

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marengo Ranch Elementary School	34 67348 6114185	May 15, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Student surveys are conducted annually for all 5th and 6th graders through the California Healthy Kids Survey. While the survey response rates remain relatively low for 5th grade with only 56% of fifth graders, it has increased for 6th grade with 83% of sixth graders participating. There are general indicators of how students feel related to School Engagement and Supports, School Safety, School Disciplinary Environment, and Substance Use and Physical/Mental Health. Generally, students feel connected and safe at school, and they are motivated to learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (40% - 5th/ 35%-6th and school boredom (48%-5th / 54%-6th) are two areas that we need to strengthen. For meaningful participation, about 1/3 of the students surveyed stated they did not have a chance to decide the school rules. 1/4 of the 6th graders stated their teachers did not ask about their ideas. All other areas reflected positive responses for 90% of the students.

For the parent survey, we had 67 families participate this year. Key indicators that fell below 50% for responses that indicate parents strongly agree on the survey are:

Parental Involvement:

Promotion of parental involvement 41%

School encourages me to be an active partner 42%

School actively seeks the input of parents 32%

Parents feel welcome to participate at this school 42%

School Supports for Students:

Student learning environment 38%

School is a safe place for my child 44%

School motivates students to learn 40%

School has adults who really care about students 42%

Opportunities for meaningful participation 35%

Communications with parents about school 45%

Fairness, Rule Clarity, and Respect for Diversity:

School enforces school rules equally 30%

School treats all students with respect 47%

School promotes respect of cultural beliefs/practices 39%

Parents felt that school disorder, substance abuse and gang related activities were not a problem. Parental involvement (60%), Teachers are responsive to child's social and emotional needs (71%), and School provides parents with advice and resources to support my child's social and emotional needs (65%) are all areas of strength.

Most parent responses indicated they agreed or strongly agreed with the statements. For example, The school encourages me to be an active partner with the school in educating my child (42% strongly agree, 46% agree, 7% disagree, 2% strongly disagree, 4% don't know). 88% of the parents agree or strongly agree with the statement.

The teacher survey, the majority indicated that Marengo is a supportive and inviting place for students to learn. Adults have high expectations and promote academic success for all students. Teachers go out of their way to help students and there is a great sense of trust and collegiality among staff. Student depression or other mental health issues are a mild concern and there are areas to strengthen in terms of meeting the social, emotional, and developmental needs of youth.

Classroom Observations

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

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Marengo Ranch Elementary School staff members continually conduct comprehensive needs assessments in order to strengthen student achievement in the areas of English Language Arts (ELA) and Mathematics. Needs assessment data is reviewed regularly, analyzed, and tracked over time to ensure growth for all students from all demographic groups. Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Core reading instruction (SIPPS and Benchmark), taught by all teachers, is also supported by targeted intervention from support staff.

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

Professional Learning Communities (PLCs) continue to utilize local, state, and norm-referenced data to strengthen student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet “Highly Qualified” teacher requirements.

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

Marengo Ranch will utilize services of the district in advertising for any vacancies that may occur. The District will screen applicants in order to determine if applicants meet the definition of highly qualified and only those candidates meeting that requirement will be recruited to interview.

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

The GJUESD district and site administrators, and teachers participate in staff development designed to support standards, student performance, and professional needs. 2022-2023 Professional Development focused on foundational skills in the area of reading and mathematics.

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

Principals are responsible for ongoing monitoring and evaluation for effective instruction. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis. Teacher mentors will provide support beyond coaching by administrative or other staff.

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

Professional Learning Communities continue to collaborate each week, focusing on student needs and instruction.

Teaching and Learning

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

Curriculum, instruction, and materials are all aligned with the Common Core Standards.

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

Instructional minutes for reading/language arts and mathematics adhere to recommended guidelines.

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

Grade level PLC's have some flexibility with lesson pacing in order to meet the personalized needs of each learner.

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

Engage New York/Eureka Math, California Common Core State Standards (CCCSS) aligned materials are provided for all students in grades K-6. For ELA/ELD, Benchmark curriculum is aligned with CCCSS.

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

ELA Benchmark curriculum is SBE-adopted and aligned to CCCSS.

Opportunity and Equal Educational Access

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

Students not making growth will receive assistance in the classroom through differentiated instruction and support from instructional assistants, and online courseware. After school support is available through extended day opportunities. Our Multi-Tiered Systems of Support (MTSS) incorporates the Common Core State Standards, high-quality first instruction, and personalized and differentiated learning opportunities to meet the academic and behavioral needs of all learners. With MTSS, we have implemented a referral process for learners not making adequate growth. This process begins with targeted interventions based on a learner's individual needs. MTSS site teams meet on a monthly basis to review learner progress and documentation of learner support. These teams consist of administration, psychologists, social workers, counselors, teachers, and specialists.

Evidence-based educational practices to raise student achievement

Effective, researched-based instructional strategies and intervention tools are used to support the students who are at-risk of making minimal or no growth. Monthly MTSS referral meetings will provide additional tracking and support of students needing more than one year's growth to meet identified benchmarks. This team, along with the teacher, will develop an intervention action plan to support student progress and learning.

Parental Engagement

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

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and Reclassified ELs will benefit from the resources provided by state and federal Title I and Title III funds.

Marengo Ranch Elementary School is fortunate to house a full time social worker. Our social worker implements programs which support all learners. Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

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

School Site Council (SSC), English Learner Advisory Council (ELAC), Site Leadership Team are key representatives in planning, implementing, and evaluating programs. Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this Single Plan and budget in order to meet the needs of the school. The ELAC made up of parents and facilitated by administration advises the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my student's education will help his /her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day daily and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

Funding

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

Instructional assistants (IAs) and bilingual Instructional assistants (BIAs) are provided through Title I and Title III funding. Services provided support in the area of reading instruction and intervention.

Fiscal support (EPC)

Funds will be utilized to provide support for all students by providing for supplemental support and overall improvement of the school's educational program. Students not making growth, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, and RFEP students will benefit from the resources provided by state and federal Title I and Title III funds.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council met several times throughout the school year to review and update the SPSA. The updated SPSA was approved by the SSC on Monday, May 15, 2023.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	91	65	44
Grade 1	61	52	60
Grade 2	76	69	52
Grade3	79	73	70
Grade 4	63	80	73
Grade 5	87	67	85
Grade 6	68	89	65
Total Enrollment	525	495	449

Conclusions based on this data:

1. Marengo Ranch continues to face declining enrollment concerns; however, Open Enrollment allows for students outside the school's attendance area to enroll in Marengo Ranch.
2. Staffing at particular grade levels changes as student enrollment varies. This impacts teacher assignments from year to year.
3. Hispanic/Latino and White student populations make up 90.79% of our student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	60	53	48	11.40%	10.7%	10.7%
Fluent English Proficient (FEP)	24	20	23	4.6%	4.0%	5.1%
Reclassified Fluent English Proficient (RFEP)	22	18	20	4.2%	3.6%	4.5%

Conclusions based on this data:

