# 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	School Site Council (SSC) Approval Date	Local Board Approval Date
Mangini Ranch Elementary	34673300113621	September 9, 2022	October 20, 2022

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## **Purpose and Description**

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

Schoolwide Program

Comprehensive Support and Improvement

**Targeted Support and Improvement** 

Additional Targeted Support and Improvement

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

The site plan of Mangini Ranch Elementary School is designed and purposed to align, complement and support Local Control and Accountability Plan (LCAP) goals of the Folsom Cordova Unified School District (FCUSD). Continuous analysis of student data and focus on targeted instruction is essential in the growth and sustainability of all students. Our site plan highlights the integration of evidence based practices and fidelity to curriculum, assuring that all students can and will achieve at their, and beyond their level.

## **School Vision and Mission**

#### MANGINI RANCH ELEMENTARY VISION STATEMENT / MISSION STATEMENT

We expect all students, parents, and staff to work as a team to promote the maximum academic, social, and emotional growth of each student.

Mangini Ranch Elementary School is committed to carrying out its mission by:

- 1. Providing a safe and positive learning environment.
- 2. Providing caring and talented teachers.
- 3. Communicating effectively with parents and students.
- 4. Developing students' self-esteem.
- 5. Promoting student success and responsibility.
- 6. Recognizing positive growth and accomplishments.
- 7. Increasing the involvement of parents and the community in school activities.
- 8. Promoting comprehensive individualized academic expectations, through Response to Instruction/Intervention (RtI), Multi-Tiered Systems of Support (MTSS), or enrichment as needed.
- 9. Providing opportunities for students to enrich and expand their school experiences through both classroom and extracurricular activities.
- 10. Promoting appropriate integration of technology into the classroom.

## **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).

We conducted school effectiveness surveys, along with ongoing parent feedback. Through our Parent Teacher Association (PTA), School Site Council (SSC), teacher communications, and parent coordinator we gather needed information to address the needs, and concerns of our community. Google surveys have provided a great opportunity for easy use implementation, results, and feedback. California Healthy Kids Survey (CHKS) is formally administered once a year to our 5th grade students, all parents, and staff with data gathered to better address the concerns and needs of the targeted population

#### **Classroom Observations**

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

Classroom observations are made throughout the campus, formally, informally as needed or wanted, and spontaneously. Teacher and staff evaluations are made on a scheduled and drop in basis with ongoing support in place to provide guidance, to better their teaching. Areas of needs, strengths, and growth are targeted throughout the school year, providing guidance for Professional Development (PD). We have an electronic evaluation process through Talent Ed/Perform, which is used regularly, and easily for better communication and tracking for each employee (certificated and classified).

## **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) California Assessment of Student Performance and Progress (CAASPP) is administered to all students, grades 3-5 each year in the spring. Programs such as i-Ready, Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), oral reading passages, phonics assessments, computerized reading, and Common Core State Standards (CCST) tests are used for progress monitoring and meeting the instructional needs of students. Formative and summative assessments in English Language Arts (ELA) and MATH monitor student progress throughout the year, highlighting areas of remediation, intervention, and acceleration.

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

Mangini Ranch staff meets weekly during our Professional Learning Communities (PLC) to monitor and adjust individual student instructional, behavioral and emotional needs. We work at analyzing the student work and scores to modify instruction. We have implemented Multi-Tiered Systems of Support (MTSS) and learning center groupings appropriately to target instruction. Response to Instruction (RtI) meetings provide dedicated analysis time to allow for data analysis goal setting and smart goals. All assessment data is available in Illuminate, providing useful information for staff to support students throughout the school year.

#### Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and credentialed appropriately in the areas/grades they teach.

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

State, district, and site purchased materials are provided to support intervention, classroom needs, and students exceeding grade level standards. All teachers are credentialed appropriately, and properly, and participate in ongoing Professional Development (PD) focused on Common Core, Data Analysis (i-Ready) and Professional Learning Communities (PLC's).

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

Staff are provided district, site, and professionally developed targeted Professional Development (PD) to meet their ongoing needs. All Professional Development is based on common core instruction while implementing practical application.

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

As a brand new school that opened for the 2021-2022 school year. District and site level coaches are provided as needed and provide ongoing support for staff. Professional Development Release days are provided for teachers to gain insight and a deeper understanding of the core curriculum. These PD days/collaborations center around curriculum delivery and need analysis. Our site utilizes the support and expertise of an intervention specialist five days a week, who analyzes, and supports MTSS implementation in grades K - 5. We also incorporate outside professionals who are used as needed, allotted, or available.

