

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Ramblewood Elementary School | 43-69450-0108696 | 05/25/2022 | |

Purpose and Description

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

Schoolwide Program

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

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

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).

At our annual survey was conducted through Panorama. Data was collected from students, parents and staff in the multiple areas to allow our stakeholders (parents, students and staff) to voice their opinions on the needs of our school and provide feedback on the programs we offer.

Ramblewood's Strengths:

An average of 86% of our students feel teachers are working hard to support their learning.

78% of our staff are satisfied with the conditions of learning. All staff feel respected by students.

Most staff feel FMSD is a positive place to work and feel respected by their colleagues.

92% of our students in grades 3-6 feel our school rules are clear they know what they are. They also know what is expected of them.

Most students (81%) and staff (77%) feel connected to school. Students are happy to be at school. They also feel a part of the school.

Ramblewood's Areas for Improvement:

Only 54% of staff feel they are represented in school planning groups.

Even though 92% of students know behavior expectations and rules, 82% are unsure of consequences for not following or breaking a rule.

Even though most students feel a part of the school, only 71% of students feel staff care about them at school.

Parent involvement continues to be an area of improvement. Ramblewood had 2 families participate in the survey.

Classroom Observations

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

Our singular focus on student achievement lends itself to evaluating classroom practices. We use a variety of protocols when visiting classrooms. Our expectation of rigorous and relevant instruction that ensures student success at all levels is evident in the data that is collected through instructional rounds.

Teachers are evaluated through formal observations on a rotating cycle every other year. The principal also conducts informal observations throughout the year. Some school-wide strengths based on observation include clear, specific learning objectives for students, rigorous lessons, positive classroom climate, equitable protocols for mandatory engagement, strong classroom management and on task behavior.

During observations, teachers were engaging students using a few online programs such as Jambaord, Kahoot, Whiteboard, and google slides. Teachers have also participated in virtual field trips, assemblies, and guest speakers.

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)

At the beginning of the school year, teachers are provided with classroom and district assessments. Teachers work collaboratively to analyze the results of the students progress, grade level teams design intervention plans for students needing intervention, develop lessons to continue building on students' prior knowledge, and plan enrichment opportunities for students who have mastered grade level standards.

ELPAC testing is administered to all second language learners the first weeks of school. The ELPAC local scoring tool is used to provide teachers with immediate feedback so they can make informed placement choices.

During the first weeks of school, teachers administer progress monitoring tests, common formative assessments and summative assessments to ensure the appropriate placement of students. Using the Cycle of Inquiry, our staff members meet each week to analyze student work to plan the best instructional practices to personalize instruction. During the year, these tests are administered every six to eight weeks and instruction and interventions are adjusted accordingly.

Ramblewood will use progress monitoring assessments such as Next Steps Guided Reading Assessments, on demand writing assessments, and Renaissance STAR tests to monitor student growth in reading, writing, speaking, listening, and math throughout the school year.

Two times during the school year, teachers conduct "test chats" with students and parents. The parent, student, teacher meetings result in clear communication between the home and school to ensure that every child has a clear plan to follow to attain the greatest academic success at school.

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

Grade levels meet at appropriate times using common assessments and district assessments to discuss individual and grade level data. Teachers analyze data from different points of views, including individual results, standards based analysis, and peer comparison analysis. Teachers will work in their grade levels to develop instructional plans to personalize instruction to better meet the needs of our students.

Students not meeting performance goals met with teachers individually. Student meeting and exceeding performance goals were provided with enrichment to further their understanding of the curriculum.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Ramblewood's staff meets the requirements for highly qualified teachers. All of our teachers are fully certificated to teach reading, writing, math, and English Language Development.

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

100% of Ramblewood's teachers are fully credentialed with multiple years of teaching experience. During the 2015-2016 school year, teachers will receive Common Core training on SBE-adopted instructional materials in math and ELA.

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

Teachers will be trained in how to create assessments that are Common Core aligned. We will continue to focus on professional development as it applies to reading and writing across the curriculum. In addition, teachers will also receive professional development based on teacher surveys, student performance on benchmark assessments, and instructional rounds data.

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

The principal will provide professional development to improve implementation of Common Core Standards. Training will be provided for the following:

- *Writer's Workshop
- *Reader's Workshop
- *ELD Strategies

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

Grade level teams will meet every other Thursday. Release time will be provided for teachers to observe teachers using effective instructional practices.

Teaching and Learning

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

Teachers are using California Common Core State Standards to design lessons and assessments. Teachers meet in grade level PLCs at minimum of twice per month to collaborate on best instructional practices to ensure student success.

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

Ramblewood is adhering to the APS instructional minutes recommendations.

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

District made Common Core pacing guides are available for all grade levels and subject areas. The daily schedule provides flexibility for teachers to integrate intervention opportunities for the students as determined by their assessments.

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

Ramblewood complies with the Williams Law by providing all students with adopted curriculum. Teachers use supplemental materials to meet student needs as well as a tool to assist in transition to the Common Core Standards.

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

FMSD provides a list of SBE-adopted curriculum and a list of intervention materials that can support instruction.

Opportunity and Equal Educational Access

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

Ramblewood has a three tier system.

Tier 1 is universal and occurs in the classroom by the teacher. Teacher provides differentiated instruction, small group instruction, and intervention time using appropriate materials.

Tier 2 is targeted intervention for students who have been unable to master grade level standards. Teachers provide intervention opportunities during the school day and after school..

Tier 3 is intensive individual interventions provided by teachers, support staff, and counseling services.

Evidence-based educational practices to raise student achievement

Teachers are focused on instructional practices to provide authentic learning experiences. Teachers will continue to receive staff development on student engagement which will provide numerous instructional strategies. Teachers will use Writer's Workshop to teach and reinforce writing across the curriculum and Reader's Workshop with Close Reading strategies will be used in the classroom.

Parental Engagement

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

Parent organizations - School Site Council (SSC), English Advisory Committee (ELAC)

Catholic Charities - Community Partnership with Ramblewood to provide community resources as needed

CORAL for extended day programing

Translators provide add support when communicating with our families

Counseling services are provided to support our character development program

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)

Parents have an opportunity to participate in school decision-making through School Site Council (SSC), Ramblewood's Parent and Teacher Organization, and English Language Advisory Committee (ELAC). Parent representatives attend District English Language Advisory Committee (DELAC) meetings to provide input at the district level. Electronic surveys are sent out to parents to provide input on school based decisions. Parents are invited to monthly parent meetings for updates on school issues.

Funding

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

Funds are provided for materials to students for academic support.

Fiscal support (EPC)

Funds were used to implement Little Heroes Program to help promote leadership, community and character education through physical education.

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

The annual SPSA update is written by the principal after discussion with staff, parents and school site council.

On March 29, the projected budget was reviewed with staff over zoom. On Feb 11 school site council met to review budget expenditures and to gather ideas on how to adjust expenditures based on data for student engagement. During the same meeting, ideas were developed for next year's budget based on the needs of student engagement in. On May 25, 2022 SSC will be presented with the final draft for approval. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the board for approval.