1. English Learner enrollment increased in 20-21, but through the reclassification process, we have fewer students in 22-23.
2. The percent of students Fluent English Proficient students continues to increase while the percent of English Learners has decrease slightly over 3 years.
3. Our school-based ELD team meets regularly to review the needs of our EL's and makes decisions about instruction and supports.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	73		0	72		0	72		0.0	98.6	
Grade 4	63	89		0	88		0	88		0.0	98.9	
Grade 5	90	64		0	64		0	64		0.0	100.0	
Grade 6	66	88		0	87		0	87		0.0	98.9	
All Grades	298	314		0	311		0	311		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2459.			34.72			25.00			23.61			16.67	
Grade 4		2457.			26.14			14.77			28.41			30.68	
Grade 5		2525.			29.69			34.38			21.88			14.06	
Grade 6		2533.			13.79			40.23			26.44			19.54	
All Grades	N/A	N/A	N/A		25.40			28.30			25.40			20.90	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.78			59.72			12.50	
Grade 4		19.32			68.18			12.50	
Grade 5		25.00			60.94			14.06	
Grade 6		13.79			62.07			24.14	
All Grades		20.90			63.02			16.08	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.56			48.61			20.83	
Grade 4		11.36			53.41			35.23	
Grade 5		28.13			60.94			10.94	
Grade 6		14.94			64.37			20.69	
All Grades		20.26			56.91			22.83	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67			76.39			6.94	
Grade 4		10.23			72.73			17.05	
Grade 5		9.38			81.25			9.38	
Grade 6		12.64			74.71			12.64	
All Grades		12.22			75.88			11.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.22			66.67			11.11	
Grade 4		13.64			68.18			18.18	
Grade 5		17.19			76.56			6.25	
Grade 6		12.64			72.41			14.94	
All Grades		16.08			70.74			13.18	

Conclusions based on this data:

1. Following the pandemic, scores dropped slightly from 55.26% in 2018-2019, and 53.70 in 21-22.
2. 5th grade demonstrated the highest percentage of students exceeding or meeting standards - 61.07%
3. Writing scores were slightly lower than the previous year. This is an area to strengthen.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	79	73		0	72		0	72		0.0	98.6	
Grade 4	63	90		0	89		0	89		0.0	98.9	
Grade 5	90	64		0	64		0	64		0.0	100.0	
Grade 6	66	88		0	87		0	87		0.0	98.9	
All Grades	298	315		0	312		0	312		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2439.			20.83			37.50			19.44			22.22	
Grade 4		2470.			11.24			33.71			33.71			21.35	
Grade 5		2520.			21.88			25.00			32.81			20.31	
Grade 6		2492.			14.94			9.20			32.18			43.68	
All Grades	N/A	N/A	N/A		16.67			25.96			29.81			27.56	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17			48.61			22.22	
Grade 4		26.97			51.69			21.35	
Grade 5		23.44			54.69			21.88	
Grade 6		14.94			43.68			41.38	
All Grades		23.40			49.36			27.24	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.61			55.56			20.83	
Grade 4		10.11			65.17			24.72	
Grade 5		15.63			62.50			21.88	
Grade 6		14.94			49.43			35.63	
All Grades		15.71			58.01			26.28	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.17			55.56			15.28	
Grade 4		19.10			48.31			32.58	
Grade 5		7.81			71.88			20.31	
Grade 6		10.34			56.32			33.33	
All Grades		16.67			57.05			26.28	

Conclusions based on this data:

1. Overall growth was down slightly in 2018-2019 from 38.36% to 37.12%, but increased in 21-22 to 43.63%
2. 3rd Grade had highest percentage students scoring at exceeding and meeting standards levels - 58.33%.
3. 4th and 6th grades are focused on increasing math scores through their Plan-Do-Study-Act (PDSA) Change Ideas.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		9	9	
1	1437.1	*		1448.6	*		1425.3	*		12	4	
2	*	1446.9		*	1442.5		*	1450.8		7	16	
3	1499.4	*		1513.9	*		1484.5	*		14	5	
4	*	1515.7		*	1525.0		*	1505.7		4	11	
5	1530.9	*		1528.3	*		1533.0	*		14	*	
6	*	*		*	*		*	*		5	8	
All Grades										65	55	

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	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		33.33	*		25.00	*		33.33	*		12	*	
2	*	0.00		*	43.75		*	25.00		*	31.25		*	16	
3	21.43	*		28.57	*		42.86	*		7.14	*		14	*	
4	*	9.09		*	54.55		*	36.36		*	0.00		*	11	
5	21.43	*		42.86	*		35.71	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.92	12.73		44.62	50.91		30.77	23.64		7.69	12.73		65	55	

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	*	*		*	*		*	*		*	*		*	*	
1	25.00	*		16.67	*		33.33	*		25.00	*		12	*	
2	*	18.75		*	18.75		*	25.00		*	37.50		*	16	
3	42.86	*		42.86	*		14.29	*		0.00	*		14	*	
4	*	63.64		*	27.27		*	9.09		*	0.00		*	11	
5	35.71	*		57.14	*		7.14	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.31	36.36		46.15	34.55		16.92	14.55		4.62	14.55		65	55	

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	*	*		*	*		*	*		*	*		*	*	
1	8.33	*		25.00	*		33.33	*		33.33	*		12	*	
2	*	0.00		*	43.75		*	25.00		*	31.25		*	16	
3	7.14	*		7.14	*		71.43	*		14.29	*		14	*	
4	*	9.09		*	9.09		*	63.64		*	18.18		*	11	
5	21.43	*		7.14	*		64.29	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	10.77	3.64		26.15	36.36		50.77	41.82		12.31	18.18		65	55	

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	*	*		*	*		*	*		*	*	
1	41.67	*		33.33	*		25.00	*		12	*	
2	*	6.25		*	75.00		*	18.75		*	16	
3	35.71	*		64.29	*		0.00	*		14	*	
4	*	72.73		*	27.27		*	0.00		*	11	
5	14.29	*		78.57	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	24.62	30.91		66.15	60.00		9.23	9.09		65	55	

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	*	*		*	*		*	*		*	*	
1	16.67	*		66.67	*		16.67	*		12	*	
2	*	18.75		*	43.75		*	37.50		*	16	
3	42.86	*		42.86	*		14.29	*		14	*	
4	*	45.45		*	54.55		*	0.00		*	11	
5	78.57	*		21.43	*		0.00	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	49.23	40.00		41.54	45.45		9.23	14.55		65	55	

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	*	*		*	*		*	*		*	*	
1	8.33	*		58.33	*		33.33	*		12	*	
2	*	0.00		*	62.50		*	37.50		*	16	
3	7.14	*		50.00	*		42.86	*		14	*	
4	*	0.00		*	72.73		*	27.27		*	11	
5	21.43	*		64.29	*		14.29	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	10.77	5.45		66.15	70.91		23.08	23.64		65	55	

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	*	*		*	*		*	*		*	*	
1	8.33	*		50.00	*		41.67	*		12	*	
2	*	31.25		*	31.25		*	37.50		*	16	
3	14.29	*		78.57	*		7.14	*		14	*	
4	*	9.09		*	81.82		*	9.09		*	11	
5	7.14	*		85.71	*		7.14	*		14	*	
6	*	*		*	*		*	*		*	*	
All Grades	12.31	21.82		70.77	61.82		16.92	16.36		65	55	

Conclusions based on this data:

1. Data conclusions are challenging due to small numbers of English Learners at each grade level.
2. Reading and Writing domains are the most challenging areas for our English Learners.
3. There is an increase in the percentage of students who scored in the well-developed range in the area of writing and listening.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
495	38.8	10.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Marengo 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	53	10.7
Foster Youth		
Homeless	5	1.0
Socioeconomically Disadvantaged	192	38.8
Students with Disabilities	89	18.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian	2	0.4
Asian	8	1.6
Filipino	6	1.2
Hispanic	253	51.1
Two or More Races	22	4.4
Pacific Islander	2	0.4
White	196	39.6

Conclusions based on this data:

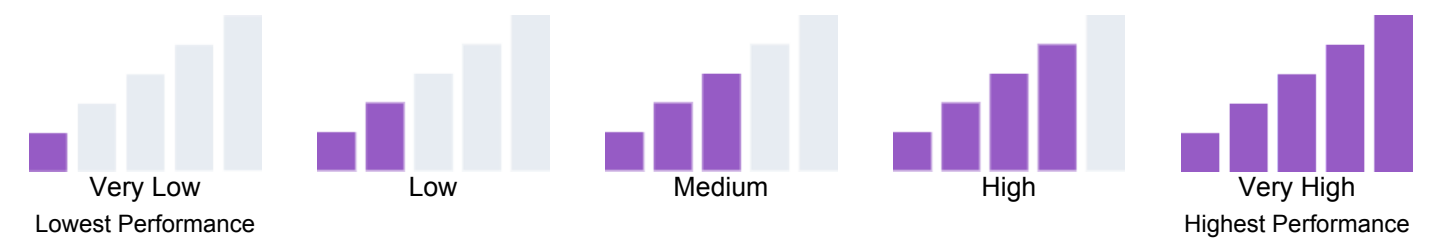
- 1. 38.8% of students enrolled at Marengo Ranch are disadvantaged. Homeless students are supported by our school social worker.
- 2. Hispanic and White student populations make up the majority of the student demographic enrollment.
- 3. Students with disabilities and English Learners reflect 28.7% of the student population.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Academic performance is high in ELA.
- Chronic Absenteeism is very high. This can be attributed to the number of students who were on quarantine.

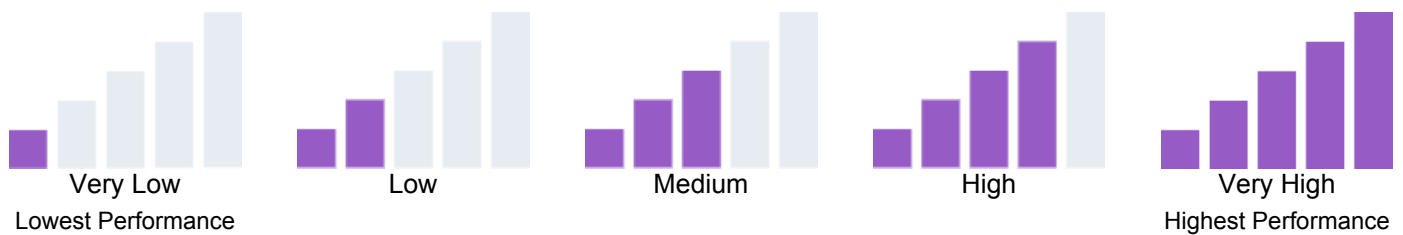
3. English Learner progress is low. This has been an area of focus this year. Our site ELD team has been working on instructional practices.

School and Student Performance Data

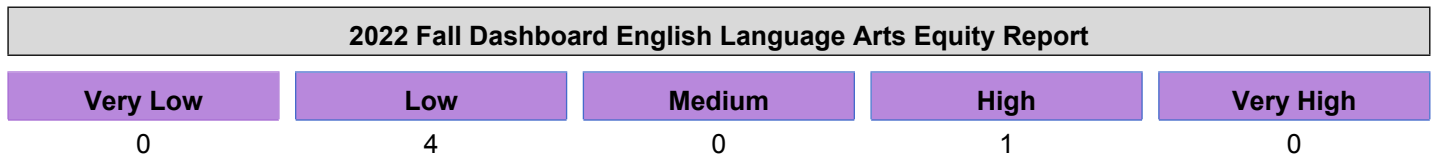
Academic Performance English Language Arts

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

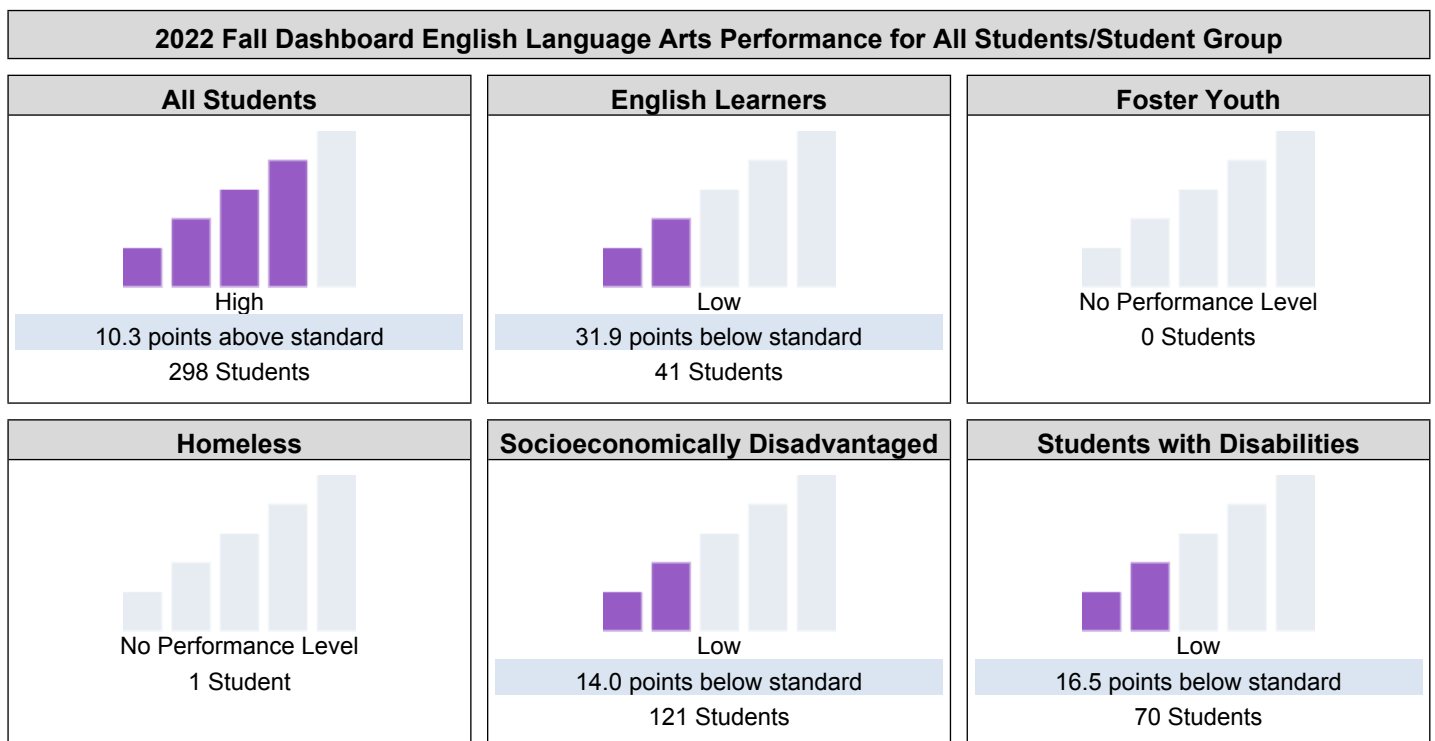
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