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

Teachers meet weekly to collaborate in PLC meetings, staff meetings and grade level meetings. Formal Response to Instruction meetings are conducted with the administration at least 3 times a year, in which SmartGoals are set, analyzed, created and modified with assessment data (formal and informal).

### **Teaching and Learning**

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA) State and research based materials are used to support instruction, with Common Core State Standards (CCSS) as the base of instruction. District adopted curriculum, and other support materials are used, i.e. SIPPS, i-Ready, Words Their Way, leveled readers and Junior Great Books. History–Social Science (HSS) and (NGSS) aligned curriculum has recently been adopted and will be implemented as well.

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

State instructional minutes are met and extended day programs are used in addition to meet the instructional needs of students. Language Arts and Math (core curriculum) times are protected from interruptions or pull out supports to help maintain the fidelity, and integrity of academic programs.

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

District, and site guides are available, and used by teachers to monitor progress. District assessment windows allow teachers to regularly monitor student progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA) State and research materials are used to support instruction.

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

State and research materials are used to support instruction. Teachers have been trained in the use of supplemental materials as needed, (included but not limited to i-Ready, Lexia, SIPPS, IXL Math).

## **Opportunity and Equal Educational Access**

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

Mangini Ranch Elementary School utilizes a MTSS/Learning Center model, before and after school enrichment programs Expanded Learning Opportunity (ELO) formerly known as Before and After School Enrichment BASE where students learning needs are met.

Evidence-based educational practices to raise student achievement

State and research based strategies are used to support instruction during the instructional day, along with before, and after school intervention opportunities.

### **Parental Engagement**

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

District services are provided. Parent volunteers, interventions by highly qualified teachers, and extended day opportunities are available. Mangini Ranch Elementary School provides a thorough Back to School Night, Open House, committee meetings and principal/parent get togethers to facilitate better parent communication to support a strong home and school partnership.

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)

District services are provided as needed or allotted. Staff, parents, and community members review site plans and goals through PTA, School Site Council, Parent meetings, English Learner Advisory Committee (ELAC) meetings. School Site Council is composed of five or more parents and five or more school staff.

#### <u>Funding</u>

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

District services and funding are provided for the direct support of the classroom, including materials, and supplies as well as staff development. Staff, and student needs are monitored, and addressed for needs vs. wants, and we prioritize spending throughout the year.

Fiscal support (EPC)

District services, and funding are provided, also including PTA, Intel Corporation, Community donations and grant matching.

## **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

Mangini Ranch Elementary School is proud to communicate in multiple ways to develop, review and gather input for our School Plan for Student Achievement (SPSA). Our School Site Council is comprised of staff and parent representatives, working toward a common goal of student achievement. We hold meetings four to six times a year to review, connect and re-evaluate site practices while making plans for improvement.

Other meetings and communication occur throughout the year as well to encourage home-school communication and progress monitoring. We also encourage and welcome participation, including but not limited to: monthly PTA meetings, PTA general meetings, morning meet and greet, campus walkthroughs, weekly staff meetings, PLC meetings, common planning time, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, weekly

newsletters, FCUSD's Professional Development days, RTI meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee with the Principal.

## **Resource Inequities**

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

As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.

## Student Enrollment By Student Group

	Student Enrollment by Subgroup											
0, 1, 4,0	Per	cent of Enroll	ment	Nu	mber of Stude	ents						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22						
American Indian	%	%	0.95%			3						
African American	%	%	0.63%			2						
Asian	%	%	52.22%			165						
Filipino	%	%	13.29%			42						
Hispanic/Latino	%	%	9.49%			30						
Pacific Islander	%	%	0.32%			1						
White	%	%	17.41%			55						
Multiple/No Response	%	%	5.70%			18						
		То	tal Enrollment			316						

## Student Enrollment By Grade Level

	Student Enrollme	nt by Grade Level								
Overda	Number of Students									
Grade	19-20	20-21	21-22							
Kindergarten			59							
Grade 1			49							
Grade 2			54							
Grade3			53							
Grade 4			53							
Grade 5			48							
Total Enrollment			316							

#### Conclusions based on this data:

- 1. As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.
- We serve Transitional Kindergarten through 5th grade students, in a growing community with continuous building and construction taking place. Many new housing developments (single family and apartments) contribute to our steady enrollment of approximately 630 general and special education students each year. Our school, no doubt, will be growing for years to come.

