



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lang Ranch Elementary School	56 73759 6115760	August 31, 2022	

## Purpose and Description

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

#### Additional Targeted Support and Improvement

The Lang Ranch Elementary SPSA serves as a comprehensive roadmap that guides our school in providing a comprehensive education experience that addresses the diverse needs of our students and aligns to our district LCAP goals. The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Our site principal, staff, leadership team, and parents are actively involved in the development of our SPSA. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Lang Ranch Elementary's mission is to maximize student potential and empower students to become lifelong learners. The expected achievement of our "life-long learners" includes the ability to read, comprehend, problem solve, analyze, organize, communicate, inquire, create, design and research. In addition, Lang Ranch Elementary strives to develop students who are critical thinkers and compassionate individuals who positively contribute to society. Our students' moral character, cultural and social needs are addressed in a safe, nurturing and inclusive environment that promotes self-reliance.

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

In line with this mission and vision, our SPSA purpose and description outlines specific strategies and goals that encompass the development of the whole child. It focuses not only on academic excellence but also on fostering social-emotional well-being, character development, and physical health. Lang Ranch developed five goals this year to align with our mission and vision. By integrating the school's mission and vision with a whole child approach and strong community partnerships, Lang Ranch Elementary's SPSA aims to provide a well-rounded education that prepares students for success in all aspects of life.

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

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

- A comprehensive needs assessment (pursuant to ESSA)

- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- May include local data
- An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 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.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

CVUSD conducted an annual feedback survey for the 2022-2023 school year. The results reflect the following: Students in grades 4-12, certificated and classified staff, and parents/guardians.

- 83% of parents/guardians reported that their student(s) seem eager to attend school each day.
- 85% of parents/guardians reported that their student(s) school(s) were inclusive environments that value all people.
- 86% of parents/guardians reported that their student's school was physically safe.
- 92% of parents/guardians reported that they are informed regarding their student(s) academic progress.
- 84% of parents/guardians reported that they are comfortable sharing their thoughts and ideas at their student's school.
- 93% of parents/guardians reported that teachers and staff treat them respectfully.
- 98% of elementary students reported they feel their teachers care about them.
- 93% of elementary students reported that their school is inclusive.
- 90% of middle and high school students reported feeling their teachers care about them.
- 89% of middle and high school students reported that their counselors care about them.
- 79% of middle and high school students reported feeling their school is an inclusive environment that values all people.
- 73% of middle and high school students reported that they know an adult on campus that they can go to when they are feeling sad, upset, or worried.
- 91% of staff reported that working for CVUSD is a positive experience.
- 87% of staff reported that they are comfortable discussing workplace issues with their supervisors.
- 92% of school site staff reported that students feel at school.
- 83% of school site staff reported that students are engaged and motivated.
- 95% of school site staff reported that their school site embraces diversity; and 94% reported that their school site embraces inclusion.

The LCAP Survey for Lang Ranch Elementary for 2022-23 reflects 194 students in grades 4-5.

- 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
- 97% of students know how to report bullying

## Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected on and off schedule teachers receive an evaluation in the spring. Administrators meet with certificated and

classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

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

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction. School sites also engaged in UDL walkthroughs facilitated by site and district staff to observe best practices in classrooms.

All Lang Ranch teachers participated in UDL walkthroughs on campus, observing best 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)

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

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

Academic Specialists collect initial data in grades K-5 in phonics, reading accuracy, fluency, and comprehension. Kindergarten and TK teachers collect initial reading benchmark data for all K/TK students. Students participate in targeted interventions based on their instructional need in reading and in math. Intervention is monitored and data driven with collaboration between general education teachers, administrators, and academic specialists. Intervention includes strategies from the science of reading.



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

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

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

Teachers continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

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

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

During the week of August 15 to 19, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

CVUSD maintains 3 pupil-free professional learning days. Provided 2 days of all-district professional development on August 22nd and November 1st with the focus on Universal Design for Learning and the intersections with social-emotional learning and diversity, equity, and inclusion. Designated focus UDL Checkpoints for the year 7.2 (optimizing relevance, value, and authenticity) and 8.3 (fostering collaboration and community). Provided opportunities for teachers to engage in the practice of designing for equitable first instruction. Introduced strategies for optimizing student voice and choice. March 17th provided important training to all elementary students on positive behavior supports and understanding the key functions of behavior, while secondary teachers participated in in-depth discussions on the pillar of “accuracy” from Joe Feldman’s book “Grading For Equity”.

In addition, during the 2022-23 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

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

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2023-24 School Year, all TK-5 teachers are implementing the adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level. In 2022-2023, CVUSD adopted new instructional materials for History/Social Science, which had not been updated since 2006.

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

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

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

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

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

## Funding

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

Categorical Funds in CVUSD:

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

## Fiscal support (EPC)

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

# 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

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 February 22, 2023, March 22, 2023, April 26, 2023, May 17, 2023, June 7, 2023, and August 30, 2023 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 2022-23 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 data at the staff meeting in April and will continue to discuss and monitor data throughout the year including state testing data review in August. Teachers met in PLCs to determine needs and areas of growth based on CAASPP and benchmark data. Teachers revised goals to reflect this data.

## Resource Inequities

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

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. Lang Ranch will be allocating resources to support and inform families about the importance of attendance and increase school connectedness.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	1.4%	0.94%	1.04%	9	6	7
Asian	18.9%	16.54%	17.78%	126	105	120
Filipino	1.1%	0.79%	0.59%	7	5	4
Hispanic/Latino	13.1%	13.70%	14.81%	87	87	100
Pacific Islander	0.2%	%	0%	1	0	0
White	55.6%	58.90%	56.59%	370	374	382
Multiple/No Response	9.8%	9.13%	9.19%	65	58	62
<b>Total Enrollment</b>				666	635	675

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	124	122	140
Grade 1	97	103	105
Grade 2	117	96	110
Grade3	105	113	98
Grade 4	103	104	113
Grade 5	120	97	109
<b>Total Enrollment</b>	666	635	675

### Conclusions based on this data:

1. Our enrollment increased last year. This is most likely due to increase in TK students.
2. Most grade levels are around 100 students.
3. Our percentage of Hispanic/Latino students has increased.

# 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	38	47	29	5.7%	7.4%	4.3%
Fluent English Proficient (FEP)	55	42	66	8.3%	6.6%	9.8%
Reclassified Fluent English Proficient (RFEP)	7			18.4%		

### Conclusions based on this data:

1. Our 5% of students that are ELs should be easy to target and to help them reach academic benchmarks.
2. The percent of students scoring fluent increased slightly in the last year.
3. Overall, our number of EL students has decreased. This could be due to reclassification.

# 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 Scores			% of Enrolled 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
Grade 3	104	113	98	0	109	94	0	109	94	0.0	96.5	95.9
Grade 4	102	105	113	0	105	113	0	105	113	0.0	100.0	100.0
Grade 5	121	100	109	0	100	107	0	100	107	0.0	100.0	98.2
All Grades	327	318	320	0	314	314	0	314	314	0.0	98.7	98.1

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		
	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		2500.	2495.		60.55	56.4		23.85	23.4		8.26	11.7		7.34	8.5
Grade 4		2546.	2544.		55.24	58.4		27.62	25.7		8.57	9.7		8.57	6.2
Grade 5		2589.	2590.		63.00	57.9		21.00	28.0		8.00	9.3		8.00	4.7
All Grades	N/A	N/A	N/A		59.55	57.6		24.20	25.8		8.28	10.2		7.96	6.4

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		53.21			44.95			1.83		
Grade 4		42.86			55.24			1.90		
Grade 5		43.00			52.00			5.00		
All Grades		46.50			50.64			2.87		

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		44.95			44.04			11.01	
Grade 4		42.86			50.48			6.67	
Grade 5		54.00			42.00			4.00	
All Grades		47.13			45.54			7.32	

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		25.69			67.89			6.42	
Grade 4		28.57			61.90			9.52	
Grade 5		28.00			68.00			4.00	
All Grades		27.39			65.92			6.69	

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		36.70			56.88			6.42	
Grade 4		33.33			62.86			3.81	
Grade 5		43.00			52.00			5.00	
All Grades		37.58			57.32			5.10	

**Conclusions based on this data:**

1. Our ELA CAASPP results overall were all above 80% meeting or exceeding in Grades 3-5
2. Our Hispanic/Latino students performed well with 75% (Grade 3), 70% (Grade 4), and 77% (Grade 5) meeting or exceeding. Our Socioeconomically Disadvantage students performed at 65% (Grade 3), 70% (Grade 4), and 73% (Grade 5). Our Students with an IEP performed 44% (Grade 3), 47% (Grade 4), and 42% (Grade 5). There is a discrepancy in how our students with an IEP are performing compared to other sub-populations.
3. Grade 3 had the highest percentage in the nearly met category.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	104	113	98	0	108	94	0	108	94	0.0	95.6	95.9
Grade 4	102	105	113	0	105	113	0	105	113	0.0	100.0	100.0
Grade 5	121	100	109	0	99	107	0	99	107	0.0	99.0	98.2
All Grades	327	318	320	0	312	314	0	312	314	0.0	98.1	98.1