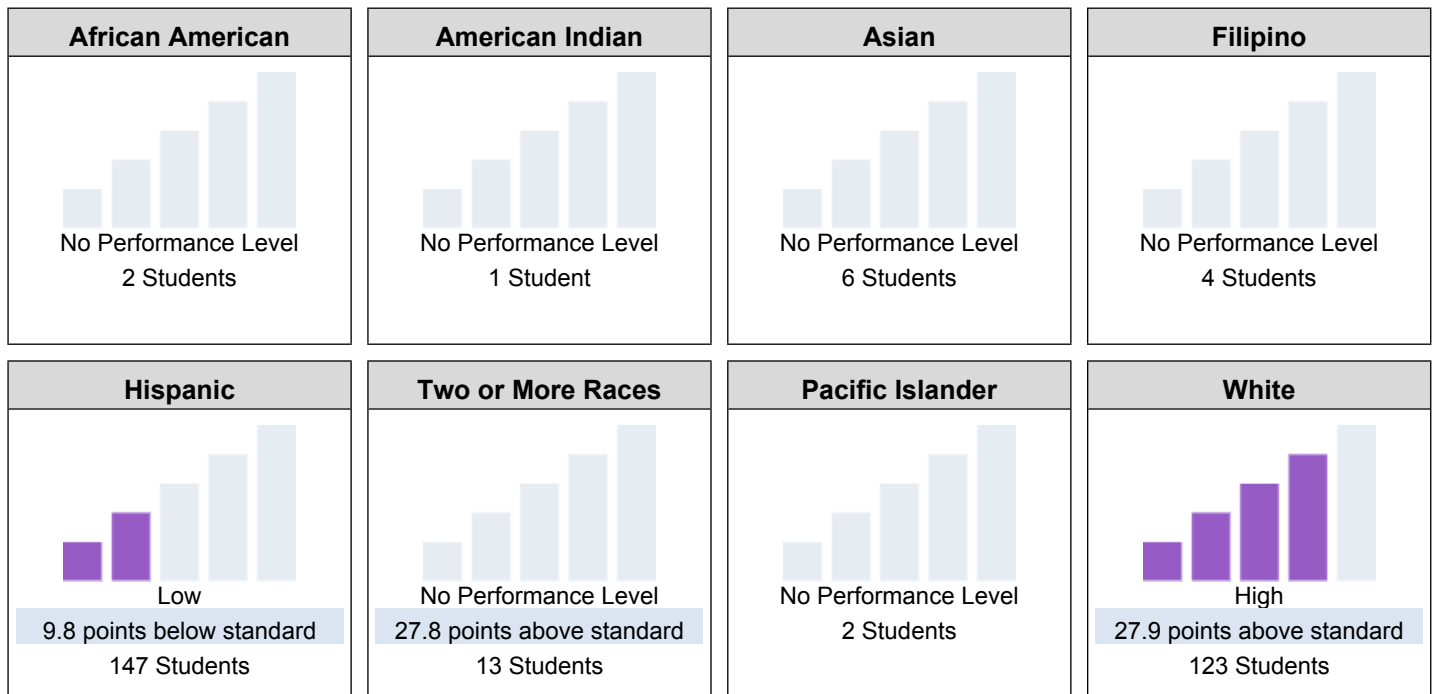
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.1 points below standard 21 Students	7.3 points above standard 20 Students	12.3 points above standard 240 Students

Conclusions based on this data:

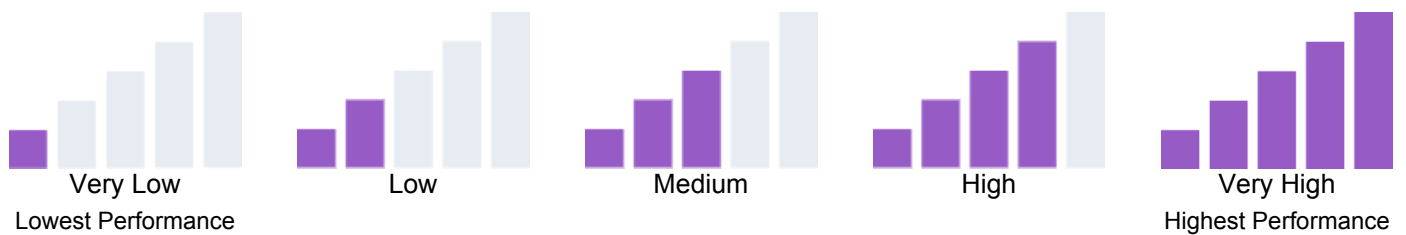
- English Learners, Hispanic, and Socioeconomically Disadvantaged students are all below standard. EL's are 31.9 points below the standard.
- Overall, all students are 10 points above the standard.
- Professional development is needed in the area of language arts.

School and Student Performance Data

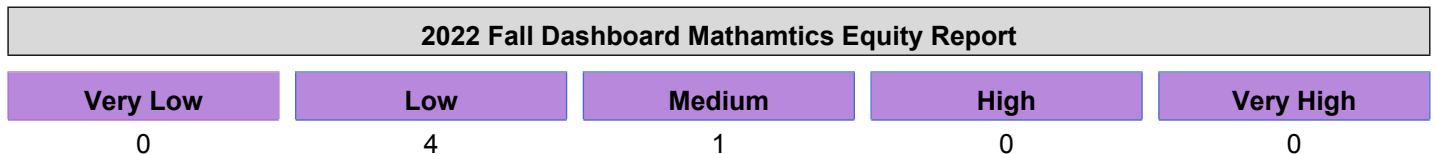
Academic Performance Mathematics

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

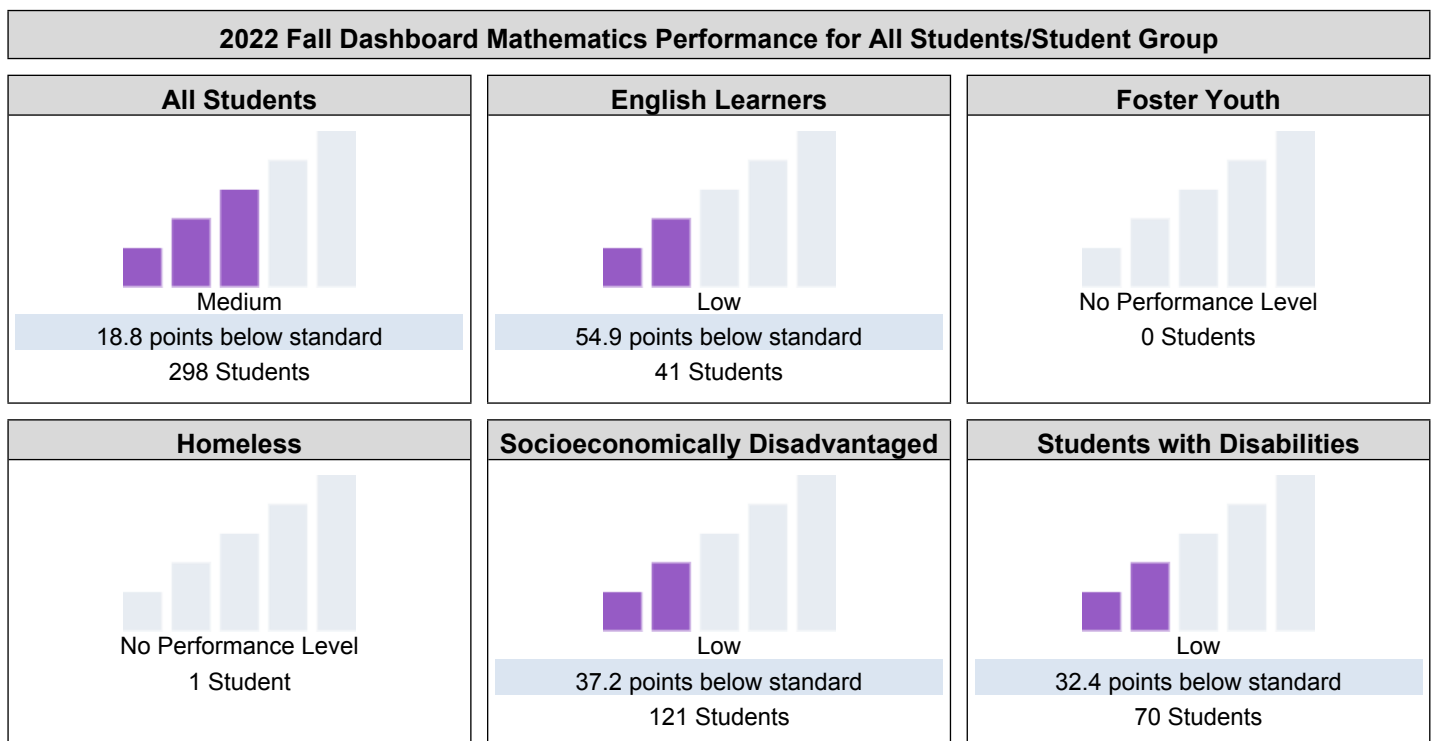
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