## Student Enrollment English Learner (EL) Enrollment

English Loarnor (EL) Enrollmont												
English Learner (EL) Enrollment												
2, 1, 12	Num	ber of Stud	dents	Perc	ent of Stud	lents						
Student Group	19-20	20-21	21-22	19-20	20-21	21-22						
English Learners			45			14.2%						
Fluent English Proficient (FEP)			57			18.0%						

#### Conclusions based on this data:

- Mangini Ranch Elementary School students and staff will be working with our allocated site Bilingual Instructional Assistant (BIA) to support English Learners (EL) at all levels throughout our campus, focusing on support in ELA and Math.
- 2. Although a small percentage of our overall students identify as English Learner (EL), we still incorporate many EL strategies and learning techniques in our curriculum that are beneficial to all learners as well, in all areas of curriculum throughout our school year.
- 3. Continuous work and staff development with site BIA and classroom teachers to ensure that identified students have the support and resources they need in all areas of the curriculum and school processes.

## CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade # of Students Enrolled			# of St	# of Students Tested			# of Students with			% of Enrolled Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			52			52			52			100.0
Grade 4			63			63			63			100.0
Grade 5			55			55			55			100.0
All Grades			170			170			170			100.0

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

#### 2019-20 Data:

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

	Overall Achievement for All Students														
Grade Mean Scale		Scale	Score	% Standard			% Standard Met			% Standard Nearly			% Standard Not		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2496.			59.62			26.92			11.54			1.92
Grade 4			2520.			42.86			33.33			14.29			9.52
Grade 5			2585.			52.73			38.18			7.27			1.82
All Grades	N/A	N/A	N/A			51.18			32.94			11.18			4.71

#### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 3			51.92			46.15			1.92		
Grade 4			33.33			58.73			7.94		
Grade 5			40.00			56.36			3.64		
All Grades			41.18			54.12			4.71		

#### 2019-20 Data:

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

Writing Producing clear and purposeful writing												
Quada Lacad	% At	ove Stan	dard	% At o	% At or Near Standard			% Below Standard				
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22			
Grade 3			46.15			48.08			5.77			
Grade 4			36.51			57.14			6.35			
Grade 5			58.18			34.55			7.27			
All Grades			46.47			47.06			6.47			

#### 2019-20 Data:

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

Listening Demonstrating effective communication skills											
Orrada Lavral	% At	ove Stan	ndard	% At o	% At or Near Standard			% Below Standard			
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 3			25.00			69.23			5.77		
Grade 4			19.05			77.78			3.17		
Grade 5			23.64			72.73			3.64		
All Grades			22.35			73.53			4.12		

#### 2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information											
% Above Standard % At or Near Standard % Below Standard											
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22		
Grade 3			28.85			65.38			5.77		
Grade 4			22.22			68.25			9.52		
Grade 5			40.00			56.36			3.64		
All Grades			30.00			63.53			6.47		

#### 2019-20 Data:

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

#### Conclusions based on this data:

- 1. As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.
- 2. As a district, our district scores higher than the state average as reading/Language Arts has been a district focus.

## **CAASPP Results Mathematics (All Students)**

				Overall	Participa	ation for	All Stude	ents				
Grade	# of Stu	udents E	nrolled	# of St	tudents	Гested	# of 9	Students	with	% of Er	rolled S	tudents
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			52			52			52			100.0
Grade 4			63			63			63			100.0
Grade 5			55			55			55			100.0
All Grades			170			170			170			100.0

<sup>\*</sup> The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

#### 2019-20 Data:

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

				C	Overall	Achiev	ement	for All	Studer	ıts					
Grade	Mean	Scale	Score	%	Standa	ard	% St	andard	l Met	% Sta	ndard	Nearly	% St	andard	Not
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2503.			50.00			38.46			5.77			5.77
Grade 4			2519.			28.57			42.86			22.22			6.35
Grade 5			2583.			60.00			23.64			14.55			1.82
All Grades	N/A	N/A	N/A			45.29			35.29			14.71			4.71

#### 2019-20 Data:

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

	Applying		epts & Pr atical con			ures			
One de la const	% <b>A</b> k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			61.54			36.54			1.92
Grade 4			42.86			50.79			6.35
Grade 5			58.18			40.00			1.82
All Grades			53.53			42.94			3.53

#### 2019-20 Data:

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

Using appropriate		em Solvin I strategie					ical probl	ems	
Out do I accel	% <b>A</b> k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			42.31			53.85			3.85
Grade 4			30.16			55.56			14.29
Grade 5			45.45			50.91			3.64
All Grades			38.82			53.53			7.65

#### 2019-20 Data:

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

Demo	onstrating		unicating o support			nclusions			
One de Level	% <b>A</b> k	ove Stan	dard	% At o	r Near St	andard	% Ве	elow Stan	dard
Grade Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			53.85			44.23			1.92
Grade 4			31.75			63.49			4.76
Grade 5			36.36			60.00			3.64
All Grades			40.00			56.47			3.53

#### 2019-20 Data:

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

#### Conclusions based on this data:

- 1. As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.
- 2. Math areas of relative weakness will be continued areas of focus for the 2021-2022 school year, (Numbers and Operations and Geometry)
- 3. As a district, academic performance in Mathematics continue to improve.