Resource Inequities

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

A steady reduction of funding from State and Federal monies has resulted in Ramblewood using money from the donation budget to help supplement expenditures. It also has created a divide in opportunities in what we can provide compared to other schools in our district. Although teachers were provided with Social Emotional curriculum, there is a need for professional development to implement the program with consistency.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| American Indian | 0% | % | 0.36% | 0 | | 1 |
| African American | 3.47% | 2.2% | 1.45% | 12 | 7 | 4 |
| Asian | 48.55% | 48.1% | 49.45% | 168 | 150 | 136 |
| Filipino | 8.67% | 7.4% | 5.45% | 30 | 23 | 15 |
| Hispanic/Latino | 30.92% | 33.3% | 32.73% | 107 | 104 | 90 |
| Pacific Islander | 1.16% | 1.3% | 1.45% | 4 | 4 | 4 |
| White | 6.07% | 5.5% | 5.45% | 21 | 17 | 15 |
| Multiple/No Response | 1.16% | 2.2% | 3.64% | 4 | 7 | 10 |
| Total Enrollment | | | | 346 | 312 | 275 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 36 | 36 | 29 |
| Grade 1 | 43 | 38 | 36 |
| Grade 2 | 50 | 36 | 41 |
| Grade3 | 50 | 51 | 37 |
| Grade 4 | 55 | 51 | 42 |
| Grade 5 | 50 | 55 | 41 |
| Grade 6 | 62 | 45 | 49 |
| Total Enrollment | 346 | 312 | 275 |

Conclusions based on this data:

1. Ramblewood's enrollment declined about 9% each year since 2019-2020 school year.
2. To help increase enrollment, Ramblewood will continue to work on parent engagement, refining our quality education practices, promoting student successes, encouraging student leadership, supporting social emotional education and maintaining teacher/student rapport.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|--------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| English Learners | 95 | 82 | 102 | 27.5% | 26.30% | 37.1% |
| Fluent English Proficient (FEP) | 105 | 78 | 59 | 30.3% | 25.00% | 21.5% |
| Reclassified Fluent English Proficient (RFEP) | 24 | 8 | | 21.4% | 2.60% | |

Conclusions based on this data:

1. According to our data, we have reclassified 13.9% of our English Language learners for the 2021/2022 school year.
2. We will continue to implement our current English Language Development program and strategies for our English Learners.
3. We will focus on our long term EL learners for reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 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 | 53 | 38 | 51 | 0 | 37 | 51 | 0 | 37 | 98.1 | 0.0 | 97.4 |
| Grade 4 | 55 | 52 | 44 | 55 | 0 | 44 | 55 | 0 | 44 | 100 | 0.0 | 100.0 |
| Grade 5 | 60 | 54 | 44 | 58 | 0 | 44 | 58 | 0 | 44 | 96.7 | 0.0 | 100.0 |
| Grade 6 | 52 | 48 | 50 | 52 | 0 | 50 | 52 | 0 | 50 | 100 | 0.0 | 100.0 |
| Grade 11 | | | | | | | | | | | | |
| All Grades | 219 | 207 | 176 | 216 | 0 | 175 | 216 | 0 | 175 | 98.6 | 0.0 | 99.4 |

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 Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | 2449. | | 2477. | 39.22 | | 40.54 | 21.57 | | 35.14 | 19.61 | | 13.51 | 19.61 | | 10.81 |
| Grade 4 | 2493. | | 2459. | 38.18 | | 25.00 | 21.82 | | 25.00 | 18.18 | | 18.18 | 21.82 | | 31.82 |
| Grade 5 | 2532. | | 2474. | 27.59 | | 13.64 | 37.93 | | 27.27 | 17.24 | | 20.45 | 17.24 | | 38.64 |
| Grade 6 | 2546. | | 2557. | 26.92 | | 24.00 | 30.77 | | 36.00 | 21.15 | | 20.00 | 21.15 | | 20.00 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 32.87 | | 25.14 | 28.24 | | 30.86 | 18.98 | | 18.29 | 19.91 | | 25.71 |

2019-20 Data:

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| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 27.45 | | 29.73 | 49.02 | | 64.86 | 23.53 | | 5.41 |
| Grade 4 | 36.36 | | 13.64 | 43.64 | | 63.64 | 20.00 | | 22.73 |
| Grade 5 | 36.21 | | 11.36 | 44.83 | | 68.18 | 18.97 | | 20.45 |
| Grade 6 | 26.92 | | 28.00 | 42.31 | | 52.00 | 30.77 | | 20.00 |
| Grade 11 | | | | | | | | | |
| All Grades | 31.94 | | 20.57 | 44.91 | | 61.71 | 23.15 | | 17.71 |

2019-20 Data:

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| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 37.25 | | 35.14 | 45.10 | | 54.05 | 17.65 | | 10.81 |
| Grade 4 | 32.73 | | 29.55 | 45.45 | | 47.73 | 21.82 | | 22.73 |
| Grade 5 | 32.76 | | 13.64 | 48.28 | | 45.45 | 18.97 | | 40.91 |
| Grade 6 | 36.54 | | 22.00 | 42.31 | | 48.00 | 21.15 | | 30.00 |
| Grade 11 | | | | | | | | | |
| All Grades | 34.72 | | 24.57 | 45.37 | | 48.57 | 19.91 | | 26.86 |

2019-20 Data:

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| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 19.61 | | 13.51 | 68.63 | | 81.08 | 11.76 | | 5.41 |
| Grade 4 | 21.82 | | 11.36 | 63.64 | | 65.91 | 14.55 | | 22.73 |
| Grade 5 | 22.41 | | 13.64 | 68.97 | | 72.73 | 8.62 | | 13.64 |
| Grade 6 | 19.23 | | 30.00 | 65.38 | | 66.00 | 15.38 | | 4.00 |
| Grade 11 | | | | | | | | | |
| All Grades | 20.83 | | 17.71 | 66.67 | | 70.86 | 12.50 | | 11.43 |

2019-20 Data:

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| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 45.10 | | 32.43 | 29.41 | | 64.86 | 25.49 | | 2.70 |
| Grade 4 | 34.55 | | 13.64 | 52.73 | | 68.18 | 12.73 | | 18.18 |
| Grade 5 | 34.48 | | 20.45 | 51.72 | | 61.36 | 13.79 | | 18.18 |
| Grade 6 | 32.69 | | 24.00 | 51.92 | | 64.00 | 15.38 | | 12.00 |
| Grade 11 | | | | | | | | | |
| All Grades | 36.57 | | 22.29 | 46.76 | | 64.57 | 16.67 | | 13.14 |

2019-20 Data:

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Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law waived the CAASPP assessment. In previous years, 60% of Ramblewood students met or exceeded the overall standards for ELA.
2. According to our current local reading assessment, 46% of our students are meeting or exceeding the overall standards for ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 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 | 53 | 38 | 52 | 0 | 37 | 52 | 0 | 37 | 100 | 0.0 | 97.4 |
| Grade 4 | 55 | 52 | 44 | 55 | 0 | 44 | 55 | 0 | 44 | 100 | 0.0 | 100.0 |
| Grade 5 | 60 | 54 | 44 | 60 | 0 | 44 | 60 | 0 | 44 | 100 | 0.0 | 100.0 |
| Grade 6 | 52 | 48 | 51 | 52 | 0 | 51 | 52 | 0 | 51 | 100 | 0.0 | 100.0 |
| Grade 11 | | | | | | | | | | | | |
| All Grades | 219 | 207 | 177 | 219 | 0 | 176 | 219 | 0 | 176 | 100 | 0.0 | 99.4 |

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

2019-20 Data:

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| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 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 | 2481. | | 2481. | 46.15 | | 40.54 | 26.92 | | 35.14 | 9.62 | | 13.51 | 17.31 | | 10.81 |
| Grade 4 | 2521. | | 2465. | 41.82 | | 20.45 | 25.45 | | 22.73 | 25.45 | | 20.45 | 7.27 | | 36.36 |
| Grade 5 | 2556. | | 2495. | 40.00 | | 18.18 | 26.67 | | 13.64 | 25.00 | | 43.18 | 8.33 | | 25.00 |
| Grade 6 | 2541. | | 2564. | 25.00 | | 37.25 | 28.85 | | 23.53 | 17.31 | | 19.61 | 28.85 | | 19.61 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 38.36 | | 28.98 | 26.94 | | 23.30 | 19.63 | | 24.43 | 15.07 | | 23.30 |

2019-20 Data:

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| Concepts & Procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 57.69 | | 40.54 | 23.08 | | 48.65 | 19.23 | | 10.81 |
| Grade 4 | 52.73 | | 25.00 | 32.73 | | 36.36 | 14.55 | | 38.64 |
| Grade 5 | 50.00 | | 22.73 | 40.00 | | 50.00 | 10.00 | | 27.27 |
| Grade 6 | 28.85 | | 35.29 | 36.54 | | 45.10 | 34.62 | | 19.61 |
| Grade 11 | | | | | | | | | |
| All Grades | 47.49 | | 30.68 | 33.33 | | 44.89 | 19.18 | | 24.43 |