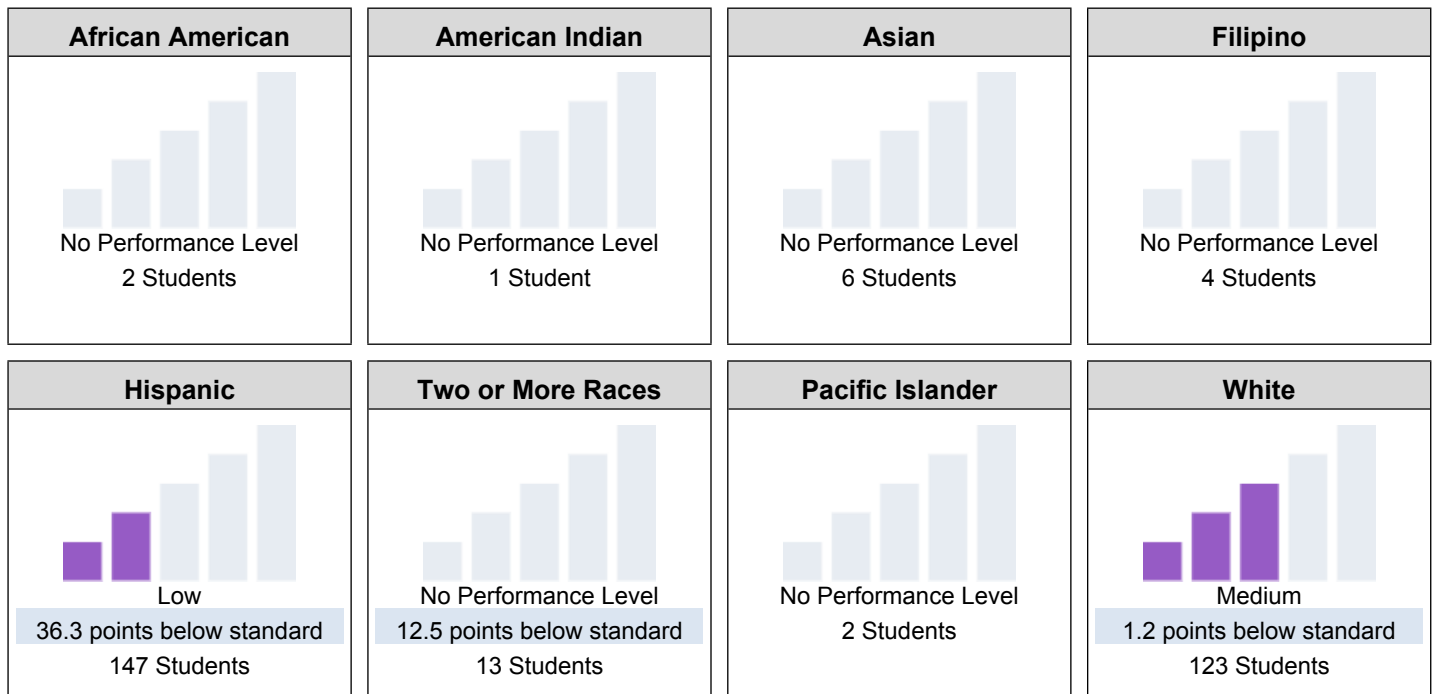
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.8 points below standard 21 Students	19.3 points below standard 20 Students	16.0 points below standard 240 Students

Conclusions based on this data:

- All students are scoring in the medium level.
- EL's, SES, students with disabilities, and hispanic students are scoring below the standard.
- Math is an area of focus for our school and for our district.

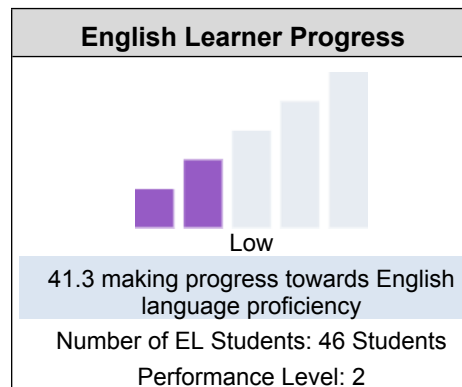
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6%	39.1%	0.0%	41.3%

Conclusions based on this data:

1. Nearly half of the students progressed at least one level.
2. Level 4 students are targeted for reclassification.
3. Nearly 40% of the students maintained their level, while 19% decreased one level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



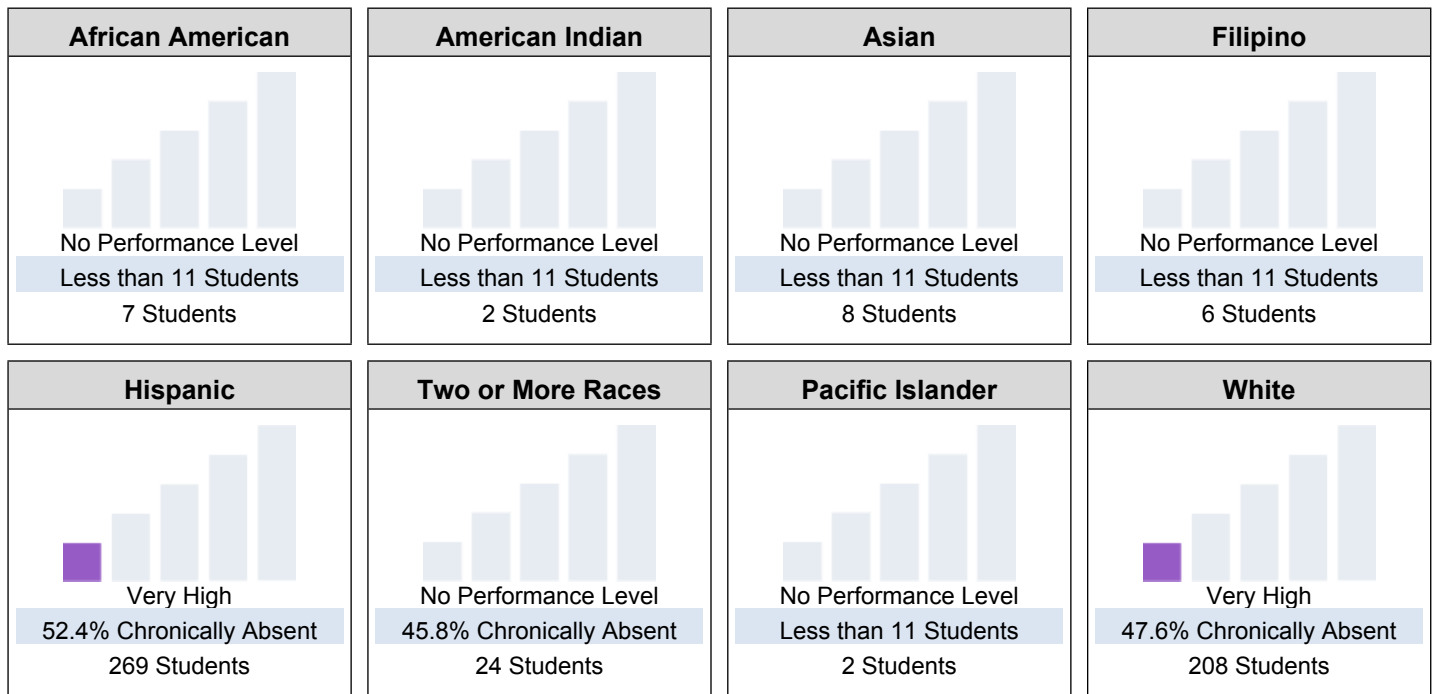
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>48.9% Chronically Absent</p> <p>526 Students</p>	<p>Very High</p> <p>60% Chronically Absent</p> <p>65 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Very High</p> <p>59.5% Chronically Absent</p> <p>220 Students</p>	<p>Very High</p> <p>54.8% Chronically Absent</p> <p>126 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