#### **ELPAC Results**

		Nu	mber of			ive Asse an Scale			tudents			
Grade		Overall		Ora	al Langua	age	Writt	en Lang	uage		lumber o	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades												36

#### 2019-20 Data:

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

		Pe	rcentaç	je of Si	tudents			guage orman		el for A	II Stud	ents			
Grade		Level 4	ļ.		Level 3	<b>;</b>		Level 2			Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			47.22			41.67			5.56			5.56			36

#### 2019-20 Data:

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

		Pe	rcentaç	je of St	tudents		I Lang		ce Leve	el for A	II Stud	ents			
Grade		Level 4			Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			66.67			22.22			5.56			5.56			36

#### 2019-20 Data:

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

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade		Level 4	ļ		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			27.78			50.00			16.67			5.56			36

#### 2019-20 Data:

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

		Percent	age of S	tudents l	Listeni by Doma	ing Doma in Perfoi		_evel for	All Stud	ents		
Grade Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			72.22			22.22			5.56			36

#### 2019-20 Data:

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

		Percent	age of Si	tudents I		ing Doma in Perfor		_evel for	All Stud	ents		
Grade	Wel	l Develo	ped	Somew	/hat/Mod	lerately	E	Beginnin	g	_	tal Numb f Studen	
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			58.33			30.56			11.11			36

#### 2019-20 Data:

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

		Percent	age of St	tudents I		ng Doma in Perfoi		_evel for	All Stud	ents		
Grade Well Developed Somewhat/Moderately Beginning Total Number of Students												
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			36.11			61.11			2.78			36

#### 2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade	Wel	II Develo	ped	Somew	/hat/Mod	lerately	ely Beginning			Total Number of Students		
Level	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades			41.67			52.78			5.56			36

#### 2019-20 Data:

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

#### Conclusions based on this data:

- 1. We continue to provide targeted instruction support for our EL students, and see the reclassifications are consistently taking place, resulting in many students being reclassified as Fluent English Proficient (RFEP).
- 2. We will continue to use strong Tier 1 instruction as well as BIA support to support students, families, and teachers.
- 3. We will be using our Common Planning time to support and steer our instruction to support all of our students.

### **Student Population**

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

#### 2020-21 Student Population

#### Total Enrollment

320

This is the total number of students enrolled.

## Socioeconomically Disadvantaged

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

#### English Learners

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

#### Foster Youth

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group							
Student Group	Total	Percentage					
English Learners	English Learners						
Foster Youth							
Homeless							

#### Socioeconomically Disadvantaged

#### **Students with Disabilities**

Enrollment by Race/Ethnicity					
Student Group	Total	Percentage			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic					
Two or More Races					
Native Hawaiian or Pacific Islander					
White					

#### Conclusions based on this data:

- 1. Mangini Ranch has a very diverse ethnic school population. Because of this it will create a strong culture where all students and families are included.
- 2. Mangini Ranch Elementary School has a significantly low homeless student group.

#### **Overall Performance**

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

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

2019 Fall Dashboard Overall Performance for All Students						
Academic Performance	Academic Engagement	Conditions & Climate				

#### Conclusions based on this data:

1. As a brand new school that opened for the 2021-2022 school year we are currently in the process of gathering student performance data.