\* 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		
	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		2492.	2487.		43.52	40.4		39.81	40.4		8.33	16.0		8.33	3.2
Grade 4		2541.	2529.		44.76	39.8		33.33	34.5		17.14	20.4		4.76	5.3
Grade 5		2558.	2570.		39.39	50.5		31.31	22.4		19.19	15.0		10.10	12.1
All Grades	N/A	N/A	N/A		42.63	43.6		34.94	32.2		14.74	17.2		7.69	7.0

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		49.07			43.52			7.41				
Grade 4		54.29			38.10			7.62				
Grade 5		37.37			53.54			9.09				
All Grades		47.12			44.87			8.01				

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		48.15			38.89			12.96	
Grade 4		44.76			46.67			8.57	
Grade 5		32.32			57.58			10.10	
All Grades		41.99			47.44			10.58	

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		49.07			46.30			4.63	
Grade 4		45.71			48.57			5.71	
Grade 5		30.30			61.62			8.08	
All Grades		41.99			51.92			6.09	

**Conclusions based on this data:**

1. Our Math CAASPP results overall were all above 70% meeting or exceeding in Grades 3-5. Our Math CAASPP scores are slightly lower than our ELA scores.
2. Our Hispanic/Latino students performed well with 75% (Grade 3), 55% (Grade 4), and 62% (Grade 5) meeting or exceeding. Our Socioeconomically Disadvantage students performed at 75% (Grade 3), 60% (Grade 4), and 53% (Grade 5). Our Students with an IEP performed 89% (Grade 3), 29% (Grade 4), and 25% (Grade 5). There is a discrepancy in how our students with an IEP are performing compared to other sub-populations. There is also a discrepancy in our Hispanic/Latino students in Grade 4.
3. Grade 5 continues to have the most students falling in the standard nearly met and standard not met category.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	2
4	*	*	*	*	*	*	*	*	*	5	4	2
5	*	*	*	*	*	*	*	*	*	*	4	2
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	*	5
1	*	69.23	*	*	7.69	*	*	7.69	*	*	15.38	*	*	13	5
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2
All Grades	46.15	48.65	.45.0	35.90	35.14	40.0	10.26	8.11	5.0	7.69	8.11	10.0	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		33.33	40.54		12.82	2.70		2.56	2.70		39	37	

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
<b>K</b>	27.27	*		18.18	*		27.27	*		27.27	*		11	*	
<b>1</b>	*	61.54		*	7.69		*	7.69		*	23.08		*	13	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	41.03	40.54		25.64	27.03		20.51	18.92		12.82	13.51		39	37	

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
<b>K</b>	54.55	*		36.36	*		9.09	*		11	*	
<b>1</b>	*	76.92		*	23.08		*	0.00		*	13	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	58.97	72.97		38.46	27.03		2.56	0.00		39	37	

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
<b>K</b>	27.27	*		54.55	*		18.18	*		11	*	
<b>1</b>	*	30.77		*	61.54		*	7.69		*	13	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	43.59	40.54		46.15	56.76		10.26	2.70		39	37	



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
<b>K</b>	27.27	*		45.45	*		27.27	*		11	*	
<b>1</b>	*	69.23		*	0.00		*	30.77		*	13	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	53.85	43.24		28.21	37.84		17.95	18.92		39	37	

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
<b>K</b>	45.45	*		27.27	*		27.27	*		11	*	
<b>1</b>	*	38.46		*	53.85		*	7.69		*	13	
<b>2</b>	*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*	
<b>4</b>	*	*		*	*		*	*		*	*	
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	38.46	43.24		48.72	48.65		12.82	8.11		39	37	

**Conclusions based on this data:**

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

# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>635</b>	<b>7.9</b>	<b>7.4</b>	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	47	7.4
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.2
<b>Socioeconomically Disadvantaged</b>	50	7.9
<b>Students with Disabilities</b>	43	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	6	0.9
<b>American Indian</b>		
<b>Asian</b>	105	16.5
<b>Filipino</b>	5	0.8
<b>Hispanic</b>	87	13.7
<b>Two or More Races</b>	58	9.1
<b>Pacific Islander</b>		
<b>White</b>	374	58.9

**Conclusions based on this data:**

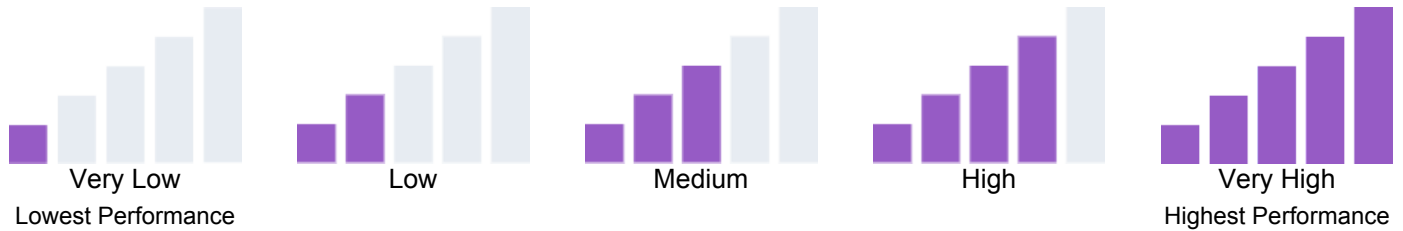
1. White, Asian, Hispanic and Two or More Races are our highest groups by ethnicity.
2. SED students make up almost 10% of our student population so we should be designing learning and school experiences to address their unique needs.
3. The 36 EL students should be targeted for instruction and monitored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

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

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

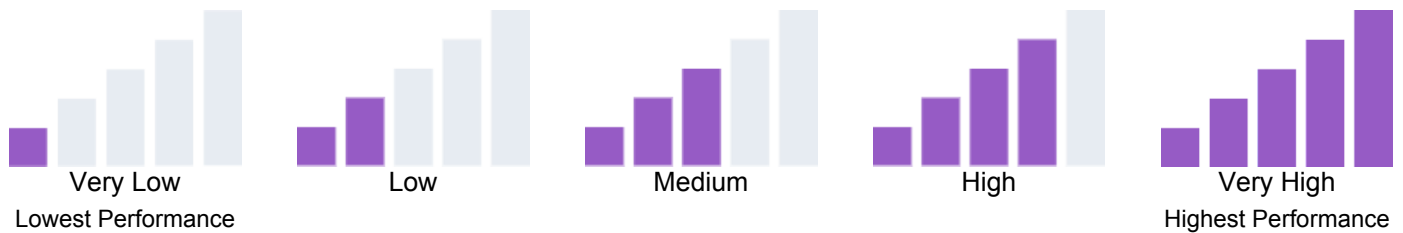


# School and Student Performance Data

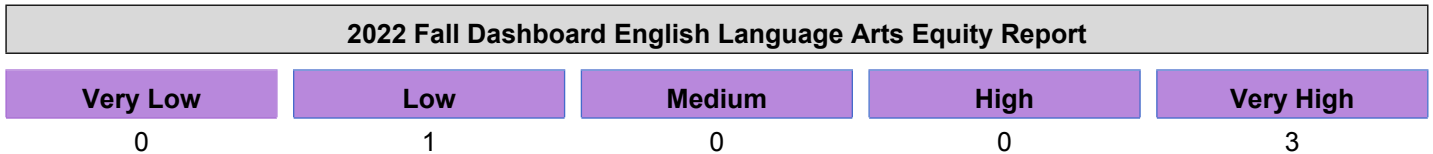
## Academic Performance English Language Arts

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](#).