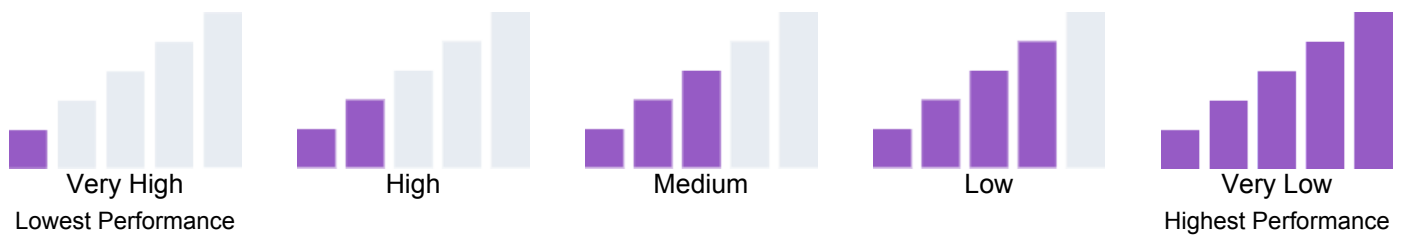
1. The 2019/2020 chronic absenteeism rate for Marengo Ranch was 8.7%. The quarantine effect of the pandemic has created a huge issue with chronic absenteeism.
2. English Learners and Socioeconomically disadvantaged students have the highest percentage of absenteeism.
3. Overall, 48.9% of the students were chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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



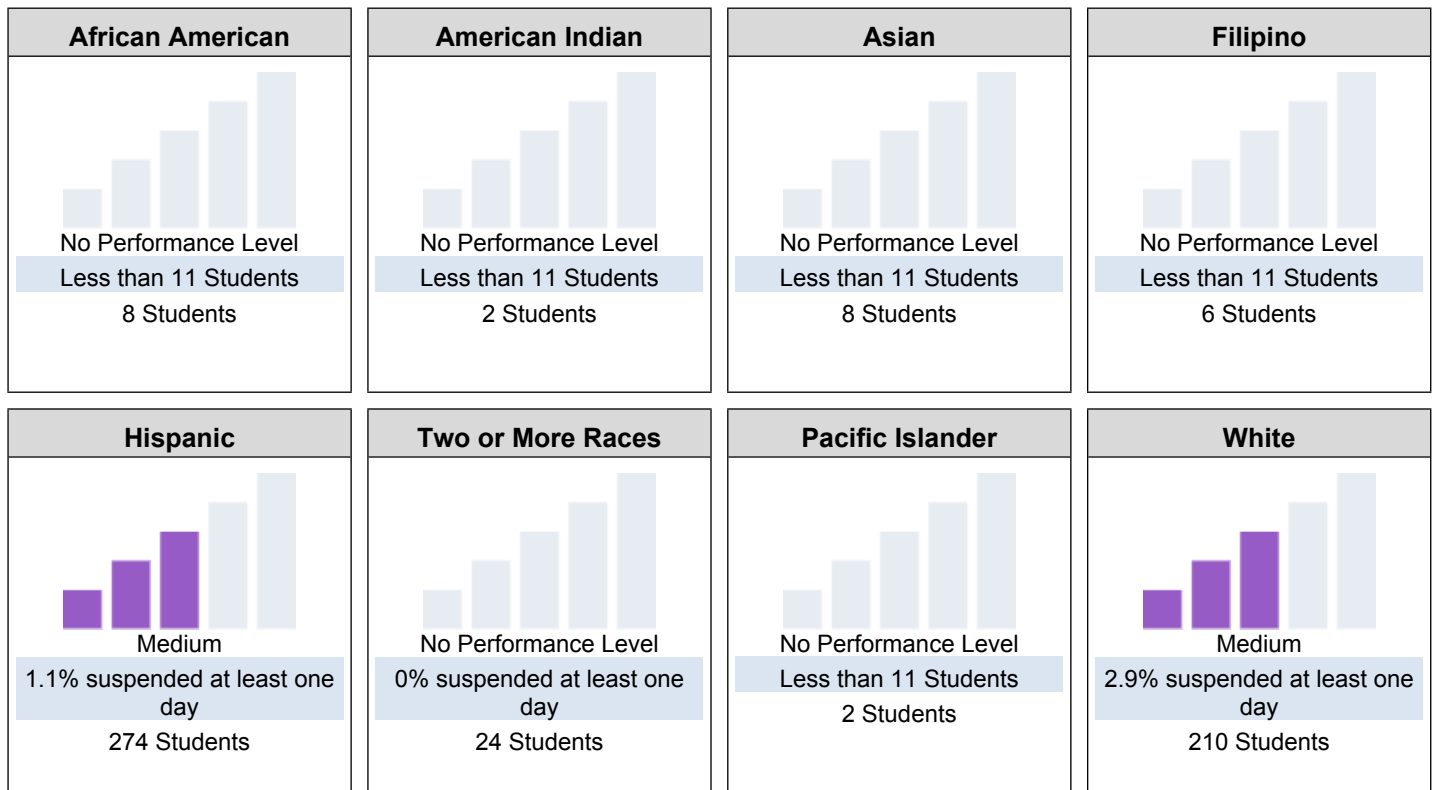
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Medium 1.7% suspended at least one day 534 Students	English Learners Very Low 0% suspended at least one day 65 Students	Foster Youth No Performance Level Less than 11 Students 1 Student
Homeless No Performance Level Less than 11 Students 7 Students	Socioeconomically Disadvantaged Medium 1.8% suspended at least one day 224 Students	Students with Disabilities High 4.7% suspended at least one day 127 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspensions for students with disabilities was high - 4.7%
2. No English Learners were suspended.
3. Overall, the suspension rate fell into the medium level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learner Engagement

LEA/LCAP Goal

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Goal 1

Engaging the PreK-grade 8 learner through a focus on equity, access, inclusive practices and academic rigor in a variety of environments

Identified Need

Meeting the diverse needs of every student through impactful teaching practices, high standards, and equitable resources. Based on the data listed below,

Winter to Winter DRA data increased by 13%. A need has been identified as increasing student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Winter to Winter MAP data in the area of mathematics indicates there is a need to provide professional development to support the effective use of core curriculum, deeper understanding of the mathematical practices, current research on effective strategies, identification of support materials for students, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that be drawn from data sets. Refreshers of math standards, math practices, and pacing guides are needed at all grade levels. Providing opportunities for students to be engaged in thinking classrooms is a critical need.