## Academic Performance English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
This section provide	s number of s	tudent groups in ea	ach color.			
	2019	Fall Dashboard	English Languag	ge Arts Equity Re	port	
Red	C	range	Yellow	Gree	n	Blue
how well students a	re meeting gra	de-level standards	on the English La	anguage Arts asse	ssment. This	ormance, specifically measure is based or udents in grades 3–8
2019 F	all Dashboar	d English I angua	age Arts Perform	ance for All Stud	ents/Student	Group

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group							
All Students	English L	_earners	Foster Youth				
Homeless	Socioeconomical	y Disadvantaged	Students with Disabilities				
2019 Fall	Dashboard English Languag	e Arts Performance	by Race	Ethnicity			
African American	American Indian	Asian		Filipino			
Hispanic	Two or More Races	Pacific Islander		White			

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners						
Current English Learner	Reclassified English Learners	English Only				

#### Conclusions based on this data:

1. As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.

## Academic Performance Mathematics

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

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

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

Lowest Performance	Red	Orange	Yell	ow	Green		Blue	Highest Performance
This section provide	es number of	student groups i	in each color.					
		2019 Fall Da	shboard Mat	hematics E	quity Re	eport		
Red		Orange	Yell	ow		Green		Blue
how well students a performance on the grade 11.	are meeting gi e Smarter Bal	rade-level stand	ards on the I	Mathematics ent, which is	assessi s taken a	ment. This annually by	meas / stude	erformance, specifically ure is based on student ents in grades 3–8 and
		niboard Matrier			All Stuc	lenis/Stud		•
All St	tudents		English Learners			Foster Youth		
Hon	neless	Socio	Socioeconomically Disadvantaged			Students with Disabilities		
	2019 F	all Dashboard	Mathematics	s Performan	ice by R	ace/Ethni	city	
African Ame	erican	American I	ndian		Asian			Filipino
Hispanio	С	Two or More	Races	Pacific Islander		ler	White	
how well students a	are meeting gi	rade-level stand	lards on the I	<b>Mathematics</b>	assessi	ment. This	meas	erformance, specifically ure is based on student ents in grades 3–8 and
	2019 Fall D	ashboard Math	nematics Da	ta Comparis	ons for	English L	earne	rs
Current En	glish Learnei	Red	classified En	glish Learn	ers		Eng	glish Only
Conclusions base	ed on this da	ta:						
1. As a brand no	ew school tha	t opened for the	e 2021-2022	school year	, we are	currently	in the	process of gathering

student performance data.

## **Academic Performance English Learner Progress**

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

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

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

#### 2019 Fall Dashboard English Learner Progress Indicator

#### **English Learner Progress**

making progress towards English language proficiency

Number of EL Students:

Performance Level:

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

#### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1, 2L, 2H, 3L, or 3H Maintained ELPI Level 4

Progressed At Least One ELPI Level

#### Conclusions based on this data:

1. As a brand new school that opened for the 2021-2022 school year, we are currently in the process of gathering student performance data.

## Academic Performance College/Career Measures Only Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Advanced Placement Exams – Number and Percentage of	Four-Year Graduation Rate	Cohort Students
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth	<u> </u>	<u> </u>
Homeless		

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

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort					
Student Group	Cohort Totals	Cohort Percent			
All Students					
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged					
Students with Disabilities					
Foster Youth					
Homeless					

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

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

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

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

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

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

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

C- of better (or Fass) in the capstone course.	C- of better (of Pass) in the capstone course.				
Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses					
Student Group	Number of Students	Percent of Students			
All Students					
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged					
Students with Disabilities					
Foster Youth					
Homeless					

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

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

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

Earned the State Seal of Biliteracy – Number and Percentage of All Students						
Student Group	Cohort Totals	Cohort Percent				
All Students						
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
English Learners						
Socioeconomically Disadvantaged						
Students with Disabilities						
Foster Youth						
Homeless						

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

Conclusions based on this data: 1.		

## Academic Engagement Chronic Absenteeism

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

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

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

Performance	Red	C	range Y	'ellow	Green	Blue	e Performance
This section provides	s number o	of student of	groups in each co	or.			
	:	2019 Fall I	Dashboard Chro	nic Absenteei	sm Equity	/ Report	
Red		Orange	Y	ellow	(	Green	Blue
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.							
	2019 Fall	Dashboa	rd Chronic Abse	nteeism for A	II Student	s/Student Gro	oup
All Stu	All Students English Learners Foster Youth						ster Youth
Home	eless		Socioeconomically Disadvantaged		ntaged	Students with Disabilitie	
	20	19 Fall Da	shboard Chronic	Absenteeisr	n by Race	e/Ethnicity	
African Ameri	African American America		erican Indian As		Asian		Filipino
Hispanic		Two	or More Races	Paci	fic Islande	er	White

#### Conclusions based on this data:

Lowest

- 1. A focus on Kindergarten attendance will be given as the data indicates this is an area of concern. We actively run an attendance awareness campaign as we continue to educate our community, especially new families, to the importance and impact of attendance.
- 2. We will work with parents, students, and staff to address attendance concerns, looking for ways to prioritize, and validate the school day, and instructional hours.
- Chronic absenteeism, and truancy will continue to be monitored, and tracked through our district support attendance program. The principal and office personnel will be trained on our attendance program, Attention 2 Attendance (A2A). In addition, attention to and participation in "Turn Around for Children" is ongoing to better understand, and serve all populations throughout our district.