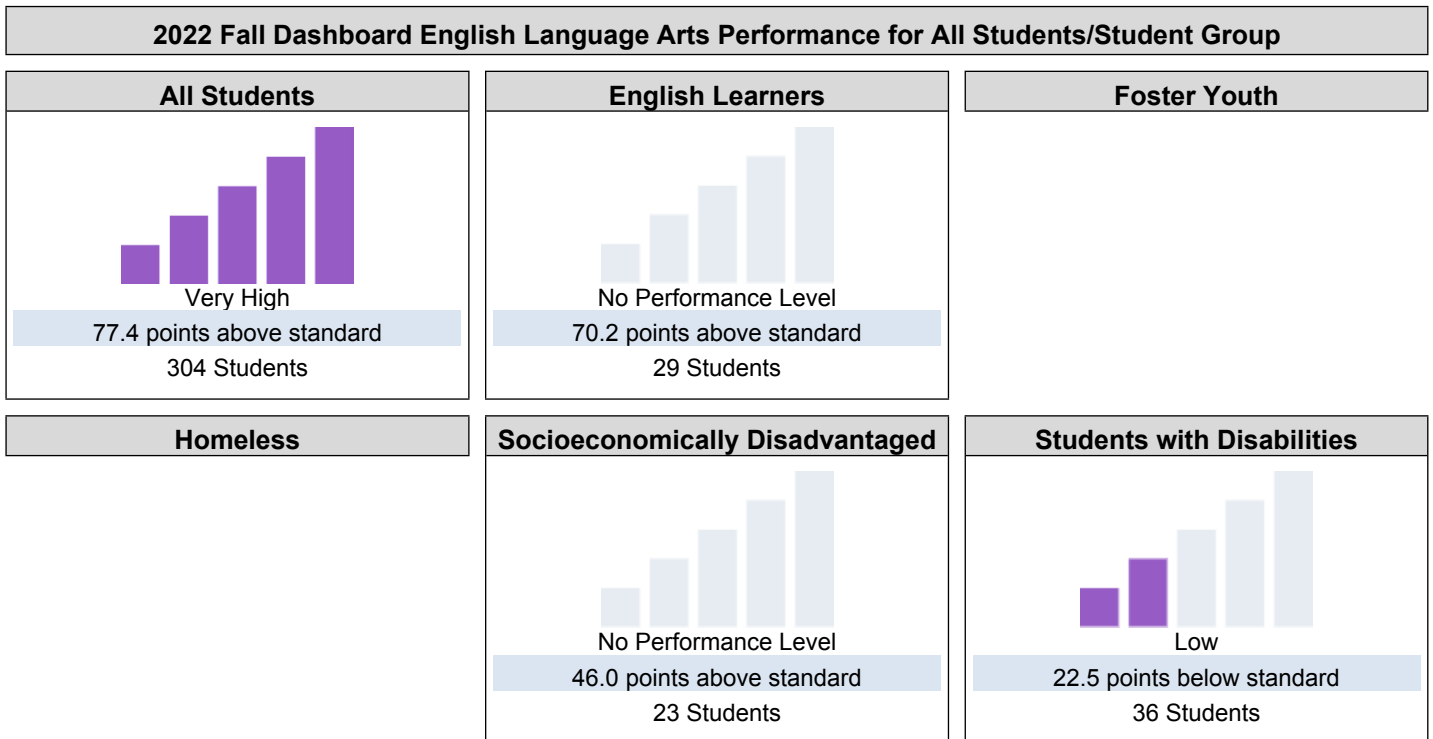
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



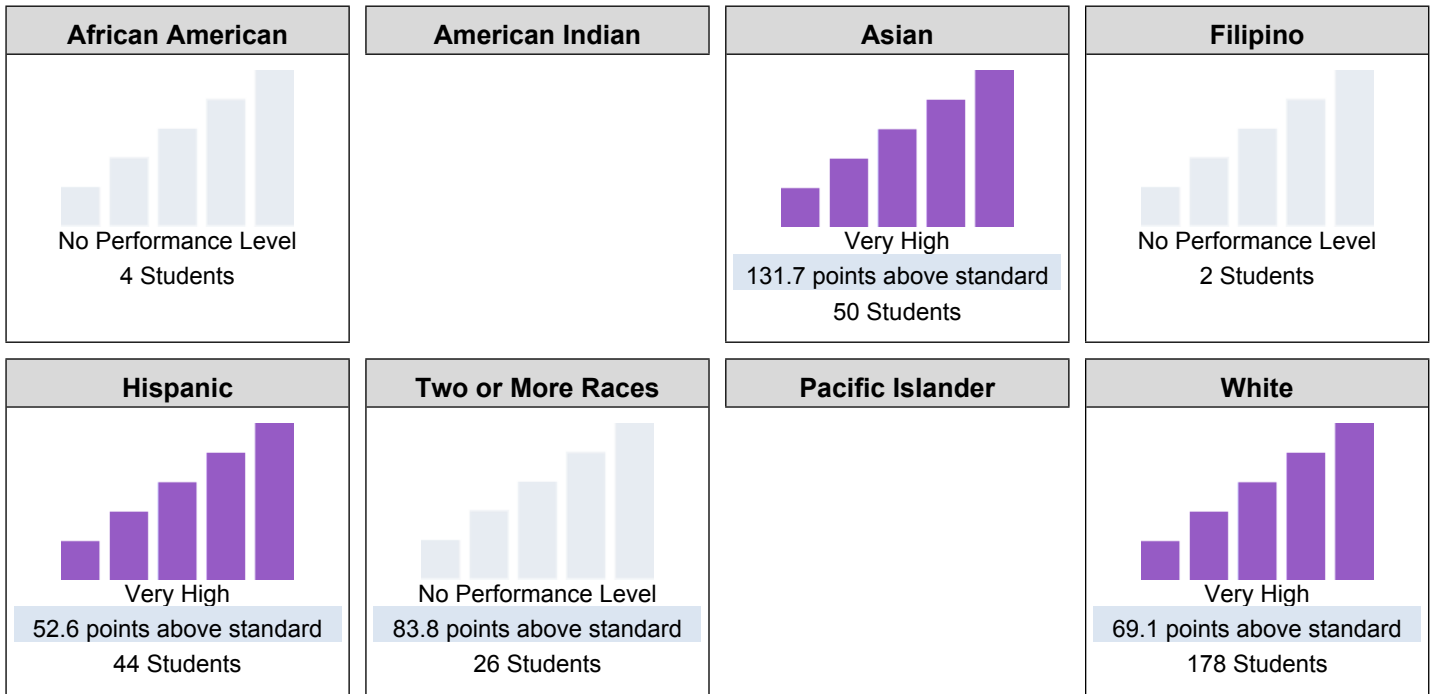
This section provides number of student groups in each level.



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
8 Students	105.4 points above standard 21 Students	74.9 points above standard 256 Students

**Conclusions based on this data:**

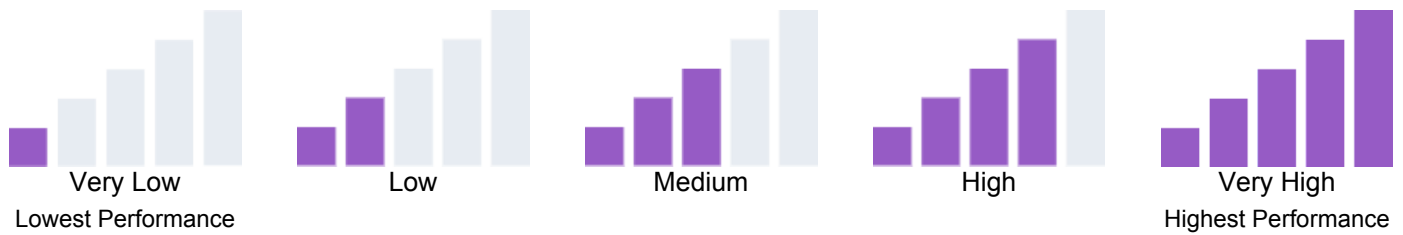
1. Students with disabilities performing lower overall than the rest of the school population.
2. Students with Two or More Races declined in 2018-2019. Students should be monitored this year for same decline.
3. Reclassified ELS are excelling in their academic performance in ELA.

# School and Student Performance Data

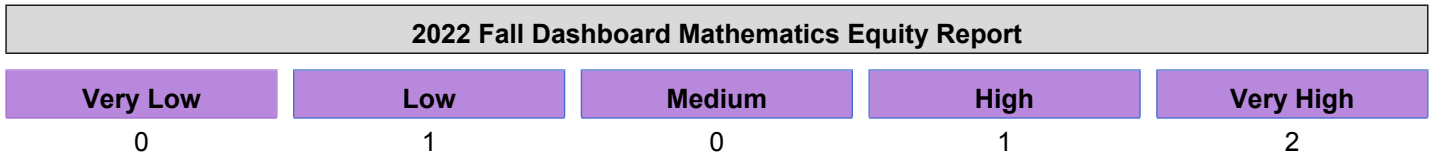
## Academic Performance Mathematics

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](#).

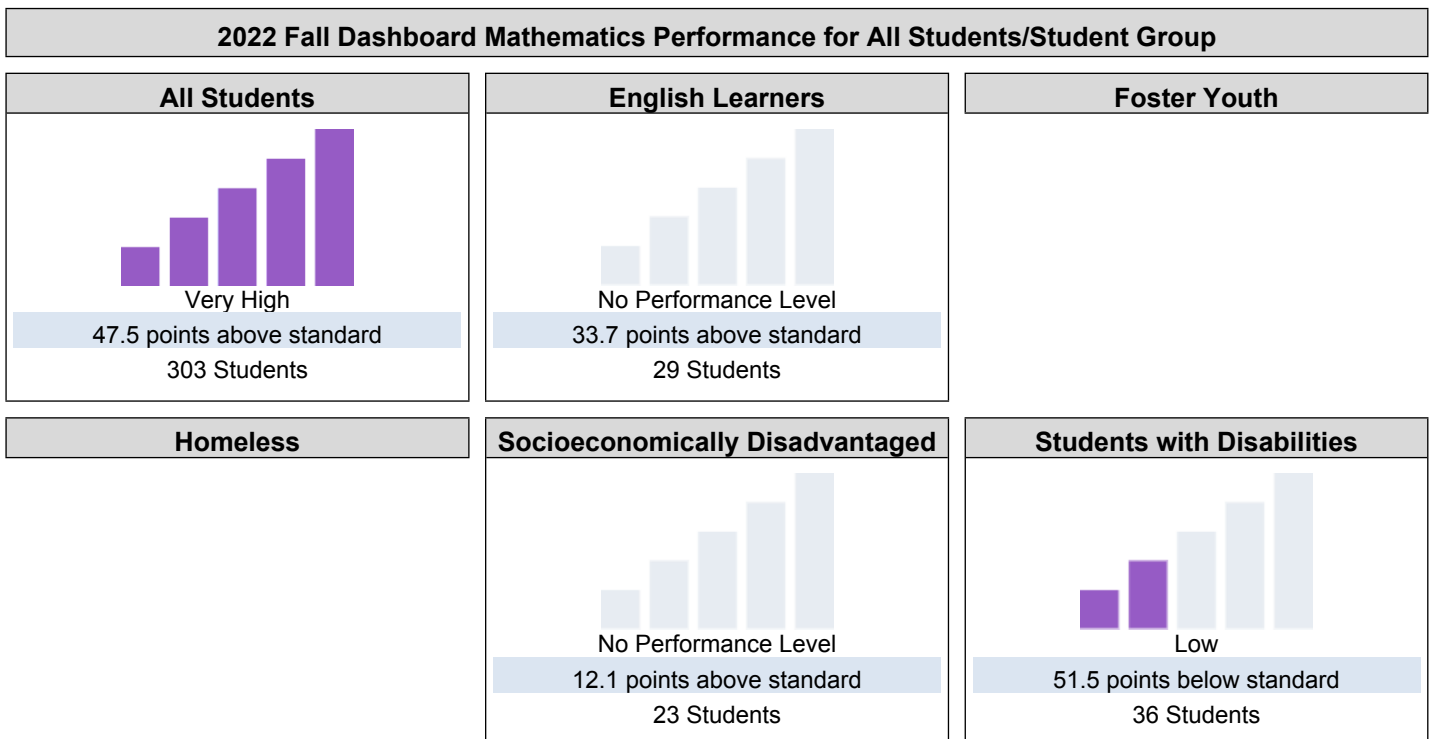
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