Winter to Winter MAP in the area of reading is similar to the identified needs already stated based on DRA data, cycles of coaching/improvement need to take place at all grade levels. Additionally, release time will be needed to help teachers improve their instructional practices. Professional development in the use of effective differentiation strategies is also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessment (DRA) will increase by 10% each year	Baseline 2020-21 DRA's for 3rd trimester - 60% of students met/exceeded DRA benchmarks.	Increase to 79%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Actual Outcome</p> <p>2022 winter DRA's - 56% of students met/exceeded DRA benchmarks.</p> <p>2023 winter DRA's - 69% of students met/exceeded DRA benchmarks</p>	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.	<p>Baseline</p> <p>2020-21 spring MAP - 30% of students met/exceeded 60th percentile.</p> <p>Actual Outcome:</p> <p>2022 winter MAP Math - 34% of students met/exceeded 60th percentile.</p> <p>2023 winter MAP Math - 36% of students met/exceeded 60th percentile.</p>	Increase to 41%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on winter MAP will increase at least 5% each year.	<p>Baseline</p> <p>2020-21 spring MAP - 39% students met/exceeded 60th percentile.</p> <p>Actual Outcome:</p> <p>2022 winter MAP ELA - 42% students met/exceeded 60th percentile.</p> <p>2023 winter MAP ELA - 43% students met/exceeded 60th percentile.</p>	Increase to 48%
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	<p>Baseline</p> <p>Fall 2019 CA Dashboard</p> <p>All students: YELLOW, 21.7 points below standard</p> <p>White: GREEN, 1.2 points below standard</p> <p>Hispanic: ORANGE, 44.2 points below standard</p> <p>Socioeconomically Disadvantaged: YELLOW, 43.6 points below standard</p> <p>Students with Disabilities: YELLOW 72.6 points below standard</p>	<p>All students: Increase 13 points to meet standard</p> <p>White: Increase 1.2 points to meet standard</p> <p>Hispanic: Increase to 26.3 points below standard</p> <p>Socioeconomically Disadvantaged: Increase to 27.2 points below standard</p> <p>Students with Disabilities: Increase to 22.4 points below standard</p> <p>All English Learners: Increase to 44.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All English Learners: ORANGE, 63.9 points below standard</p> <p>Actual Outcome: 2022 All students Medium 23 points below standard. White: Medium 1.2 points below standard Hispanic: Low 36.3 points below standard Socioeconomically Disadvantaged: Low, 37.2 points below standard Students with Disabilities: Low 32.4 points below standard All English Learners: Low, 54.9 points below standard</p>	
All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts	<p>Baseline Fall 2019 CA Dashboard All students: YELLOW, 3.2 points above standard White: GREEN, 23.4 points above standard Hispanic: ORANGE, 20.4 points below standard Socioeconomically Disadvantaged: ORANGE, 27.2 points below standard Students with Disabilities: YELLOW, 65.1 points below standard All English Learners: ORANGE, 37.9 points below standard</p> <p>Actual Outcome: 2022 All students: High 10.3 points above standard. White: High 27.9 points above standard Hispanic: Low 9.8 points below standard Socioeconomically Disadvantaged: Low, 14.0 points below standard Students with Disabilities: Low 16.5 points below standard</p>	<p>All students: Maintain High standard White: Maintain High standard Hispanic: Increase 9.8 points to meet standard. Socioeconomically Disadvantaged: Increase to 4 points below standard Students with Disabilities: Increase to 6.5 points below standard All English Learners: Increase to 21.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	All English Learners: Low, 31.9 points below standard	
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%	Baseline 2019 ELA participation was 94% and math participation was 96% Actual Outcome: 2022 ELA and math participation was 99%	CAASPP participation rates will maintain at 99%
English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year	Baseline 2020-21 8.1% of EL's are making progress towards English proficiency. Actual Outcome: 2021-22: 63.64% of English Learners scored a 3 or 4 on the overall ELPAC.	Increase English proficiency to 68.64%
District English Learner reclassification rate will increase at least 1% each year	Baseline Reclassification rate for 2019-20 is 21% Actual Outcome 2021-22: Reclassification rate is 20%	Increase reclassification rate to 21%
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%	Baseline 2020-21 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources. Actual Outcome: 100% of the students are taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.	100% of the students will continue to be taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources.
Students utilizing technological resources in order to support academic growth will be maintained at 100%	Baseline 2020-21 100% of the students utilize technological resources in order to support academic growth.	100% of the students will continue to utilize technological resources in order to support academic growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Actual Outcome:100% of the students utilize technological resources in order to support academic growth.	
Misassignments of teachers will remain at 0	<p>Baseline 2020-21 Misassignments of teachers is 0.</p> <p>Actual Outcome: Misassignments of teachers is 0.</p>	Misassignments of teachers will remain at 0.
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	<p>Baseline 2020-21: 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.</p> <p>Actual Outcome 100% of teachers are using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.</p>	100% of teachers will continue to use the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice.
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students	<p>Baseline 2020-21: Parents of English Learners, Socioeconomically Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings.</p> <p>Actual Outcome: Parents of English Learners, Socioeconomically Disadvantaged and Foster youth volunteer to participate and are represented at 100% of stakeholder groups and meetings.</p>	Representation of parents of unduplicated students will be maintained 100% at all stakeholder meetings.
Parent survey will be completed by a minimum of	Baseline	Parent survey participation will be increased by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
150 families with an increase of 10% each year	2020-21: 133 parents completed the survey Actual Outcome: 72 parents completed the survey in 2022. 67 parents completed the survey in 2023.	
Parent use of Synergy Parent Vue will increase 10% annually	Baseline: 65% of the parents are using Parent Vue. Actual Outcome as of March 2023 - 54% of the parents are using Parent Vue	Increase to 64%
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites	Baseline: 2020-21 FIT rating is "Good" Actual Outcome: 2021-22: FIT rating is "Good" 2022-23: FIT rating is "Fair"	Facilities Inspection Tool (FIT) rating provided by the CDE will be increased to "GOOD"

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Reading and ELA Support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
33,120.00	Title I 2000-2999: Classified Personnel Salaries IA Salaries
65,828.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	IA and BIA Salaries
5,206.00	Title III 2000-2999: Classified Personnel Salaries BIA Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Technology and software programs to support student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8732.70

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Science curriculum, materials, supplies, special education materials

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Science curriculum, materials, supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Document Tracking Services to support the development of the SPSA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

900.00

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
SPSA Document

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Supplemental support from classified employees

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,583.00

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Supplemental support

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Release time for teachers to analyze student data (MAP, DRA, Attendance) and implement instruction and intervention plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

LCFF - Supplemental

1000-1999: Certificated Personnel Salaries
Sub salaries for teacher release days

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School Compact

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

335.30

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
School Compact

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Conferences, workshops, professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Conferences, workshops, professional
development

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Results of the 2022 state assessments reflected positive growth in the area of mathematics and a slight decrease in the area of English Language Arts. This was our first year back in school after distance learning and we are pleased with the results.

MAP Reading and Mathematics and DRA Fall to Winter data shows growth.

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. While we met many aspects of the stated goal, we will continue to allocate funds to provide access to professional development for staff for further goal attainment

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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 goal and strategies/activities will continue in 2022-2023.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Goal 2

Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of environments.

Identified Need

Based on current data, the school site will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, parent/guardian notification, and access to appropriate support personnel such as social workers.

The COVID-19 pandemic has also exacerbated pre-existing student mental health problems, due to academic disruption, restricted social contact, loss of routine, and health-related fear. While things have improved this year, there is still a need to focus on the social and emotional needs of our students.