Highest

## Academic Engagement Graduation Rate Additional Report

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

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

Conclusions based on this data:

1.

## Conditions & Climate Suspension Rate

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

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

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

Lowest Performance	Red	C	Orange	Yel	low	Green		Blue	Highest Performance	
This section provides	number o	of student	groups i	in each color						
		2019 Fa	II Dash	board Susp	ension Rat	e Equity	Report			
Red		Orange		Yell	ow		Green		Blue	
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.										
	2019 F	all Dashb	oard Su	uspension R	ate for All	Students	S/Student	Group		
All Stud	lents			English l	_earners			Fost	er Youth	
Homel	ess	Socioeconomically Disadvantaged Students with Disabilities								
	2019 Fall Dashboard Suspension Rate by Race/Ethnicity									
African Americ	an	Am	erican I	Indian		Asian			Filipino	
Hispanic		Two	Two or More Races		Races Pacific Islander		der		White	
This section provides	a view of	the perce	ntage o	f students wh	no were sus	pended.				
		2019	Fall Da	ashboard Sเ	spension l	Rate by `	Year			
201	7			20	18				2019	
Conclusions based	on this c	lata:								

- 1. We will look continually at disproportionality as it relates to suspension or discipline practices.
- 2. We will continue to implement, and support strong PBIS/SEL practices to encourage problem solving, proactive supports, connectivity, and de-escalation strategies school wide. A focus of student connectedness will be in place as well as to ensure each student has 2-3 adults on campus they can count on for support.
- 3. We will ensure that we not only have strong tier 1 supports for students but we have tier 2, and tier 3 intervention to ensure that all students are being 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

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

- 1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- 1.2 Maintain schools in good repair
- 1.3 Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

## Goal 1

School Goals: High quality instruction with common core standards based instruction; students will have access to curriculum, which promotes college and career readiness and options.

1.3 - All students, including EL, must have access to a curriculum that is aligned to the state standards and access to related field trips and/or experiential learning.

#### **Identified Need**

Revise, address, improve and analyze our schoolwide MTSS (including interventions and RtI) process through identifying essential standards and common assessments to target students need to drive our instruction.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100%	maintain 100%
Williams Act facilities audit	100%	maintain 100%
Williams Act instructional materials audit	100%	maintain 100%

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

## Strategy/Activity 1

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

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

All students grade K - 5

#### Strategy/Activity

Instruction and supports provided for targeted alignment and CCSS mastery (LCAP 1.3)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Amount(s) Source(s) LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for PD and training, on and off campus Strategy/Activity 2 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All Students grades K- 5 Strategy/Activity Social Emotional Learning Professional Development Supports and Training Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Amount(s) Source(s) LCFF - Supplemental site/district level professional development Strategy/Activity 3 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All students Strategy/Activity Scheduled PLC/Staff Meetings Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local. Amount(s) Source(s)

## Strategy/Activity 4 Students to be Served by this Strategy/Activity

staff meetings

Collaboration and PD time provided through

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

Identified EL Students, K-5

Strategy/Activity

BIA supports for EL students/teachers.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)		
	Assist teachers in EL student needs and access		
	to curriculum		

## **Annual Review**

SPSA Year Reviewed: 2021-22

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

## **ANALYSIS**

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

Professional Learning Communities will continue to be a very large focus here at Mangini Ranch Elementary. We will use these meetings to ensure that our students are having their educational needs met whether it is social emotional or within the core academics.

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

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

## Goals, Strategies, & Proposed Expenditures

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

### **Goal Subject**

#### LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).

- 2.1 Increase student attendance rates and reduce chronic absences for all students.
- 2.2 Increase the high school graduation rate and decrease the dropout rate.
- 2.3 Reduce student suspensions, expulsion rates, and bullying incidents.
- 2.4 Increase opportunities for family engagement and parent input and the utilization of volunteers.
- 2.5 Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
- 2.6 Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

### Goal 2

Continue to increase parent and student engagement to provide a healthy, safe, and positive learning environment.

#### **Identified Need**

Continued and increased parent/community partnerships to support student engagement during school day and beyond.