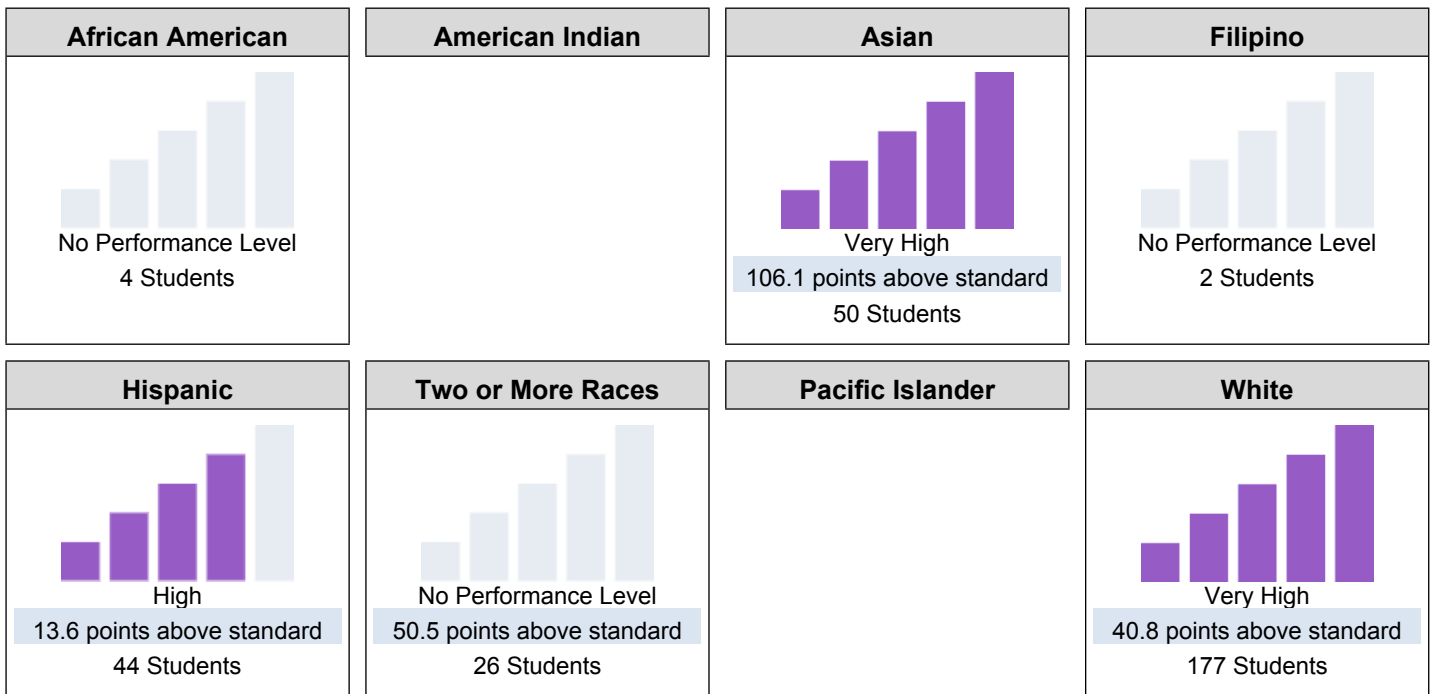


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 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
8 Students	66.1 points above standard 21 Students	44.2 points above standard 255 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.

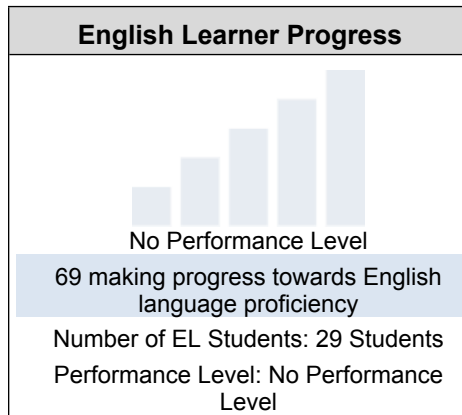
# School and Student Performance Data

## Academic Performance English Learner Progress

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
17.2%	13.8%	24.1%	44.8%

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

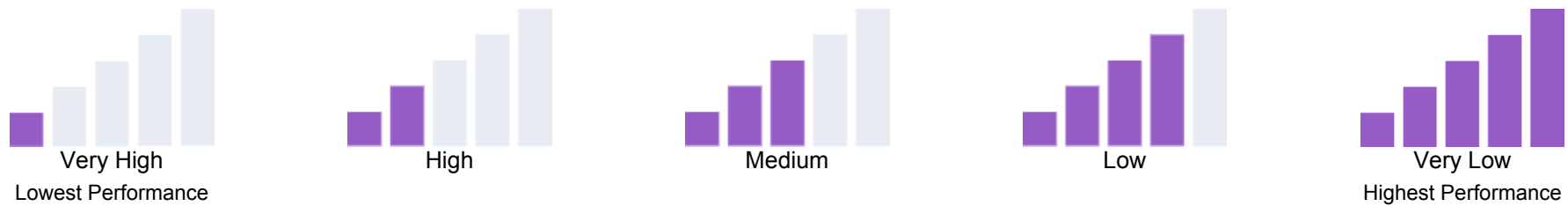
- 1.

# School and Student Performance Data

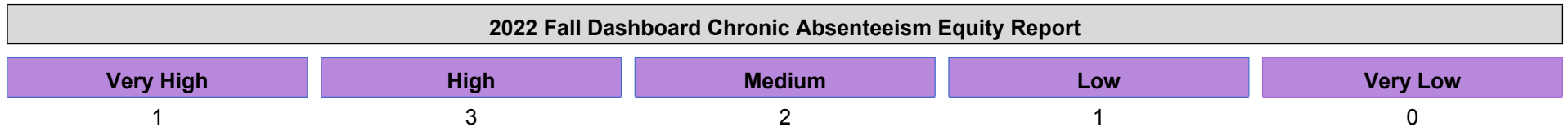
## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Medium

