSD Student Survey 2022	98% of students believe their teacher cares about them 99% of students believe they try their best when they are at school 96% of students are excited to go to school 96% of students know adults they can go to for help on campus 92% of students believe the staff promotes an inclusive environment	95% enjoy being at school 98% believe their teacher cares about them

	97% of students know how to report bullying	
SELPA Information Records & Analysis Support	87% of special education students are in the general education setting 80% of the school day.	90% of special education students are in the general education setting 80% of the school day.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Provide students with clear and concise expectations to promote all students participating and being in the Least Restrictive Environment.</p> <p>3.1.1 Principal, TOSA, and teachers to reinforce school rules, expectations, and promote a positive and caring school culture.</p> <ul style="list-style-type: none"> Principal conducts biannual grade level assemblies to discuss behavior expectations, and promote anti-bullying and kindness. Students are informed about behaviors and actions that lead to suspension and informed about alternative reactions to typical situations. Principal and TOSA provide behavior management reminders and best practices at staff meetings. Principal and TOSA provide support to teachers, specialists and campus supervisors regarding student behavior. Teachers provide classroom expectations and reinforce school rules and expectations. Principal and Student Council will provide weekly reminders to students regarding behavior expectations and ideas to promote kindness and inclusivity. Principal and TOSA coordinate Student Council greeting students weekly at drop-off to welcome them to campus and promote a positive and inclusive school environment. 	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	
3.2	<p>Teach students about Growth Mindset, Inclusion and Kindness to create a positive and caring school culture.</p> <p>3.2.1 Purchase materials for school and class presentations on Growth Mindset, Inclusion, and Kindness.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and	1,000 0010 4000-4999: Books And Supplies 1,000 0010

	<p>3.2.3 Celebrate Inclusive Schools Week for students in all targeted populations including SED, EL, GATE, Homeless and SWD. Provide activities for students to promote inclusion.</p> <p>3.2.4 Celebrate Kindness Week to promote ways of showing kindness. Provide activities for students to promote inclusion.</p> <p>3.2.5 Promote the use community circles in classrooms on a regular basis to build community and connection using the Sanford Harmony Curriculum.</p>	Gifted and Talented students.	4000-4999: Books And Supplies
3.3	<p>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.</p> <p>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.</p> <p>3.3.2 Implement Universal Design for Learning as an instructional practice to be inclusive of all student learning needs and to prevent barriers to engagement, representation and expression.</p> <p>3.3.3 Principal and TOSA to target students 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.</p> <p>3.3.4 Principal, TOSA, Specialists and Campus Supervisors provide alternative activities at recess including but not limited to: art, steam, board games, and yard challenges.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	1,000 0010 4000-4999: Books And Supplies
3.4	<p>Provide students with enrichment activities that boost school connectedness.</p> <p>3.4.1 Provide Physical Education for students to participate.</p> <p>3.4.2 Provide MakerSpace sessions to enrich and expand students critical thinking, collaboration skills, and foster the development of their growth mindset.</p> <p>3.4.3 Provide visual and performing arts sessions for students to expand their exposure to different areas of the arts including visual art and music.</p> <p>3.4.4 Provide a visual and performing arts after school opportunities for students in band, strings, technical arts, and performing arts.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	

	<p>3.4.5 Create and develop a "Tech Team" of students who learn the basics of theater tech and provide assistance for grade level performances.</p> <p>3.4.6 Provide materials and supplies to support STEAM, PE, and Visual and Performing Arts opportunities.</p>		
3.5	<p>Professional Development for Teachers</p> <p>3.5.1 Counselor to provide PD for teachers in how to incorporate Social Emotional Learning into their classrooms targeting students who are Socioeconomically Disadvantaged, English Learners and Students with Disabilities.</p> <p>3.5.2 Sanford Harmony materials provided and utilized in classroom. Teachers will implement activities from the kits and from the Counselor's lessons.</p> <p>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.</p> <p>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.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	
3.6	<p>Provide social emotional learning opportunities to all students including SWD, SED, GATE, EL, Foster Students and SPED.</p> <p>3.6.1 Teachers will use SEL monthly activities monthly to support connections and feeling of school belonging.</p> <p>3.6.2 School counselor will provide assistance to teachers and parents for targeted students needing additional SEL support including students in targeted populations (SED, EL, SWD).</p> <p>3.6.3 Provide additional SEL and behavior management resources, incentives, and materials to enhance social emotional learning throughout the school year.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	250 0010 4000-4999: Books And Supplies
3.7	<p>Provide social emotional learning and monthly focus activities that promote school connectedness to decrease suspension rate.</p> <p>3.7.1 Provide professional development on social emotional learning and restorative practices to promote positive school interactions.</p>	All students including English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Gifted and Talented students.	