2019-20 Data:

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| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 48.08 | | 45.95 | 32.69 | | 45.95 | 19.23 | | 8.11 |
| Grade 4 | 43.64 | | 22.73 | 40.00 | | 52.27 | 16.36 | | 25.00 |
| Grade 5 | 36.67 | | 13.64 | 45.00 | | 43.18 | 18.33 | | 43.18 |
| Grade 6 | 21.15 | | 37.25 | 50.00 | | 45.10 | 28.85 | | 17.65 |
| Grade 11 | | | | | | | | | |
| All Grades | 37.44 | | 29.55 | 42.01 | | 46.59 | 20.55 | | 23.86 |

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.

| Communicating Reasoning | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| Grade 3 | 50.00 | | 45.95 | 36.54 | | 45.95 | 13.46 | | 8.11 |
| Grade 4 | 38.18 | | 30.23 | 50.91 | | 32.56 | 10.91 | | 37.21 |
| Grade 5 | 35.00 | | 9.09 | 50.00 | | 72.73 | 15.00 | | 18.18 |
| Grade 6 | 28.85 | | 21.57 | 48.08 | | 62.75 | 23.08 | | 15.69 |
| Grade 11 | | | | | | | | | |
| All Grades | 37.90 | | 25.71 | 46.58 | | 54.29 | 15.53 | | 20.00 |

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. Due to the COVID-19 pandemic, state law waived the CAASPP assessment for 2020-2021 school year.

2. In previous years, Ramblewood had 65% of students meeting or exceeding overall standards in math.
3. According to local current assessments, 56% of students are meeting or exceeding the overall standards for math.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 1403.6 | 1443.5 | 1421.6 | 1408.7 | 1454.6 | 1435.2 | 1391.4 | 1417.0 | 1389.8 | 19 | 11 | 11 |
| 1 | 1464.6 | * | 1467.8 | 1458.6 | * | 1466.8 | 1470.1 | * | 1468.3 | 14 | 8 | 12 |
| 2 | 1480.7 | 1489.0 | 1500.9 | 1487.5 | 1481.7 | 1511.6 | 1473.4 | 1495.7 | 1489.7 | 13 | 19 | 13 |
| 3 | 1482.2 | 1467.4 | 1514.0 | 1472.7 | 1470.7 | 1512.1 | 1491.3 | 1463.7 | 1515.4 | 13 | 19 | 17 |
| 4 | 1546.6 | 1476.2 | 1504.5 | 1534.6 | 1464.8 | 1514.1 | 1558.1 | 1487.1 | 1494.3 | 14 | 17 | 15 |
| 5 | * | 1521.8 | 1521.7 | * | 1522.3 | 1538.8 | * | 1520.8 | 1504.0 | 8 | 13 | 15 |
| 6 | 1541.7 | * | 1524.4 | 1547.1 | * | 1530.7 | 1535.4 | * | 1517.7 | 12 | 9 | 12 |
| All Grades | | | | | | | | | | 93 | 96 | 95 |

2019-20 Data:

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

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 |
| K | 0.00 | 18.18 | 0.00 | 47.37 | 54.55 | 63.64 | 36.84 | 18.18 | 18.18 | 15.79 | 9.09 | 18.18 | 19 | 11 | 11 |
| 1 | 14.29 | * | 25.00 | 50.00 | * | 41.67 | 35.71 | * | 25.00 | 0.00 | * | 8.33 | 14 | * | 12 |
| 2 | 23.08 | 15.79 | 23.08 | 38.46 | 47.37 | 53.85 | 30.77 | 31.58 | 23.08 | 7.69 | 5.26 | 0.00 | 13 | 19 | 13 |
| 3 | 0.00 | 5.56 | 35.29 | 46.15 | 22.22 | 35.29 | 23.08 | 50.00 | 23.53 | 30.77 | 22.22 | 5.88 | 13 | 18 | 17 |
| 4 | 50.00 | 5.88 | 26.67 | 35.71 | 23.53 | 33.33 | 14.29 | 35.29 | 20.00 | 0.00 | 35.29 | 20.00 | 14 | 17 | 15 |
| 5 | * | 23.08 | 20.00 | * | 30.77 | 26.67 | * | 38.46 | 33.33 | * | 7.69 | 20.00 | * | 13 | 15 |
| 6 | 33.33 | * | 16.67 | 41.67 | * | 33.33 | 16.67 | * | 50.00 | 8.33 | * | 0.00 | 12 | * | 12 |
| All Grades | 19.35 | 10.53 | 22.11 | 43.01 | 32.63 | 40.00 | 24.73 | 38.95 | 27.37 | 12.90 | 17.89 | 10.53 | 93 | 95 | 95 |

2019-20 Data:

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

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 |
| K | 5.26 | 27.27 | 27.27 | 36.84 | 63.64 | 36.36 | 42.11 | 9.09 | 18.18 | 15.79 | 0.00 | 18.18 | 19 | 11 | 11 |
| 1 | 21.43 | * | 41.67 | 21.43 | * | 33.33 | 50.00 | * | 16.67 | 7.14 | * | 8.33 | 14 | * | 12 |
| 2 | 30.77 | 26.32 | 38.46 | 53.85 | 52.63 | 53.85 | 0.00 | 15.79 | 7.69 | 15.38 | 5.26 | 0.00 | 13 | 19 | 13 |
| 3 | 30.77 | 5.56 | 47.06 | 23.08 | 55.56 | 35.29 | 15.38 | 22.22 | 11.76 | 30.77 | 16.67 | 5.88 | 13 | 18 | 17 |
| 4 | 64.29 | 17.65 | 60.00 | 21.43 | 35.29 | 13.33 | 14.29 | 17.65 | 20.00 | 0.00 | 29.41 | 6.67 | 14 | 17 | 15 |
| 5 | * | 46.15 | 33.33 | * | 38.46 | 53.33 | * | 15.38 | 6.67 | * | 0.00 | 6.67 | * | 13 | 15 |
| 6 | 58.33 | * | 41.67 | 25.00 | * | 41.67 | 8.33 | * | 16.67 | 8.33 | * | 0.00 | 12 | * | 12 |
| All Grades | 33.33 | 18.95 | 42.11 | 30.11 | 51.58 | 37.89 | 21.51 | 17.89 | 13.68 | 15.05 | 11.58 | 6.32 | 93 | 95 | 95 |

2019-20 Data:

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

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 |
| K | 0.00 | 18.18 | 0.00 | 42.11 | 27.27 | 36.36 | 52.63 | 45.45 | 54.55 | 5.26 | 9.09 | 9.09 | 19 | 11 | 11 |
| 1 | 7.14 | * | 16.67 | 57.14 | * | 16.67 | 21.43 | * | 58.33 | 14.29 | * | 8.33 | 14 | * | 12 |
| 2 | 15.38 | 5.26 | 7.69 | 23.08 | 47.37 | 46.15 | 38.46 | 36.84 | 38.46 | 23.08 | 10.53 | 7.69 | 13 | 19 | 13 |
| 3 | 7.69 | 0.00 | 17.65 | 23.08 | 5.56 | 41.18 | 46.15 | 50.00 | 29.41 | 23.08 | 44.44 | 11.76 | 13 | 18 | 17 |
| 4 | 35.71 | 5.88 | 0.00 | 28.57 | 5.88 | 33.33 | 28.57 | 41.18 | 20.00 | 7.14 | 47.06 | 46.67 | 14 | 17 | 15 |
| 5 | * | 15.38 | 6.67 | * | 7.69 | 0.00 | * | 46.15 | 46.67 | * | 30.77 | 46.67 | * | 13 | 15 |
| 6 | 0.00 | * | 0.00 | 33.33 | * | 0.00 | 58.33 | * | 66.67 | 8.33 | * | 33.33 | 12 | * | 12 |
| All Grades | 11.83 | 6.32 | 7.37 | 33.33 | 20.00 | 25.26 | 39.78 | 40.00 | 43.16 | 15.05 | 33.68 | 24.21 | 93 | 95 | 95 |