8.6% Chronically Absent

659 Students

English Learners



Medium

6.3% Chronically Absent

48 Students

Foster Youth

Homeless



No Performance Level

Less than 11 Students

1 Student

Socioeconomically Disadvantaged



Very High

24.6% Chronically Absent

57 Students

Students with Disabilities

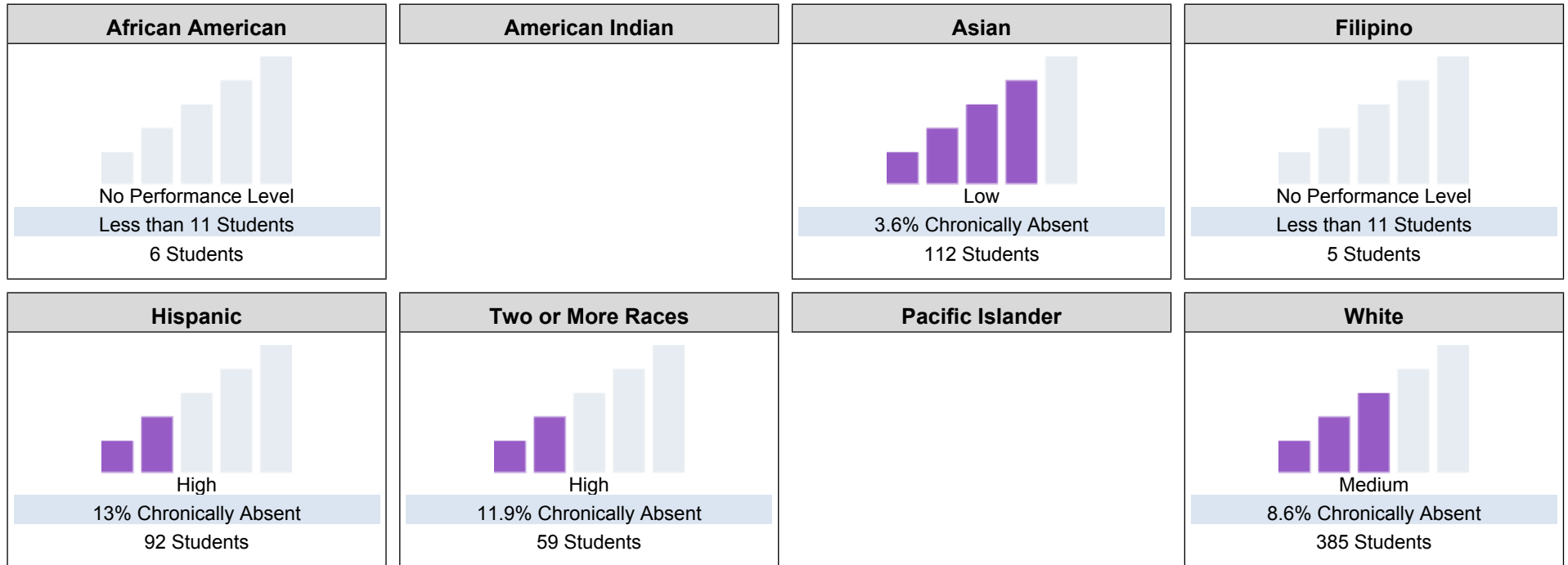


High

17.9% Chronically Absent

67 Students

**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

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](#).

Very Low  
Lowest Performance

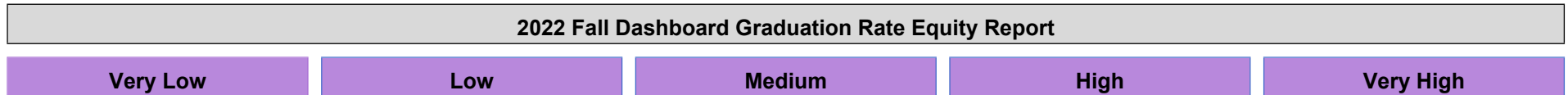
Low

Medium

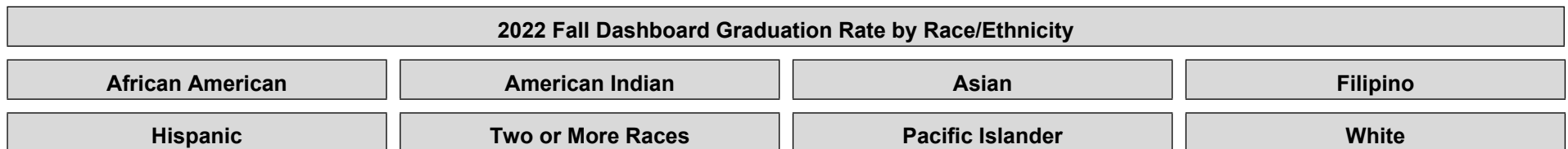
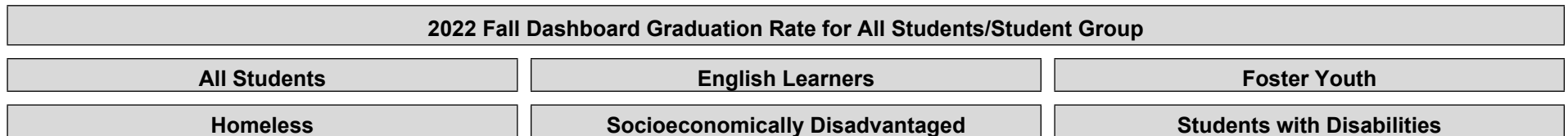
High

Very High  
Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

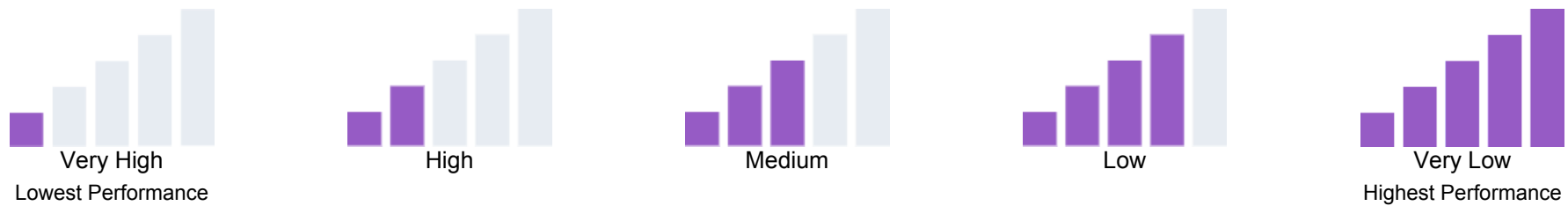
1.

# School and Student Performance Data

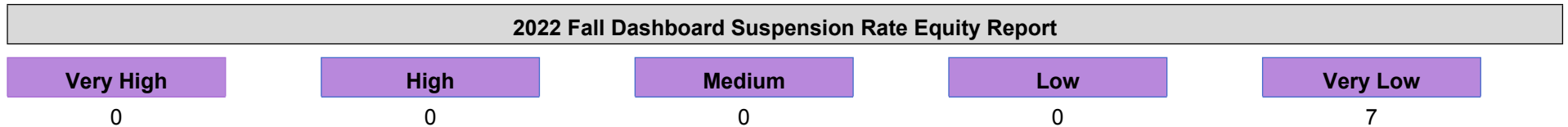
## Conditions & Climate Suspension Rate

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

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



This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students



Very Low

0.1% suspended at least one day

667 Students

English Learners



Very Low

0% suspended at least one day

49 Students

Foster Youth

Homeless



No Performance Level

Less than 11 Students

1 Student

Socioeconomically Disadvantaged



Very Low

0% suspended at least one day

59 Students

Students with Disabilities

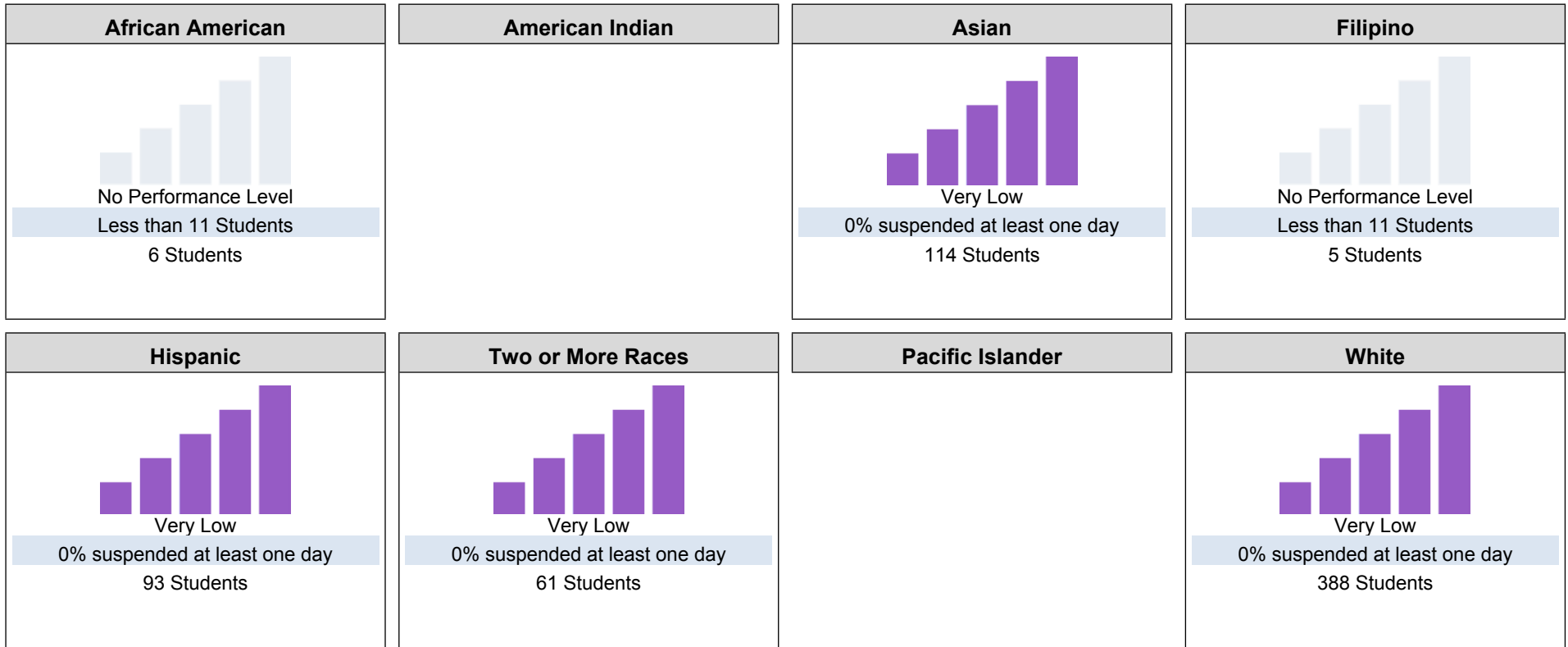


Very Low

0% suspended at least one day

69 Students

**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts

## LEA/LCAP Goal

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

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

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

-----

## Goal 1

Grade 5 Goal: 86% 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: 60% of students with disabilities in Grade 5 will meet or exceed standards in English Language Arts on CAASPP and benchmark testing.