#### **Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	22-23 Attendance rate	Reach 96% or higher
Suspension rate	22-23 Suspension rate	3%
Parent / Student communication surveys	2 surveys a year (fall and spring)	Increase connectedness with parents and students

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

## Strategy/Activity 1

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

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

All students, K-5

#### Strategy/Activity

Parent communication, and education throughout the academic school year about the importance of attendance in relation to connectivity, and academic success, in addition to improving methods of communication necessary to reach all stakeholders.

Proposed Expenditures for this Strategy/Activity	<b>Proposed</b>	<b>Expenditures</b>	for this	Strategy/Activity
--------------------------------------------------	-----------------	---------------------	----------	-------------------

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

Amount(s)	Source(s)	
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries	

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

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

All students, K-5

Strategy/Activity

Parent and Student Connectedness surveys.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries	
	incentives, posters, motivational visuals	

## Strategy/Activity 3

## Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent and Student Connectedness surveys.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
	LCFF - Supplemental	
	Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers.	

	<ul><li>3.2 Increase two-way community partnerships that support student learning.</li><li>3.3 Increase the efficiency, timeliness, and accessibility of district communications</li></ul>
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## Strategy/Activity 4

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

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

All students, K-5

#### Strategy/Activity

Offer more intervention programs before or after school.

Provide additional programs and support to Long Term English Learner (LTELS) and high need students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional interventions and services during the school year as student academic needs are determined
	None Specified None Specified

## **Annual Review**

SPSA Year Reviewed: 2021-22

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

## **ANALYSIS**

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

All staff at Mangini Ranch feel that parental involvement is a key to success. We will look for every opportunity to work along side not only our parents but the community as a whole. We will be seeking input from all of our constituents at the minimum of three times to ensure that all of our parents voices are being heard.

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

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

## Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

#### **LEA/LCAP Goal**

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

- 3.1 Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
- 3.2 Through a collaborative process, complete the work on K 12 Guaranteed and Viable Curriculum with Set Essential Standards.
- 3.3 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
- 3.4 Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

## Goal 3

3.2 Ensure students are meeting grade level standards in math (K-5)

#### **Identified Need**

We will work to provide high quality first instruction using guaranteed and viable curriculum.

#### **Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	Ongoing PD during staff meetings	Increased knowledge and access to additional instructional strategies
EL Instruction Strategies	Ongoing review with EL standards and ELPAC expectations	Training, and continued knowledge to gain research based instructional strategies to improve student achievement
Rtl Training and Implementation	Ongoing review of academic data	Training, and continued knowledge to support all students

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

## Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

## EL students, K-5

#### Strategy/Activity

Teacher exposure, and working with program monitor, BIA, and administrator to track and support EL students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
	LCFF - Supplemental	
	Additional materials or supports	

## Strategy/Activity 2

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

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

All students, K-5

Strategy/Activity

Professional Development Trainings.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
	None Specified 1000-1999: Certificated Personnel Salaries materials and time needed	

## **Annual Review**

SPSA Year Reviewed: 2021-22

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

## **ANALYSIS**

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

Mangini Ranch administration will work very closely with all certificated teachers on their Tier 1 instruction and data driven decisions with the entire grade level. We will be meeting weekly to support this goal.

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

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

## Goals, Strategies, & Proposed Expenditures

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

## **Goal Subject**

#### LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

- 4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
- 4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
- 4.3 Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
- 4.4 Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
- 4.5 Improve Kindergarten readiness as measured by curriculum embedded assessment.
- 4.6 Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

## Goal 4

- 4.3 Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
- 4.4 Ensure Special Education students make yearly progress.

#### **Identified Need**

Through our grade level PLC meetings, teachers will work to understand essential standards and common assessments. These assessments (formative) will be used to drive our instruction and drive our MTSS groupings. During MTSS, students will receive timely interventions and supports as needed.

#### **Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math	2022-23 data	Maintain and increase levels of exceeding standards
i-Ready ELA and Math	2022-23 data	Increase student usage and growth targets
ELPAC	2022-23 data	Increase authentic RFEP reclassification and student improvement
SIPPS Mastery Assessments	2022-23 data	Students will complete SIPPS challenge with mastery by the end of 2nd grade

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

## Strategy/Activity 1

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

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

All students, K-5

#### Strategy/Activity

Parent outreach and school communication

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental

## Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Response to Instruction (RtI): Professional conversation via release time with agenda to discuss every student by grade level - looking at the whole child (academically, emotionally, socially and behaviorally).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for collaboration	

## Strategy/Activity 3

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

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

All students as needed

#### Strategy/Activity

Multiple-Tiered Systems of Support (MTSS): Grouping within grade levels in which students receive targeted instruction based on learning needs and encouraging student connectedness

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

## **Annual Review**

SPSA Year Reviewed: 2021-22

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

## **ANALYSIS**

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

During our Common Planning Time at Mangini Ranch we will use this time to look at quality first instruction for our ELL students. We will ensure that the lessons that they are receiving is rich with vocabulary, reading and writing.