2019-20 Data:

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

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 10.53 | 27.27 | 45.45 | 68.42 | 63.64 | 27.27 | 21.05 | 9.09 | 27.27 | 19 | 11 | 11 |
| 1 | 42.86 | * | 25.00 | 50.00 | * | 66.67 | 7.14 | * | 8.33 | 14 | * | 12 |
| 2 | 38.46 | 26.32 | 23.08 | 53.85 | 68.42 | 76.92 | 7.69 | 5.26 | 0.00 | 13 | 19 | 13 |
| 3 | 7.69 | 33.33 | 41.18 | 69.23 | 44.44 | 52.94 | 23.08 | 22.22 | 5.88 | 13 | 18 | 17 |
| 4 | 35.71 | 41.18 | 53.33 | 50.00 | 29.41 | 26.67 | 14.29 | 29.41 | 20.00 | 14 | 17 | 15 |
| 5 | * | 46.15 | 13.33 | * | 46.15 | 86.67 | * | 7.69 | 0.00 | * | 13 | 15 |
| 6 | 25.00 | * | 8.33 | 58.33 | * | 75.00 | 16.67 | * | 16.67 | 12 | * | 12 |
| All Grades | 23.66 | 31.58 | 30.53 | 59.14 | 51.58 | 58.95 | 17.20 | 16.84 | 10.53 | 93 | 95 | 95 |

2019-20 Data:

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

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 10.53 | 27.27 | 9.09 | 68.42 | 72.73 | 72.73 | 21.05 | 0.00 | 18.18 | 19 | 11 | 11 |
| 1 | 7.14 | * | 33.33 | 85.71 | * | 58.33 | 7.14 | * | 8.33 | 14 | * | 12 |
| 2 | 23.08 | 31.58 | 76.92 | 61.54 | 63.16 | 23.08 | 15.38 | 5.26 | 0.00 | 13 | 19 | 13 |
| 3 | 53.85 | 16.67 | 64.71 | 15.38 | 66.67 | 23.53 | 30.77 | 16.67 | 11.76 | 13 | 18 | 17 |
| 4 | 85.71 | 11.76 | 40.00 | 14.29 | 58.82 | 53.33 | 0.00 | 29.41 | 6.67 | 14 | 17 | 15 |
| 5 | * | 46.15 | 80.00 | * | 53.85 | 6.67 | * | 0.00 | 13.33 | * | 13 | 15 |
| 6 | 75.00 | * | 75.00 | 16.67 | * | 25.00 | 8.33 | * | 0.00 | 12 | * | 12 |
| All Grades | 41.94 | 23.16 | 55.79 | 43.01 | 65.26 | 35.79 | 15.05 | 11.58 | 8.42 | 93 | 95 | 95 |

2019-20 Data:

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

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 0.00 | 27.27 | 9.09 | 89.47 | 63.64 | 72.73 | 10.53 | 9.09 | 18.18 | 19 | 11 | 11 |
| 1 | 50.00 | * | 18.18 | 28.57 | * | 63.64 | 21.43 | * | 18.18 | 14 | * | 11 |
| 2 | 7.69 | 15.79 | 15.38 | 61.54 | 73.68 | 61.54 | 30.77 | 10.53 | 23.08 | 13 | 19 | 13 |
| 3 | 7.69 | 0.00 | 11.76 | 53.85 | 58.82 | 82.35 | 38.46 | 41.18 | 5.88 | 13 | 17 | 17 |
| 4 | 28.57 | 0.00 | 6.67 | 50.00 | 52.94 | 40.00 | 21.43 | 47.06 | 53.33 | 14 | 17 | 15 |
| 5 | * | 15.38 | 6.67 | * | 46.15 | 46.67 | * | 38.46 | 46.67 | * | 13 | 15 |
| 6 | 0.00 | * | 0.00 | 66.67 | * | 58.33 | 33.33 | * | 41.67 | 12 | * | 12 |
| All Grades | 15.05 | 10.64 | 9.57 | 59.14 | 54.26 | 60.64 | 25.81 | 35.11 | 29.79 | 93 | 94 | 94 |

2019-20 Data:

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

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|--------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 | 18-19 | 20-21 | 21-22 |
| K | 42.11 | 18.18 | 18.18 | 52.63 | 72.73 | 72.73 | 5.26 | 9.09 | 9.09 | 19 | 11 | 11 |
| 1 | 0.00 | * | 16.67 | 100.00 | * | 75.00 | 0.00 | * | 8.33 | 14 | * | 12 |
| 2 | 7.69 | 21.05 | 30.77 | 76.92 | 68.42 | 53.85 | 15.38 | 10.53 | 15.38 | 13 | 19 | 13 |
| 3 | 7.69 | 0.00 | 29.41 | 84.62 | 61.11 | 64.71 | 7.69 | 38.89 | 5.88 | 13 | 18 | 17 |
| 4 | 57.14 | 5.88 | 13.33 | 42.86 | 64.71 | 46.67 | 0.00 | 29.41 | 40.00 | 14 | 17 | 15 |
| 5 | * | 7.69 | 6.67 | * | 84.62 | 46.67 | * | 7.69 | 46.67 | * | 13 | 15 |
| 6 | 25.00 | * | 0.00 | 75.00 | * | 100.00 | 0.00 | * | 0.00 | 12 | * | 12 |
| All Grades | 24.73 | 9.47 | 16.84 | 67.74 | 68.42 | 64.21 | 7.53 | 22.11 | 18.95 | 93 | 95 | 95 |

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:

- 88% of Ramblewood's English Language Learners received a 3 or 4 in the Speaking domain in the ELPAC assessment.
- Writing and Reading domain continue to be areas of difficulty for our English Language Learners.

School and Student Performance Data

Student Population

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

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 275 | 51.3 | 37.1 | Students whose well being is the responsibility of a court. |
| Total Number of Students enrolled in Ramblewood Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 102 | 37.1 |
| Foster Youth | | |
| Homeless | 3 | 1.1 |
| Socioeconomically Disadvantaged | 141 | 51.3 |
| Students with Disabilities | 22 | 8.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 1.5 |
| American Indian | 1 | 0.4 |
| Asian | 136 | 49.5 |
| Filipino | 15 | 5.5 |
| Hispanic | 90 | 32.7 |
| Two or More Races | 10 | 3.6 |
| Pacific Islander | 4 | 1.5 |
| White | 15 | 5.5 |

Conclusions based on this data:

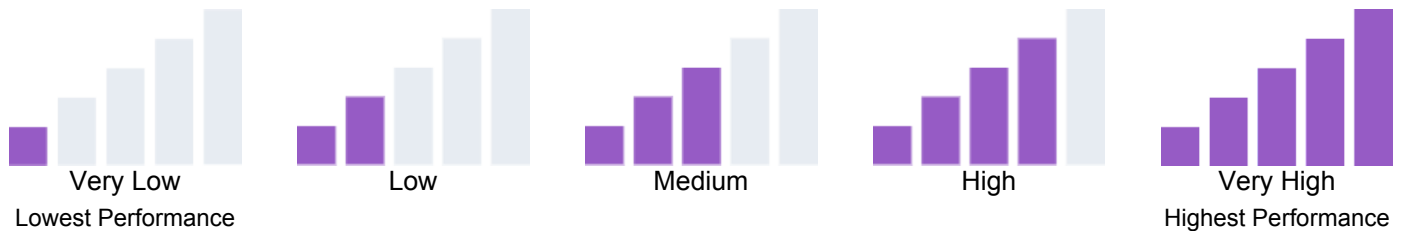
1. Our school has a higher population of Asian (44%) students than any other ethnicity represented. We will continue to implement the school house system so all students feel equally represented.
2. We will celebrate all represented ethnicities during the school year in our multi-cultural assemblies.