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

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

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

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

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

Grade 2 Targeted Populations Goal: 60% of students with disabilities in Grade 2 will meet or exceed standards in English Language Arts (includes phonics, reading accuracy, reading fluency, and HFW) on benchmark testing.

Grade 1 Goal: 95% of students in Grade 1 will demonstrate mastery on summative assessments in English Language Arts.

Grade 1 Targeted Populations Goal: 80% of socio-economically disadvantaged students in Grade 1 will meet or exceed standards in English Language Arts (includes phonics, reading accuracy, reading fluency, and HFW) on benchmark testing.

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

Grade K Targeted Populations Goal: 90% of socio-economically disadvantaged students in Grade K will meet or exceed standards in English Language Arts (includes blending sounds, naming letters, and HFW) on benchmark testing.

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

### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Testing 2022-2023	Proficiency: 3rd Overall 80% 4th Overall 84% 5th Overall 85.9%	Proficiency: Grade 3 85% Grade 4 85% Grade 5 86%
District Benchmarks 2022-2023	Proficiency Grade K Overall 93% (maintained) Grade 1 Overall 92% (increased from 88% in 21-22) Grade 2 Overall 92% (increased from 90% in 21-22)	Proficiency: Grade TK 90% Grade K 95% Grade 1 95% Grade 2 95% Grade 3 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3 Overall 90% (Unit 5 - increased from prior year at 88%) Grade 4 Overall 77% (Unit 5 - increased from 72%) Grade 5 Overall 76% (Unit 5 - increased from 74%)	Grade 4 85% Grade 5 85%
SED SBAC & District Benchmarks 2022-2023	Proficiency: Grade K Overall --81% (District Benchmarks) Grade 1 Overall --96% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall --75% (SBAC) Grade 3 Overall 90% (District Benchmarks) Grade 4 Overall --80% (SBAC) Grade 4 Overall 63% (District Benchmarks) Grade 5 Overall --50% (SBAC) Grade 5 Overall 54% (District Benchmarks)	Proficiency: Grade K 85% Grade 1 98% Grade 2 80% Grade 3 80% Grade 4 85% Grade 5 65%
SWD SBAC & District Benchmarks 2022-2023	Proficiency: Grade K Overall --92% (District Benchmarks) Grade 1 Overall --58% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall 44% (SBAC) Grade 3 Overall 50% (District Benchmarks) Grade 4 Overall 27% (SBAC)	Proficiency: Grade K 95% Grade 1 60% Grade 2 80% Grade 3 60% Grade 4 60% Grade 5 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 4 Overall 55% (District Benchmarks) Grade 5 Overall 46% (SBAC) Grade 5 Overall 49% (District Benchmarks)	
EL SBAC & District Benchmarks 2022-2023	Proficiency: Grade K Overall --83% (District Benchmarks) Grade 1 Overall --89% (District Benchmarks) Grade 2 Overall --75% (District Benchmarks) Grade 3 Overall --75% (SBAC) Grade 3 Overall 100% (District Benchmarks) Grade 4 Overall --67% (SBAC) Grade 3 Overall N/A (District Benchmarks) - no students in this grade are identified as EL. Grade 5 Overall --0% (SBAC) Grade 5 Overall 63% (District Benchmarks)	Proficiency: Grade K 85% Grade 1 95% Grade 2 80% Grade 3 100% Grade 4 75% Grade 5 70%

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Implementation of Professional Development and Curriculum Planning	School Year 2023-2024	Principal, Leadership Team, TOSA	1.1.1 Leadership Team and TOSA will meet to establish professional development needs			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>1.1.2 Teachers will receive district professional development in the areas of including UDL, SEL, and DEI.</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, technology, and diversity, equity and inclusion.</p> <p>1.1.5 EL Advisor to present monthly at staff meetings regarding resources and strategies to benefit English Learners in the general education classroom and for designated and integrated ELD.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<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 to present monthly at staff meetings regarding UDL resources and strategies.</p> <p>1.1.8 All areas of language arts curriculum will be taught with fidelity with regular data monitoring.</p> <p>1.1.9 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.</p>			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Support Professional Learning Communities (PLC)	School Year 2023-2024	Principal, Leadership Team, Teachers, TOSA	<p>1.2.1 Teachers will be provided release opportunities to work within collaborative teas to:</p> <ul style="list-style-type: none"> <li>• Support implementation of district benchmarks and assessments</li> <li>• Review and analyze student data</li> <li>• Identify and replicate effective instructional practices specifically targeting student subgroups including: EL, SWD, SED and GATE.</li> <li>• Identify and incorporate strategies to promote inclusion for EL and SED students and to increase time in general education</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>for students in the SWD subgroup.</p> <ul style="list-style-type: none"> <li>• Design learning experiences using UDL and share best practices in UDL to support targeted student groups including: EL, SWD, SED and GATE.</li> <li>• Teachers of EL students will meet in teams to discuss progress of individual students, reclassification, and share EL strategies.</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.2.3 Lang Ranch TOSA to meet with grade level teams to articulate between grade levels to establish strengths and weaknesses in students as they matriculate and to target students in student groups including EL, SWD, SED and GATE.			
1.3 Support Universal Design for Learning	School Year 2023-2024	Principal, Leadership Team, Teachers, TOSA	1.3.1 Teachers will design learning experiences to incorporate UDL strategies and to promote student achievement for students identified as GATE, EL, SWD, and SED.			
			1.3.2 Materials and supplies will be provided to enhance UDL strategies making curriculum more accessible to students.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,255
			1.3.3 Students in target populations (EL, SWD, SED) will be provided materials to use at home and in class to support access to reading and writing exercises.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.3.4 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: Newspaper, KLRN, Spelling Bee, History Bee, and Writing Wall display.	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.4 Support Multi-Tiered System of Supports for Students under performing in English Language Arts	School Year 2023-2024	Principal, Leadership Team, Teachers, Academic Specialists	<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"> <li>Regular data monitoring will occur at the trimester and groups will adjust as needed</li> <li>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.</li> </ul>	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	12,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<ul style="list-style-type: none"> <li>Students in target populations (EL, SED, SWD) will receive priority to participate in intervention designed to increase reading skills.</li> </ul>			
			1.4.1 Cont'd	2000-2999: Classified Personnel Salaries	OTRM	4,700
			1.4.1 Cont'd	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4,700
			1.4.1 Cont'd	1000-1999: Certificated Personnel Salaries	OTRM	1,400
			1.4.2 Materials and supplies will be provided to support "Reading Club" and UDL strategies and student access. These materials include but are not limited to: graphic organizers, manipulatives, phonics games and readers, and other supports.			

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.5 Access and Engagement in Technology	School Year 2023-2024	Principal, Leadership Team, Computer Specialist, Teachers, Academic Specialists	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 Jr, and Smarty Ants.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,145
			1.5.2 Principal and TOSA will monitor use of online learning platforms.			
			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.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3,116
1.6 Support Data Analysis and Assessment	School Year 2023-2024	Principal, Leadership Team, Academic Specialists, Teachers	1.6.1 Teachers will be provided release opportunities to assess students and review data for ongoing progress monitoring.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	5,600



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

## 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.

In 2022-2023, Lang Ranch employed five intervention teachers and implemented new Reading Club curriculum targeting early literacy in grades K-2. Data indicated academic benefit from this new approach. Grade K maintained meeting or exceeding at 99% in sounds and naming letters and increased to 82% from 80% in High Frequency Words. Grade 1 showed significant gains, which correlates to the increase in number of academic specialists and the phonics materials being used with fidelity. Grade 1 meeting and

exceeding in phonics increased 3% from 93% to 96%, even with the meeting benchmark for this category being raised from a score of 70 to a score of 80, and reading fluency increased 10% from 70% to 80% meeting or exceeding. Grade 2 also showed significant increases from 86% to 93% in phonics.

Kindergarten intervention was provided after Kindergarten dismissal. This provided students with additional literacy opportunities that did not interfere with their instructional day. The Kindergarten Reading Club was well attended and in addition to providing literacy gains also provided students with additional social-emotional learning time. The Lang Ranch stakeholders agreed to continue with this format for Kindergarten Reading Club for the 2023-24 school year.

In grades 3-5, academic specialists focused on materials to promote reading comprehension. For the upcoming year, the team will be evaluating additional writing supports to help students show their comprehension of reading material.

Student achievement on SBAC showed improvement from 2021 in most areas. Overall, students performed well on benchmark assessments. Lang Ranch will implement the ELOP TEAM program to support EL, SED, and SWD with homework after school to assist students who are struggling with math facts and completing independent work.