	<p>3.7.2 Provide check-ins to Foster students and provide support as needed to create better connections on campus.</p> <p>3.7.3 Promote and provide school-wide activities including assemblies to students for Hispanic Heritage month, Inclusive Schools Week, Black History Month, Women in History month, and Asian Pacific Islander and Jewish American Month.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, students feel included at Lang Ranch. We will continue to support activities that promote inclusion.

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

New student council positions were created to promote student inclusivity and belonging.

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 continued to develop our practices and activities provided the promote inclusivity. We are meeting with our school support staff more frequently throughout the year to collaborate on best practices in providing social-emotional support to students when on the playground.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Daily Attendance and Reduce Chronic Absenteeism
 Increase student attendance to 97%.
 Reduce the percent of chronically absent students in the target population, SED, to less than 8%.
 SED
 SPED
 African American

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal, with corresponding actions/strategies, seeks to address the chronic absenteeism rates of Socioeconomically Disadvantaged students as required by ATSI.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Reduce Chronic Absenteeism and Tardies for Socioeconomically Disadvantaged students, Special Education students, Hispanic and African American students. 4.1.1 Address attendance concerns with students by helping them set goals for student attendance and then monitoring progress toward those goals.	All students, specifically targeting Socioeconomically Disadvantaged students, Special Education students, Hispanic and African American students.	500 0010 4000-4999: Books And Supplies

	<p>4.1.2 Engage students in the SARB process to increase school attendance.</p> <p>4.1.3 Communicate with students and families regarding the importance of school attendance and being on time in newsletters and other communications.</p> <p>4.1.4 Personally call any families struggling with attendance to help develop strategies that will improve their attendance.</p> <p>4.1.5 Create attendance incentives, for example the class with the best attendance that month.</p>		
4.2	<p>Provide Parent Education Opportunities on Attendance</p> <p>4.2.1 Create an attendance reminder section in the weekly newsletter including information on why attendance is important and the impacts of poor school attendance.</p> <p>4.2.2 Provide information regarding independent study when traveling.</p>	All students including socioeconomically disadvantaged, special education students, and Hispanic and African American students.	
4.3	<p>Work with Classified School Staff on communication and caring for students to engage them in being in connected to school.</p> <p>4.3.1 Model appropriate interactions with parents and students, especially those in target populations such as SED, EL, Homeless, and SWD.</p> <p>4.3.2 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 SWD, SED, Hispanic and African American students.</p> <p>4.3.3 TOSA will provide and develop professional development and management for Campus Supervisors to boost positive school interactions behavior management targeting students in subgroups including SWD, SED, Hispanic and African American students.</p>	All students including socioeconomically disadvantaged, special education students, and Hispanic and African American students.	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This was a new goal for Lang Ranch last year. We saw improvements in all attendance areas. We are waiting to see the dashboard results.

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

Our attendance incentives started out well. However, to improve this practice, mid-year we changed the target goal each month to recognize attendance growth in other areas.

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.

Administrators, teachers and student leaders will be promoting attendance throughout the year and continue to inform parents. This year, student council will also take a more active role in celebrate attendance victories at our pep rallies. Teachers and administration will collaborate to track families at risk of chronic attendance.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,380.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0010	\$46,250.00
0TRM	\$18,630.00
4EEF	\$500.00

Subtotal of state or local funds included for this school: \$65,380.00

Total of federal, state, and/or local funds for this school: \$65,380.00

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	\$18,630	0.00
4EEF	\$500	0.00
0010	\$46,250	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	46,250.00
OTRM	18,630.00
4EEF	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	28,630.00
4000-4999: Books And Supplies	26,750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	10,000.00
2000-2999: Classified Personnel Salaries	0010	10,000.00
4000-4999: Books And Supplies	0010	26,250.00
2000-2999: Classified Personnel Salaries	OTRM	18,630.00
4000-4999: Books And Supplies	4EEF	500.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
30,850.00
30,780.00
3,250.00
500.00

School Site Council Membership

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

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

Name of Members	Role
Megan Triplett	Principal
Emily Gillmore	Classroom Teacher
Michelle Gifford	Classroom Teacher
Diana Mareno	Classroom Teacher
Vaishali Bhargava	Other School Staff
Karen Slimocosky	Parent or Community Member
Vicky Smith	Parent or Community Member
Theresa Ryan	Parent or Community Member
Katherine Gallis	Parent or Community Member
Shane Haas	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:

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 3, 2024.

Attested:

	Principal, Megan Triplett on 09/03/2024
	SSC Chairperson, Theresa Ryan on 09/03/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

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