School and Student Performance Data

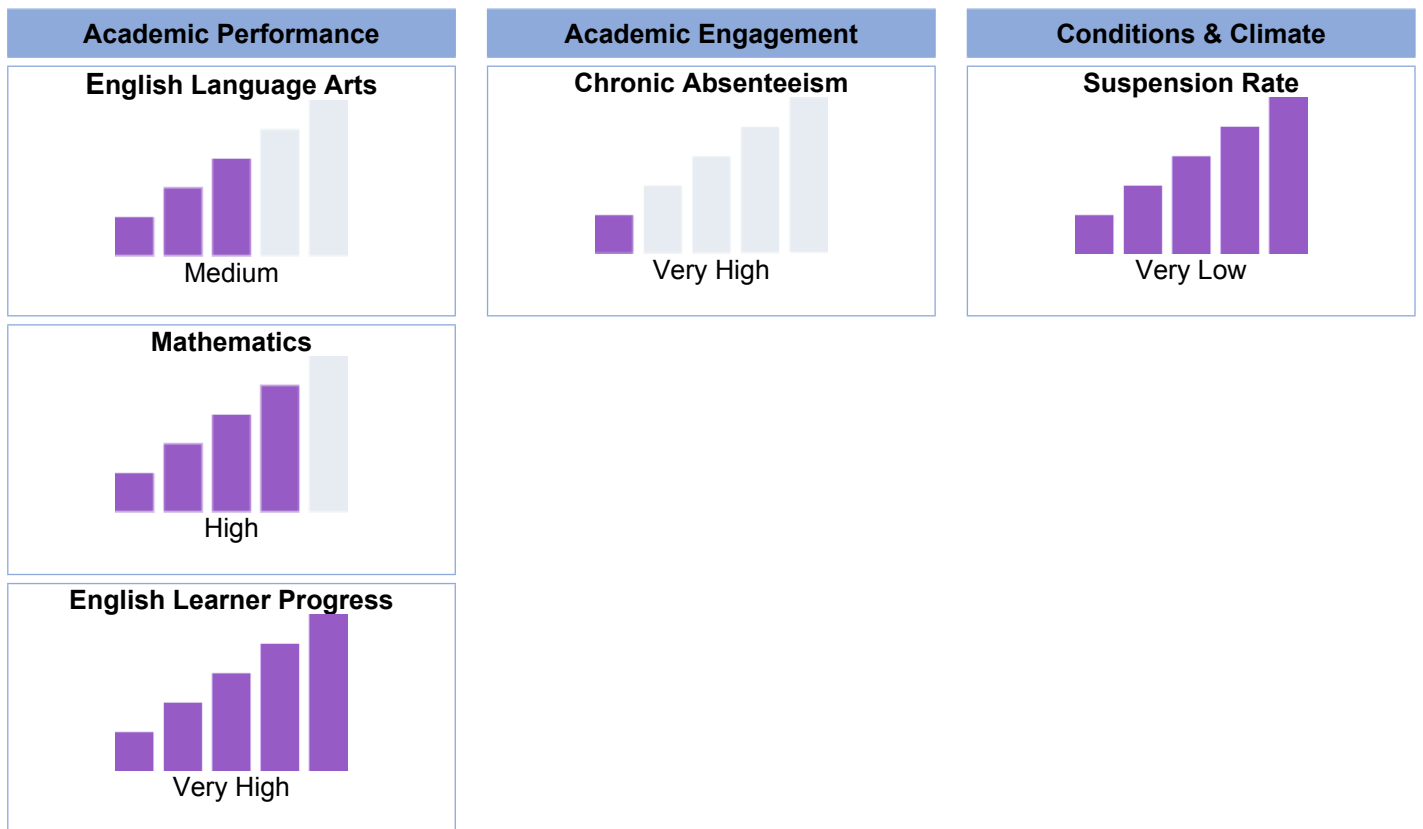
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

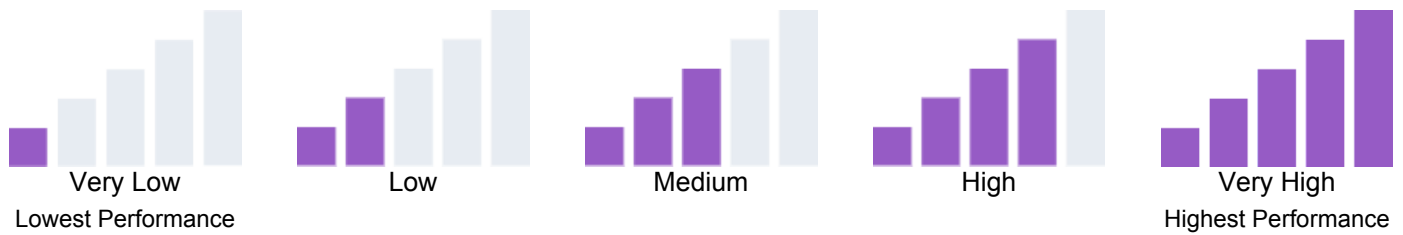
1. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Previously the overall rating of orange was most impacted by Chronic Absenteeism.
2. In our current reporting system, 26.92% of our students are chronically absent because of our district's covid protocols.

School and Student Performance Data

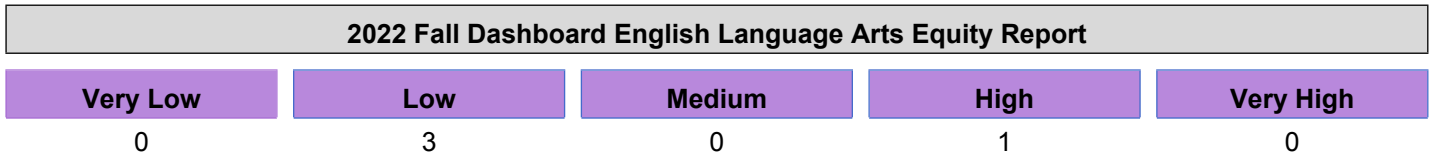
Academic Performance English Language Arts

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

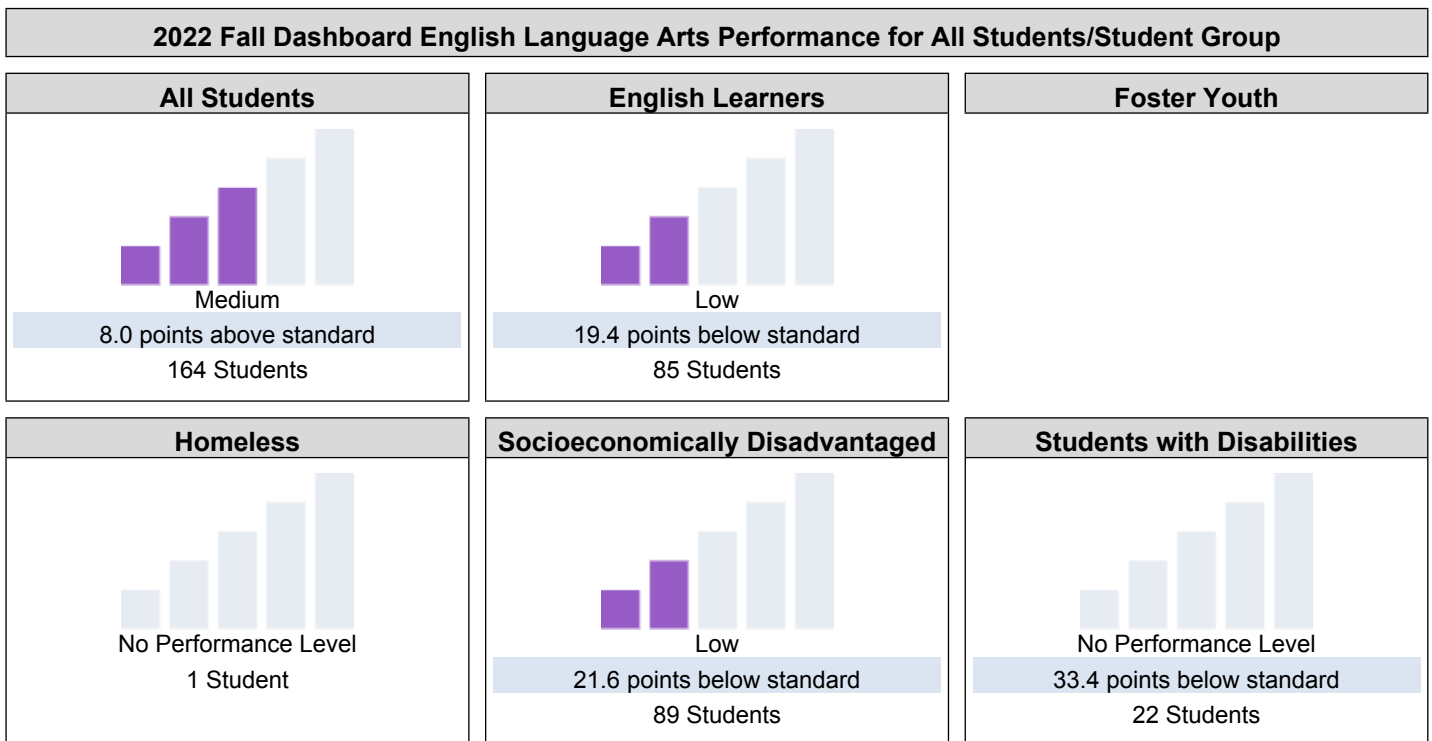
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