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

In the 2022-2023, Lang Ranch used a significant portion of the budget to support students in reading. Materials and resources were purchased supporting development in fluency and comprehension. For the 2023-2024 school year, the school will be using a significant portion of it's instructional budget and ESR funds to support students identified and implement Lang Ranch's Reading Club.

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 will maintain the five academic specialists to continue to support smaller more focused groupings for intervention groups, monitor students using online programs and targeted EL students for additional resources. Additional resources and materials will be purchased to support Reading Club in grades 3-5.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

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

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

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

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## Goal 2

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

Grade 4 Goal: 76% 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: 60% of students with disabilities in Grade 4 will meet or exceed standards in Mathematics on CAASPP and benchmark testing.

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

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

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

Grade 2 Targeted Populations Goal: 75% of students with disabilities in Grade 2 will meet or exceed standards in Math on benchmark testing.

Grade 1: 96% of students in Grade 1 will demonstrate mastery on summative assessments in Mathematics.

Grade 1 Targeted Populations Goal: 90% of socioeconomically disadvantaged students in Grade 1 will meet or exceed standards in Math on benchmark testing.

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

Grade K Targeted Populations Goal: 98% of socioeconomically disadvantaged students 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.

### Identified Need

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

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Test 2022-23	Proficiency: Grade 3 81% Grade 4 74% Grade 5 73%	Proficiency: Grade 3 85% Grade 4 76% Grade 5 75%
District Benchmarks 2022-2023	Proficiency: Grade K Overall 98% Grade 1 Overall 86% Grade 2 Overall 90% Grade 3 Overall 86% Grade 4 Overall 82% Grade 5 Overall 79%	Proficiency: Grade K Overall 99% Grade 1 Overall 90% Grade 2 Overall 95% Grade 3 Overall 88% Grade 4 Overall 85% Grade 5 Overall 85%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SED SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall 96.6% (District Benchmarks) Grade 1 Overall 88.8% 82% (District Benchmarks- increased from 82%) Grade 2 Overall 80.7% (District Benchmarks) Grade 3 Overall 75% (SBAC- increased from 25%) Grade 4 Overall 60% (SBAC) Grade 5 Overall 53% (SBAC)	Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 90% (District Benchmarks) Grade 2 Overall 85% (District Benchmarks) Grade 3 Overall 80% (SBAC) Grade 4 Overall 70% (SBAC) Grade 5 Overall 70% (SBAC)
SWD SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 95% (District Benchmarks- increased from 50%) Grade 2 Overall 70% (District Benchmarks- increased from 67%) Grade 3 Overall 89% (SBAC- increased from 23%) Grade 4 Overall 29% (SBAC) Grade 5 Overall 25% (SBAC- increased from 18%)	Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 95% (District Benchmarks) Grade 2 Overall 80% (District Benchmarks) Grade 3 Overall 80% (SBAC) Grade 4 Overall 60% (SBAC) Grade 5 Overall 60% (SBAC)
EL SBAC & District Benchmarks 2021-2022	Proficiency: Grade K Overall n/a (District Benchmarks) Grade 1 Overall 95% (District Benchmarks- increased from 75%) Grade 2 Overall 66.7% (District Benchmarks) Grade 3 Overall 100% (SBAC- increased from 75%)	Proficiency: Grade K Overall 100% (District Benchmarks) Grade 1 Overall 95% (District Benchmarks) Grade 2 Overall 75% (District Benchmarks) Grade 3 Overall 80% (SBAC) Grade 4 Overall 75% (SBAC)

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Grade 4 Overall 100% (SBAC- increased from 67%) Grade 5 Overall 50% (SBAC- increased from 0%)	Grade 5 Overall 60% (SBAC)
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Implementation of Professional Development & Curriculum Planning	School Year 2023-2024	Principal, Leadership Team, Teachers	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.  2.1.2 Teachers will receive district professional development in areas including UDL, SEL, and DEI. Teachers will be supported to attend professional development outside CVUSD for implementation for targeted students (EL, SWD, SED) and inclusion of all students. This could include training from VCOE or district approved conferences and training.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2.1.3 Teachers will be provided opportunities to receive training in programs related to data analysis. Social Emotional Learning, Universal Design for Learning and technology software.</p> <p>2.1.4 EL Advisor to present monthly at staff meetings regarding resources and strategies to benefit English Learners in the general education classroom and for designated and integrated EL.</p> <p>2.1.5 GATE advisor to present monthly at staff meetings regarding resources and strategies to benefit gifted students in the general education classroom.</p> <p>2.1.6 Lang Ranch TOSA and Teacher Leaders to present monthly at staff meetings regarding UDL resources and strategies.</p> <p>2.1.7 All areas of mathematics curriculum will be taught with fidelity with regular data monitoring.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			2.1.8 Principal will conduct regular teacher observations and walk-throughs to provide ongoing dialogue and support.			



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Support Professional Learning Communities	School Year 2023-2024	Principal, Leadership Team, Teachers	<p>2.2.1 Teachers will be provided release opportunities to work within collaborative teams to:</p> <ul style="list-style-type: none"> <li>• Support implementation of district benchmarks and assessments</li> <li>• Review and analyze student data</li> <li>• Identify and replicate effective instructional practices specifically targeting student subgroups including: EL, SWD, SED and GATE.</li> <li>• Identify and incorporate strategies to promote inclusion for EL and SED students and to increase time in general education</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>for students in the SWD subgroup.</p> <ul style="list-style-type: none"> <li>• Design learning experiences using UDL and share best practices in UDL to support targeted student groups including: EL, SWD, SED and GATE.</li> <li>• Teachers of EL students will meet in teams to discuss progress of individual students, reclassification, and share EL strategies.</li> </ul>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.3 Support Universal Design for Learning	School Year 2023-2024	Principal, Leadership Team, Teachers, Academic Specialists	2.3.1 Teachers will design learning experiences to incorporate UDL strategies and to promote student achievement for students identified as GATE, EL, SWD, and SED.			
			2.3.2 Materials and supplies will be provided to enhance UDL strategies making curriculum more accessible to students. <ul style="list-style-type: none"> <li>Students in target populations (EL, SWD, SED) will be provided materials to use at home to support access to reading and writing exercises.</li> </ul>	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	2,000
			2.3.3 Enrichment opportunities provided for students excelling in math and the gifted student: Math Club, Noetic Math, Odyssey of the Mind, and other math extension activities.	4000-4999: Books And Supplies	0010	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.4 Support Multi-Tiered System of Supports for Students underperforming in Mathematics.	School Year 2022-2023	Principal, Leadership Team, Teachers, Academic Specialists	2.4.1 An intervention program, "Math Club", will be maintained for grades K-5, especially targeting students in target populations including EL, SED, and SWD.	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	14,500
			2.4.1 Cont'd	2000-2999: Classified Personnel Salaries	OTRM	4,600
			2.4.2 Regular data monitoring will occur at the trimester and groups will adjust as needed.			
			2.4.3 Lang Ranch "Math Club" program will implement structured, systematic, and multi-sensory curriculum for students targeting skills in specific areas of need.			
			2.4.4 Materials and supplies will be provided to support UDL and student access including graphic organizers, manipulatives, and other supports.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			<p>2.4.5 Students in target populations (EL, SWD, SED) will receive priority to participate in intervention designed to increase math skills.</p> <p>2.4.6 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>2.4.7 Students in target populations (EL, SED, SWD) will participate in classroom-based programs for navigating writing exercises in mathematics and understanding academic vocabulary to promote inclusion in general education.</p> <p>2.4.8 Students in target populations (SED, EL, SWD) will be provided opportunities to increase math fact practice and boost basic math skills.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.5 Access and Dngagement in Technology	School year 2023-2024	Principal, Leadership Team, Teachers	<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: IXL and Reflex Math.</p> <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 and technology to enhance access to curriculum.</p>	4000-4999: Books And Supplies	0010	3,300
2.6 Support Data Analysis and Assessment	School year 2023-2024	Principal, Leadership Team, Teachers, Academic Specialist	<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>	1000-1999: Certificated Personnel Salaries	0010	5,600

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

## 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.

In 2022-2023, Lang Ranch employed five intervention specialists and implemented intervention Math Club curriculum targeting basic math skills and math facts in grades K-2. In grades 3-5, intervention specialists focused on reteaching and providing students with different strategies and tools to master math skills. In grade 2, overall math benchmark results remained the same, however there was a significant increase in mastery of word problems from 89% to 93%. In grade 1, overall math benchmarks increased significantly from 86% to 96%. In grade K, overall math benchmarks remained the same at 98%.

Student achievement on SBAC decreased slightly from previous years. Staff will continue to analyze and determine best ways to address this slight decline. Strategies were created to address this throughout SPSA Goal #2.

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

The implementation went as planned for interventions. Math facts continues to be a focus area and will be modified to better support student mastery.

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.