Our site MTSS Committee identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. A key component of student success requires an intentional focus on (SEL) for all students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our school social worker plays a key role in our MTSS process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily District attendance will be maintained at 96% or greater	Baseline 2019 attendance rate was 95.8% Outcome 2022-2023 attendance rate: 93.30% *Aug 11, 2022 - Apr. 7, 2023	Daily attendance will increase to 96%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism will decrease by 1% or greater for every student subgroup	<p>2019 CA Dashboard All students: YELLOW, 6.2% White: GREEN, 4.7% Hispanic: ORANGE, 8.3% Socioeconomically Disadvantaged: ORANGE, 10.9% Students with Disabilities: GREEN, 9.4% All English Learners: GREEN 8.5%</p> <p>2021-22 District Data: *Chronic Absenteeism as of 4/25/22 was 31% All students: Very High 48.9% White: Very High 47.6% Hispanic: Very High 52.4% Socioeconomically Disadvantaged: Very High, 59.5% Students with Disabilities: Very High, 54.8% English Learners: Very High 60%</p>	<p>Decrease chronic absenteeism to 47.9% All students: Very High 47.9% White: Very High 46.6% Hispanic: Very High 51.4% Socioeconomically Disadvantaged: Very High, 58.5% Students with Disabilities: Very High, 53.8% English Learners: Very High 59%</p>
The suspension rate will decrease by 0.1% or greater for every student subgroup	<p>2019 CA Dashboard All students: GREEN, 0.5% White: BLUE, 0% Hispanic: ORANGE, 1.2% Socioeconomically Disadvantaged: ORANGE, 1.2% Students with Disabilities: YELLOW, 1% All English Learners: BLUE 0%</p> <p>2021-22 District data Suspensions - Six students were suspended for a total of eight suspensions. All students: Medium 1.7% White: Medium 2.9% Hispanic: Medium 1.1% Socioeconomically Disadvantaged: Medium, 1.8% Students with Disabilities: High, 4.7% English Learners: Very Low 0%</p>	<p>Decrease suspensions by 0.1% All students: Medium 1.6% White: Medium 2.8% Hispanic: Medium 1.0% Socioeconomically Disadvantaged: Medium, 1.7% Students with Disabilities: High, 4.6%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The expulsion rate will decrease by 0.1% or greater for every student group	<p>Baseline: 2020-21 expulsion rate was 0% for all student groups</p> <p>2022 expulsion rate was 0% for all student groups</p>	The expulsion rate will maintain 0%.
Percentage of parents responding Agree/Strongly Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%	<p>Baseline: On the 2021 parent survey, there were 5 areas below 85%: School actively seeks the input of parents Parents feel welcome to participate in this school Communication with parents about school Student learning environment School promotes respect of cultural beliefs/practices.</p> <p>Actual Outcome On the 2022 parent survey, these are the areas below 85%: School actively seeks the input of parents before making important decisions Teachers communicate with parents about what students are expected to learn in class Providing information about why your child is placed in a particular group or class Providing information about how to help your child with homework Provides quality counseling or other ways to help students with social or emotional needs Has quality programs for my child's talents, gifts, or special needs Provides parents with advice and resources to support my child's social and emotional needs</p>	Reduce the number of areas that are below 85%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>On the 2023 parent survey, these are the areas below 85%:</p> <ul style="list-style-type: none"> School actively seeks the input of parents before making important decision Providing information about why your child is placed in a particular group or class Provides quality counseling or other ways to help students with social or emotional needs Providing information about how to help your child with homework Provides quality counseling or other ways to help students with social or emotional needs 	
<p>Percentage of students in grades 5-8 responding "Yes, most OR all of the time" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%</p>	<p>Baseline On the 2021 student survey, areas to focus on that were below 85% -</p> <ul style="list-style-type: none"> School Engagement and Supports: Meaningful participation and Interest in schoolwork done at school are two areas to strengthen. <p>Actual Outcomes On the 2022 student survey, areas to focus on that were below 85%:</p> <ul style="list-style-type: none"> Caring adults in school Meaningful participation in school School connectedness Social and emotional learning supports Violence and victimization Parent involvement in schooling <p>On the 2023 survey, areas to focus on that were below 85%:</p> <p>Generally, students feel connected and safe at school, and they are motivated to</p>	<p>Reduce the number of areas that are below 85%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>learn. For school discipline, they felt that the rules are clear and they are treated with respect. Substance use is not an issue at school. Meaningful participation (40% - 5th/ 35%-6th and school boredom (48%-5th / 54%-6th) are two areas that we have been monitoring. For meaningful participation, about 1/3 of the students surveyed stated they did not have a chance to decide the school rules. 1/4 of the 6th graders stated their teachers did not ask about their ideas. All other areas reflected positive responses for 90% of the students.</p>	
Students access to courses in the Visual and Performing Arts (VAPA) will be maintained at 100%	<p>Baseline: 2020-21: 100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.</p> <p>Actual Outcomes:100% Students in grades K-4 have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.</p>	100% Students in grades K-4 have continue to have access to VAPA through classroom music, and students in grades 5 and 6 may volunteer to participate in band or choir.
At least 65% of the students served in Extended Learning Afterschool & Summer will be students from our unduplicated students' group (Low SES, EL, foster)	<p>Baseline 2020-21: 49% of students who attended summer school for 2021 were unduplicated students.</p> <p>Outcome 2021-22: 72% of students who attended summer school for 2022 were unduplicated students.</p>	Unduplicated students attending summer school in 2022 will increase to 54%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

MTSS - Team reviews Cal SCHLS data, attendance, MAP, DRA, SBAC, and other local assessments and designs intervention strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Substitutes to cover MTSS team members

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Extended Day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
2000 - 2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Principally Directed: English Learners, Socioeconomically Disadvantaged, Foster

Strategy/Activity

Parent connections: Phone calls, translations, interpretations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
785.00	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries BOA and BIA salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement Second Step in all classrooms. Our social worker will play a primary role in the implementation process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources needed to achieve this articulated goal. We will continue to allocate resources to access professional development for staff for further goal attainment.

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

There were no differences between the intended and budgeted expenditures to implement this strategy/activity.

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 goal and strategies/activities will continue in 2023-2024 to provide staff with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$43,694.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,490.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$37,703.00
Title I Part A: Parent Involvement	\$785.00
Title III	\$5,206.00

Subtotal of additional federal funds included for this school: \$43,694.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$81,796.00

Subtotal of state or local funds included for this school: \$81,796.00

Total of federal, state, and/or local funds for this school: \$125,490.00

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
Title I	37,703.00	0.00
LCFF - Supplemental	81,796.00	0.00
Title I Part A: Parent Involvement	785.00	0.00
Title III	5,206.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	81,796.00
Title I	37,703.00
Title I Part A: Parent Involvement	785.00
Title III	5,206.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	106,522.00
5000-5999: Services And Other Operating Expenditures	12,968.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	65,828.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	9,968.00

2000-2999: Classified Personnel Salaries	Title I	34,703.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	785.00
2000-2999: Classified Personnel Salaries	Title III	5,206.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	121,705.00
Goal 2	3,785.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Jennifer Porter	Principal
Maria Landa	Other School Staff
Katheryn Kirkendall	Parent or Community Member
Jenne McGranahan	Classroom Teacher
Suzie Whelihan	Classroom Teacher
Heather Wetzel	Parent or Community Member
Jissel Palomares	Classroom Teacher
Claudia Aguiar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 5/15/23.

Attested:

Principal, Jennifer Porter on 5/15/2023
SSC Chairperson, Jenne McGranahan on 5/15/2023