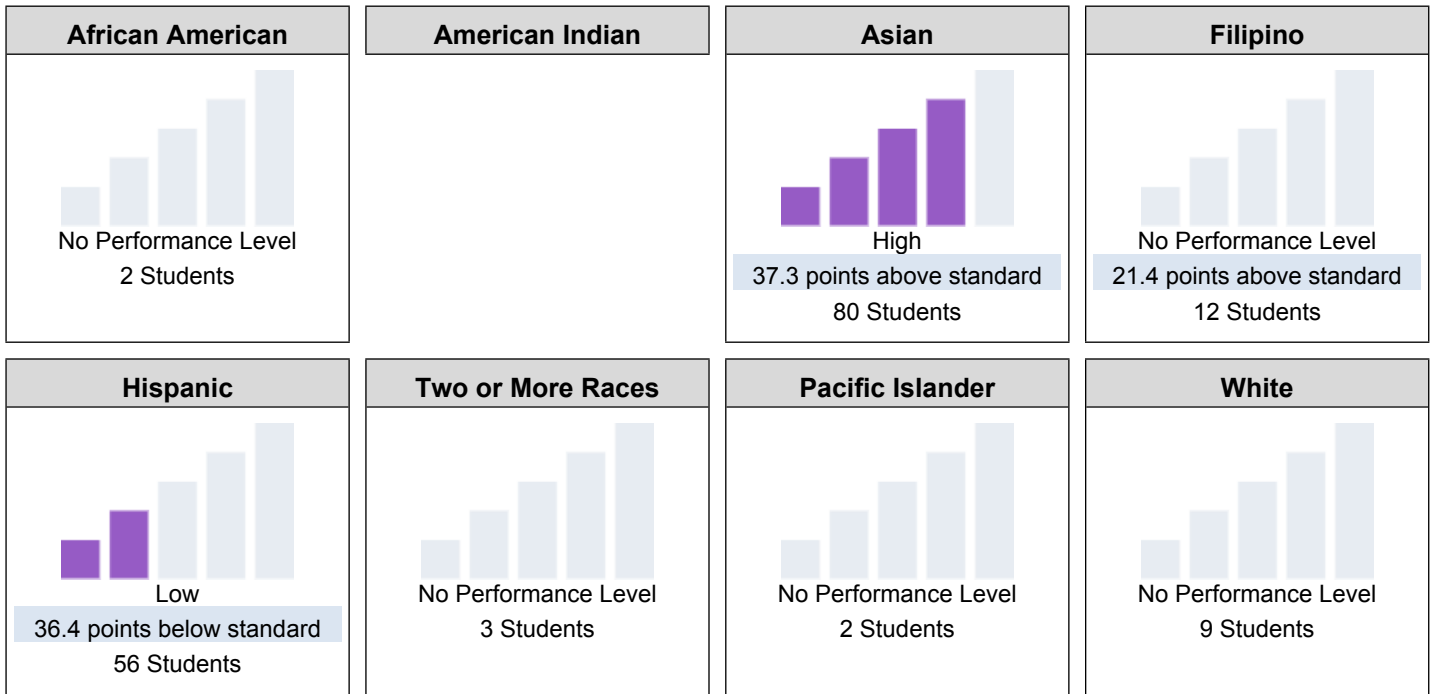
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 61.4 points below standard 55 Students | 57.6 points above standard 30 Students | 15.7 points above standard 57 Students |

Conclusions based on this data:

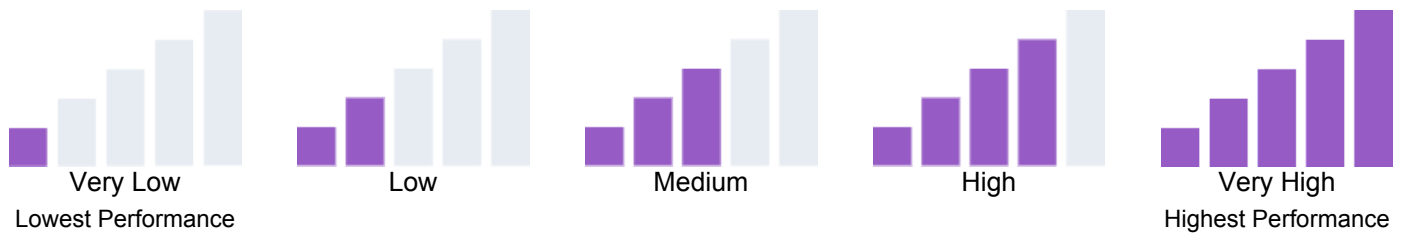
1. We will continue to implement our Units of Study - Reader's and Writer's Workshop to individualize instruction for our English Learner population.
2. We will continue to focus on EL strategies into our Units of Study in all grades since they are 85.5% points below standard according to our local assessment.
3. Teachers and support staff will provide additional assistance (Tier 3) our English Language learner population.