For the 2023-2024 school year, new Math Club curriculum is planned in Grades K-5 to increase mastery in basic math skills and math facts. Students in target populations (EL, SED, and SWD) will receive math fact practice to increase mastery. Students will continue to be provided with tools to assist in understanding mathematical concepts.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional: Positive Student Interactions with School

## LEA/LCAP Goal

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

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

LCAP CVUSD Student Survey 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

95% enjoy being at school  
98% believe their teacher cares about them

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>96% of students know adults they can go to for help on campus</p> <p>92% of students believe the staff promotes an inclusive environment</p> <p>97% of students know how to report bullying</p>	
LCAP CVUSD Student Survey 2021	<p>81% of students enjoy being in class</p> <p>95% of students feel their teacher cares about them</p> <p>50% of students feel like no time is wasted in class</p> <p>96% of students feel the rules are fair</p> <p>97% of students feel they know what to do in class</p> <p>97% of students feel they show kindness to others</p> <p>96% of students feel if they have a problem they know who to go to for help</p> <p>81% of students feel praised by their teacher</p>	
LCAP CVUSD Student Survey 2020	<p>96% of students feel their teachers care about them</p> <p>96% of elementary students said they knew who to go to at school if they have a problem</p>	
LCAP Student Survey 2019	<p>84.82% Report "I enjoy being at school."</p> <p>75.45% Report "I do my schoolwork because I like to learn new things."</p> <p>59.57% Report "Our class does not waste any time and stays on task."</p>	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Provide students with clear and concise expectations to promote all students participating and being in the Least Restrictive Environment.	School Year 2023-2024	Principal, Leadership Team, Teachers	<p>3.1.1 Principal and teachers to reinforce school rules and expectations.</p> <p>3.1.2 Principal to have two grade level assemblies per year to discuss behavior, anti-bullying and kindness.</p> <p>3.1.3 Principal and TOSA to target students with special needs including EL, GATE, SED and SWD to make sure their needs are understood and goals are set to improve their overall positive interactions with school.</p> <p>3.1.4 Teach students about the types of behaviors and actions that lead to suspension and then brainstorm alternative reactions to typical situations including SWD, EL, and SED.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.2 Teach students about Growth Mindset, Inclusion and Kindness toward others.	School Year 2023-2024	Principal, Leadership Team, Teachers	3.2.1 Purchase materials for school and class presentations on Growth Mindset, Inclusion, and Kindness.	4000-4999: Books And Supplies	0010	300
			3.2.3 Celebrate Inclusive Schools Week for students in all targeted populations including SED, EL, GATE and SWD.			
			3.2.3 Celebrate Kindness Week in January to promote new ways of showing kindness.			
			3.2.4 Use community circles in the classroom to promote community building and connection using the Sanford Harmony Curriculum.			
			3.2.6 Maintain morning greeters program to boost feeling of happiness and welcome when entering campus.			
			3.2.7 TOSA will develop programs to promote growth mindset, inclusion, and kindness toward others. TOSA will have student council assist with promoting these activities.	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.3 Provide students with alternatives to traditional settings to be inclusive of all students in the general education classroom including students in target (EL, SWD, SED) populations.	School Year 2023-2024	Principal, Special Education Staff, Teachers	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. 3.3.2 Implement UDL as an instructional practice to be inclusive of all student learning needs and to prevent barriers to engagement, representation and Expression.	4000-4999: Books And Supplies	0010	500
3.4 Provide students with enrichment and instructional activities that enrich their learning, maintain connectedness to school and connectedness to each other.	School Year 2023-2024	Principal, TOSA, Teachers, Academic Specialists	3.4.1 Provide Physical Education for students to participate. 3.4.2 Provide MakerSpace sessions to enrich and expand their STEAM experiences. 3.4.3 Provide visual and performing arts opportunities to students throughout the year provided by Art and Music specialists.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.4.4 Provide STEAM, PE, and visual and performing arts (Art and Music) opportunities to students with the purchase of materials and supplies to support students.	4000-4999: Books And Supplies	0010	2,000
3.5 Professional Development for Teachers	School Year 2023-2024	Principal, Teachers, Counselor	<p>3.5.1 Counselor to provide PD for teachers in how to incorporate Social Emotional Learning into their classrooms.</p> <p>3.5.2 Sanford Harmony - Each grade level received a kit with books, cards and resources to teach SEL lessons to students. Teachers will implement activities from the kits and from the Counselor's lessons.</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>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			3.5.4 Students in Grade 5 will participate in the Stand Proud program to develop Social Emotional skills related to transitioning to middle school and life skills.			

## 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.

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

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

Over the past couple years, we found that many students needed more support with positive social interactions and conflict resolution skills. Our specialists, teachers and site support staff promoted connections and guided students through social interactions. We continued our school wide pep rallies, assemblies, supportive interventions, and social emotional lessons. Students are encouraged to participate in extra-curricular activities, and students in target populations (EL and SED) are encouraged to participate in TEAM.

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase Daily Attendance and Reduce Chronic Absenteeism

## LEA/LCAP Goal

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

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

## Goal 4

Increase student attendance to 97%.

Reduce the percent of chronically absent students in the target population, SED, to less than 8%.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Reduce Chronic Absenteeism and Tardies	School Year 2023-2024	Principal, Office Staff, Teachers, Parents, Students	<p>4.1.1 Address attendance concerns with students by helping them set goals for student attendance and then monitoring progress toward those goals.</p> <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>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.2 Provide Parent Education Opportunities on Attendance	School Year 2023-2024	School Staff and PTA	<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>			
4.3 Work with Classified School Staff on communication and caring for students to engage them in being in connected to school.	School Year 2023-2024	School Staff	<p>4.3.1 Model appropriate interactions with parents and students, especially those in target populations such as SED, EL, GATE 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 EL, SWD, GATE and SED.</p> <p>4.3.3 TOSA will provide and develop professional development and management for Campus Supervisors to boost positive school interactions behavior management.</p>	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	1,800

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Learning Loss

## LEA/LCAP Goal

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

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

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

## Goal 5

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

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator

Implement SEL weekly

Baseline/Actual Outcome

Activities in SEL provided to students.

Expected Outcome

Weekly implementation observed through informal observation.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Provide intervention for students exhibiting learning loss.

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Provide additional instruction and/or intervention in class to students to address learning loss.	School Year 2023-2024	Principal, Teachers, Support Staff	5.1.1 Academic Specialist will provide intervention in math and reading during school day based on targeted skills.	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	16,600
			5.1.1 Cont'd	2000-2999: Classified Personnel Salaries	OTRM	6,958
			5.1.2 Homework Club will be provided for targeted students to provide academic assistance after school to students displaying learning loss.	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	6,000
			5.1.3 Additional intervention will be provided using specialized software programs including Lexia, Smarty Ants and Imagine Learning. Usage and progress will be monitoring by an academic specialist.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.2 Provide SEL opportunities to all students including SWD, SED, GATE, EL, and SPED.	School Year 2023, 2024	Principal, Teachers, Support Staff	<p>5.2.1 Teachers will be provided with SEL activities monthly to support connections and feeling of school belonging.</p> <p>5.2.2 School counselor will provide assistance to teachers and parents for targeted students needing additional SEL support.</p> <p>5.2.3 Additional SEL resources, incentives, behavior management and materials will be provided to enhance SEL throughout the school year.</p>	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	684

## 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.

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

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

More materials were needed to be purchased to support students than anticipated. This year, those resources can be reused.

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

We had success with this goal last year. More students were targeted and able to receive intervention to close the learning loss gap. Our data indicates that students are progressing and achieving at rates similar to pre-pandemic levels. The goal will continue to be in place and supported.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,758.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0010	\$12,700.00
OTRM	\$17,658.00
ESSER III - Learning Loss	\$54,400.00
ESSER III - Other Allowable Uses	\$20,000.00

Subtotal of state or local funds included for this school: \$104,758.00

Total of federal, state, and/or local funds for this school: \$104,758.00

# 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	\$17,658	0.00
ESSER III - Other Allowable Uses	\$20,000	0.00
ESSER III - Learning Loss	\$54,400	0.00
0010	\$12,700	0.00

## Expenditures by Funding Source

Funding Source	Amount
0010	12,700.00
OTRM	17,658.00
ESSER III - Learning Loss	54,400.00
ESSER III - Other Allowable Uses	20,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,500.00
2000-2999: Classified Personnel Salaries	65,958.00
4000-4999: Books And Supplies	18,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	5,600.00
4000-4999: Books And Supplies	0010	7,100.00
1000-1999: Certificated Personnel Salaries	OTRM	1,400.00

2000-2999: Classified Personnel Salaries	OTRM	16,258.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	4,700.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	49,700.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	8,800.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	11,200.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,016.00
Goal 2	30,500.00
Goal 3	4,200.00
Goal 4	1,800.00
Goal 5	30,242.00

# School Site Council Membership and Assurances

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

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

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

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

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




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

Name of Members	Role
Megan Triplett	Principal
Emily Gillmore	Classroom Teacher
Breanna Persaud	Classroom Teacher
Diana Mareno	Classroom Teacher
Vaishali Bhargava	Other School Staff
Karen Slimocosky	Parent or Community Member
Rinat Medalsy	Parent or Community Member
Theresa Ryan	Parent or Community Member
Marie Burdzinski	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

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 August 29, 2023.

Attested:

	Principal, Megan Triplett on 08/29/2023
	SSC Chairperson, Marie Burdzinski on 08/29/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

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



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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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