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

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

## **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	\$

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

## State or Local Programs Allocation (\$)

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

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

## **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

**Expenditures by Funding Source** 

Funding Source Amount

**Expenditures by Budget Reference** 

Budget Reference Amount

**Expenditures by Budget Reference and Funding Source** 

Budget Reference Funding Source Amount

**Expenditures by Goal** 

Goal Number Total Expenditures

## **School Site Council Membership**

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

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

Name of Members Role

Canen Peterson	Principal
Monica Easton	Classroom Teacher
Stephanie Hammer	Classroom Teacher
Robin Chaffee	Other School Staff
Heather Martinez	Parent or Community Member
Lunka Ilankatharan	Parent or Community Member
Emma Ilankatharan	Parent or Community Member
Kate Olson	Parent or Community Member
Drisana Bhargava	Parent or Community Member
Ann Marie Triplett	Other School Staff

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.

## **English Learner Advisory Committee (ELAC)**

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Canen Peterson	Principal
Stephanie Hammer	Classroom Teacher
	Classroom Teacher

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

- 1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
- The ELAC shall assist the school in the development of:
  - a. The school's needs assessment.
  - b. The school's annual language census.
- Ways to make parents aware of the importance of regular school attendance. C.

## **Recommendations and Assurances**

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

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

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

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

#### Signature

Sepharia -

#### **Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on September 9, 2022.

Attested:

Principal, Canen Peterson on 09/9/22

SSC Chairperson, Stephanie Hammer on 09/9/22

## Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

**Educational Partner Involvement** 

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

**Budget Summary** 

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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 <a href="ITTLEI@cde.ca.gov">ITTLEI@cde.ca.gov</a>.

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

## **Purpose and Description**

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

## **Purpose**

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

## **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEAand 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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—
        - 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
        - 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).
  - Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

## **Appendix B:**

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

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

## **Comprehensive Support and Improvement**

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

#### The CSI plan shall:

- 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);
- 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 <a href="https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf">https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</a>);
- 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:

- 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
- 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" <a href="https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf">https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf</a>.)

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: <a href="https://www.cde.ca.gov/fg/aa/co/">https://www.cde.ca.gov/fg/aa/co/</a>
ESSA Title I, Part A: School Improvement: <a href="https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp">https://www.cde.ca.gov/fg/sw/t1/schoolsupport.asp</a>
Available Funding: <a href="https://www.cde.ca.gov/fg/fo/af/">https://www.cde.ca.gov/fg/fo/af/</a>

Developed by the California Department of Education, January 2019

Mangini Ranch Elementary School

**ELAC Meeting Minutes** 

September 9, 2022

Location: Online via Microsoft Teams

Attendees: Mr. Peterson, Annemarie Triplett, Stephanie Hammer, Mahadevan Ilankatharan, Kate Olsen

Mr. Peterson opened the meeting at 3:05pm. The meeting agenda was approved.

Attendees introduced themselves.

Mr. Peterson presented School Plan for Student Achievement (SPSA).

- What it does and why we are doing it. Duty of developing a site plan helps show us how we are doing.
- Mr. Peterson explained how Mangini students performed last year pertaining to CAASPP testing in language arts and math.
- Mr. Peterson discussed planned improvements for students for the future. Goals, strategies, and proposed expenditures.

Mr. Peterson will be emailing the entire SPSA plan to the group and would like feedback.

Next site council meeting proposed for Friday, October 14th.

Meeting adjourned 3:34.

Mangini Ranch Elementary School

**Site Council Meeting Minutes** 

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# MANGINI RANCH-HOME OF THE LONGHORNS



# Agenda ELAC September 9, 2022

3-3:30

- Welcome/Introductions/Establish Quorum
- Approve Meeting agenda
- What is SSC?
- Academic Review 2021 22
- MRE Goals
- Parent feedback on SPSA
- Next Meeting is October 15th
- Adjourn Meeting

# MANGINI RANCH-HOME OF THE LONGHORNS



# Agenda First SSC September 9, 2022 3-3:30

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Mr. Peterson will be emailing the entire SPSA plan to the group and would like feedback.

SPSA plan was approved.

Next site council meeting proposed for Friday, October 14th.

Meeting adjourned 3:34.