School and Student Performance Data

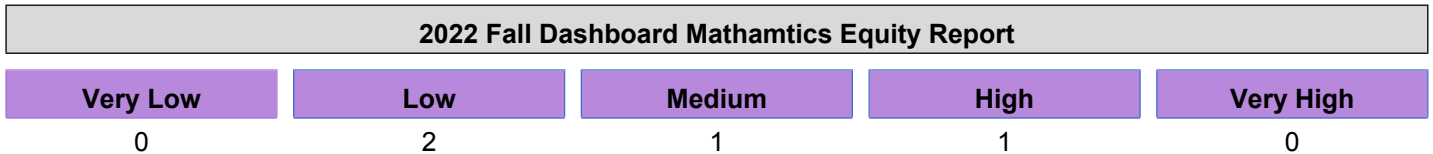
Academic Performance Mathematics

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

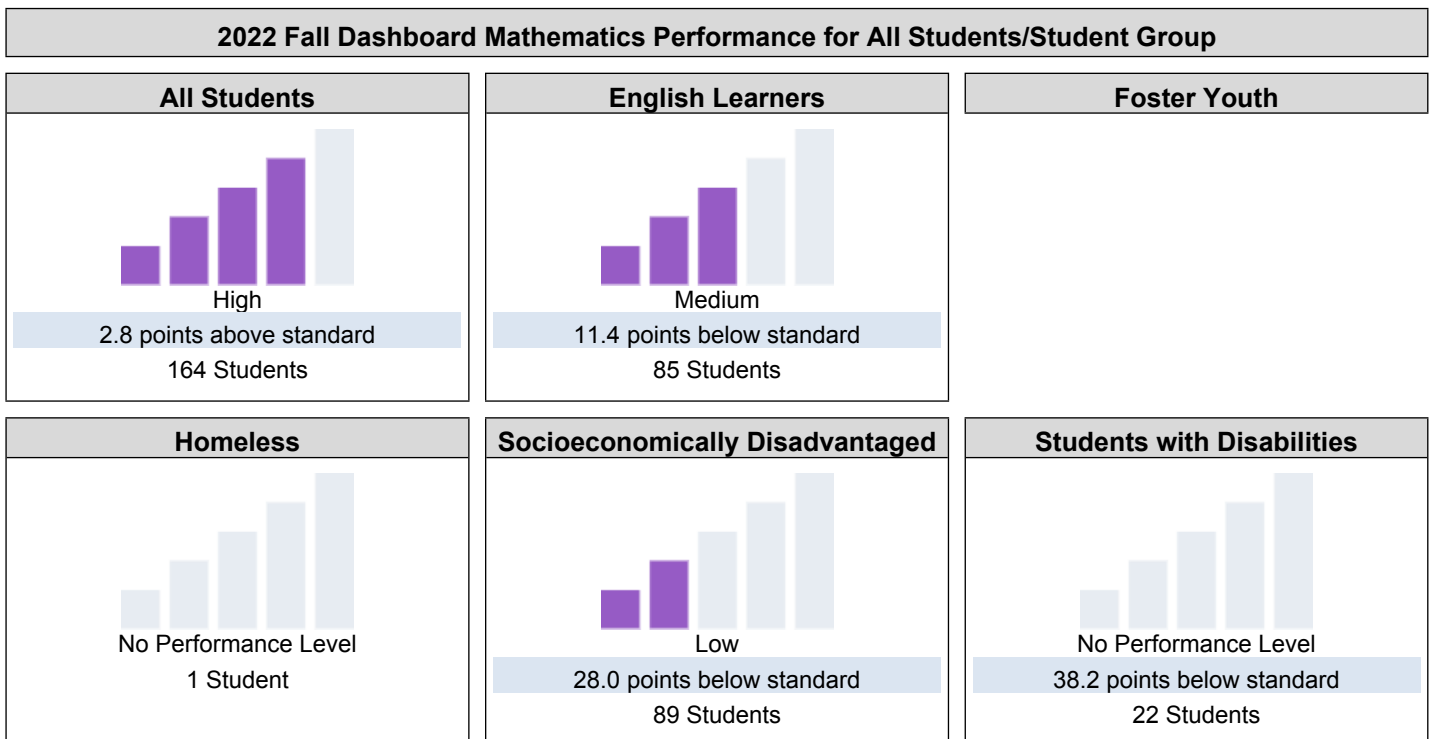
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



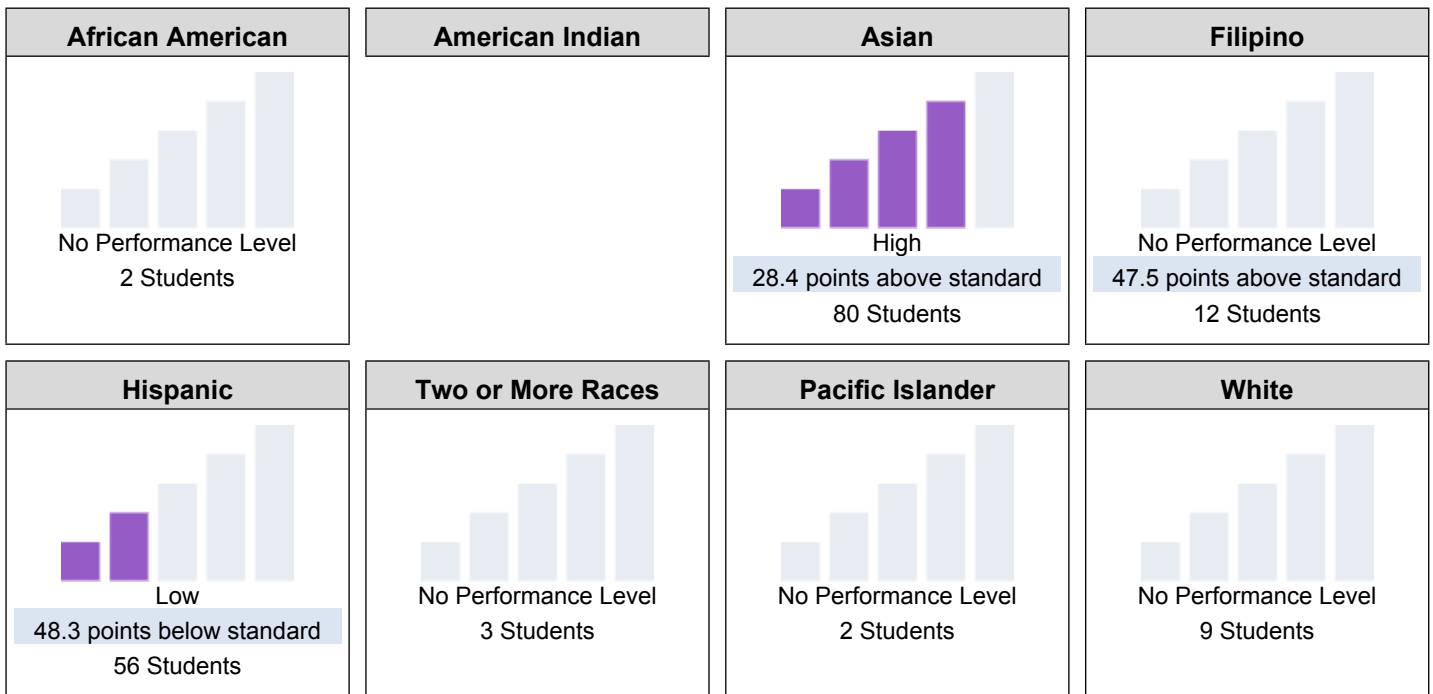
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 31.2 points below standard 55 Students | 24.7 points above standard 30 Students | 9.3 points below standard 57 Students |

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Previously our English Learner students have made improvements but continue to be below standard.
2. According to our local assessments, 55% of Ramblewood's English Language Learners are not meeting grade level standards.

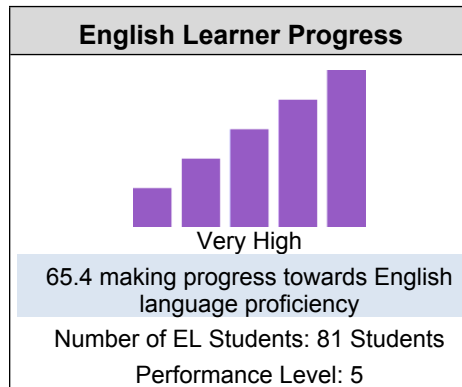
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 8.6% | 25.9% | 1.2% | 64.2% |

Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Previously 21.4% of EL students were reclassified.
2. For the past 2 years, Ramblewood has reclassified 8% of EL students each year.
3. Teachers will continue to implement EL strategies in Units of Study.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

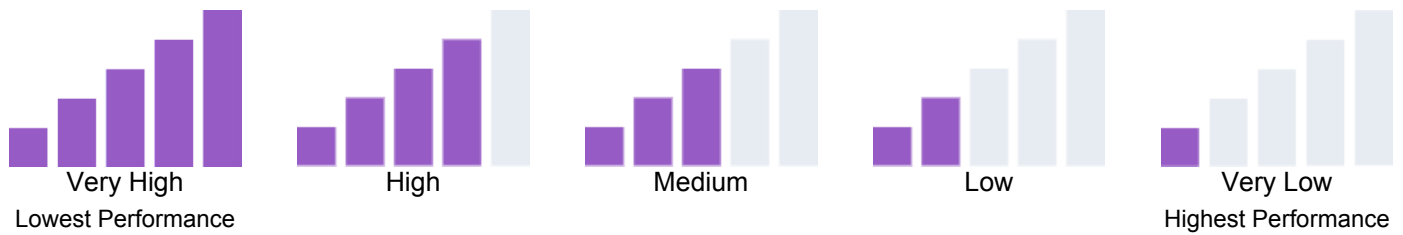
- 1.

School and Student Performance Data

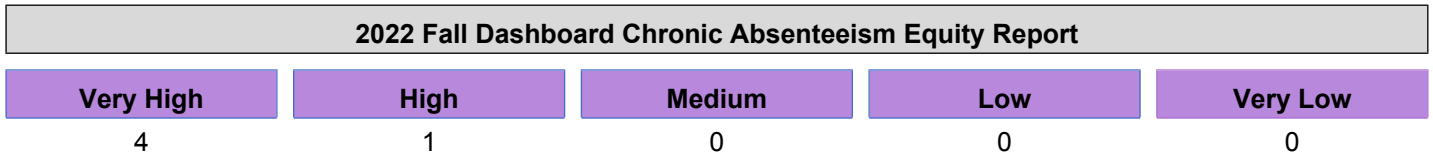
Academic Engagement Chronic Absenteeism

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

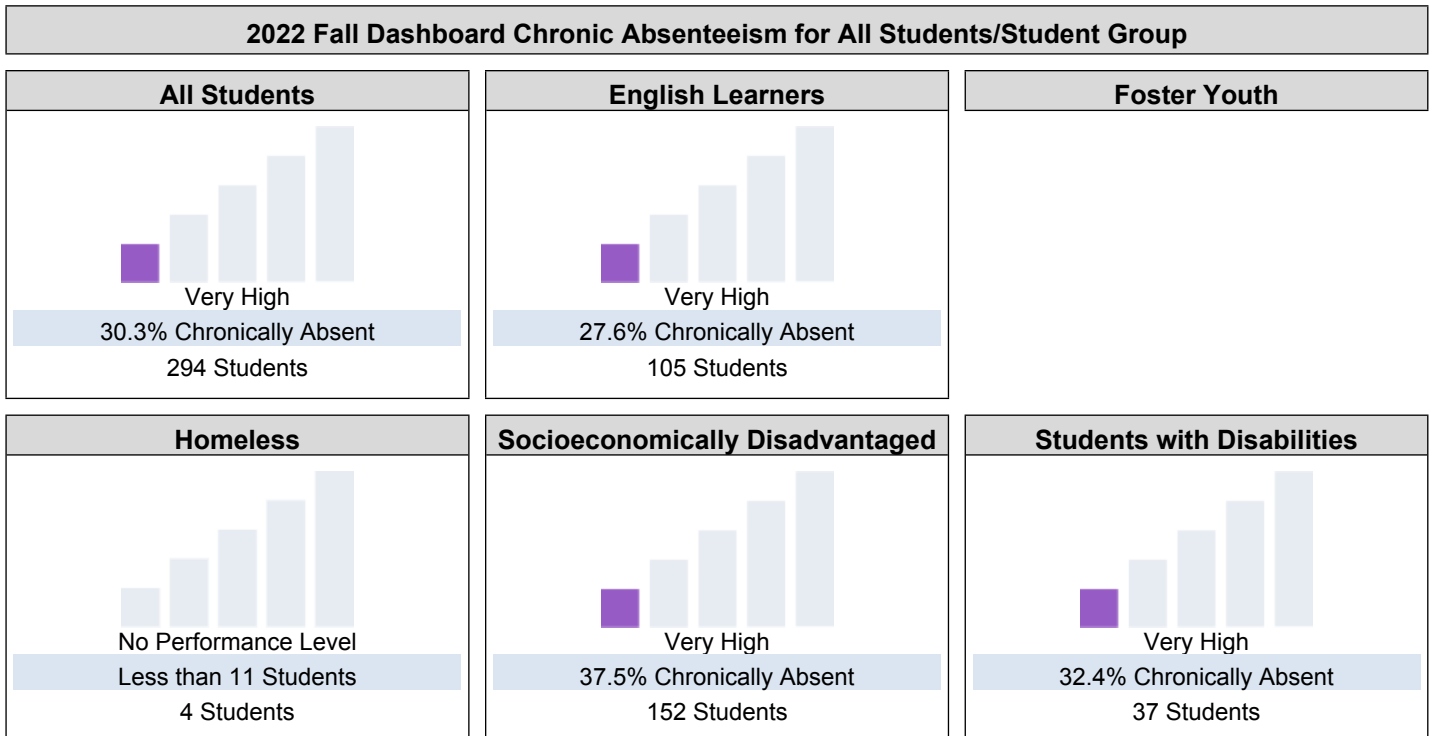
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



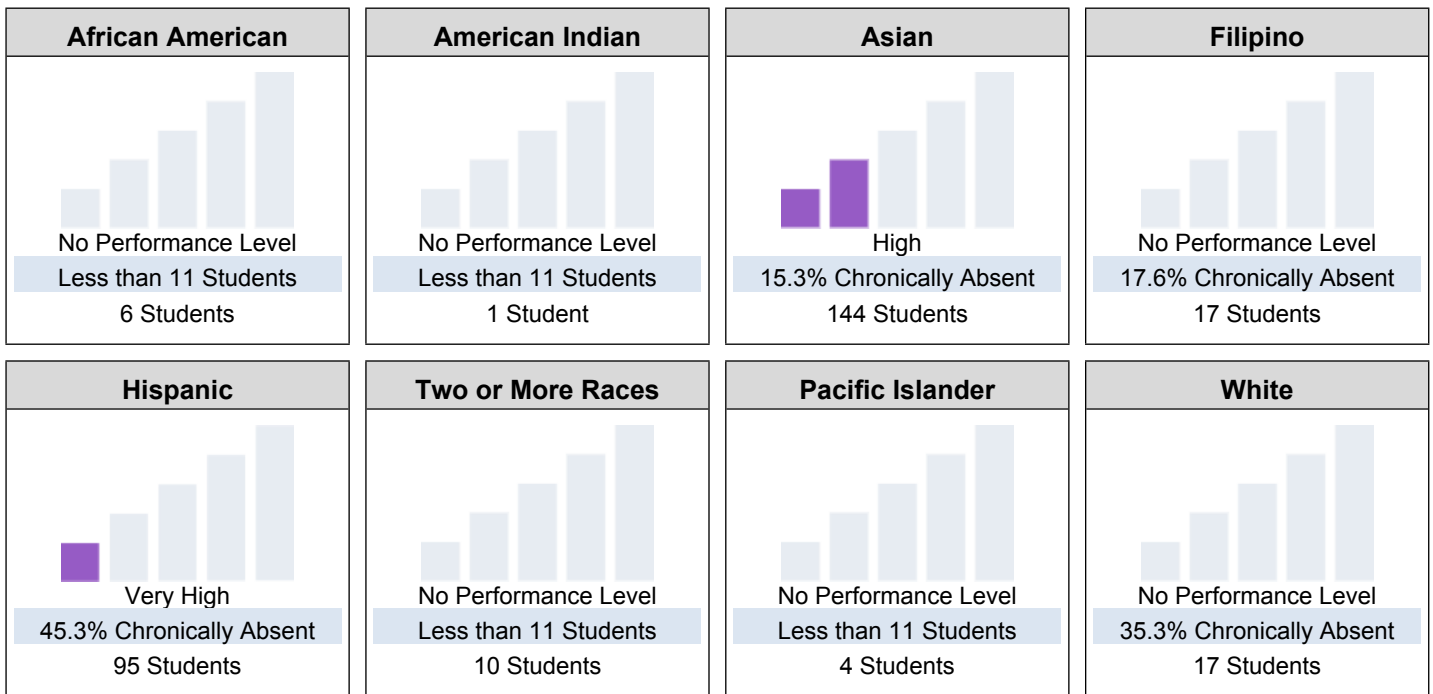
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

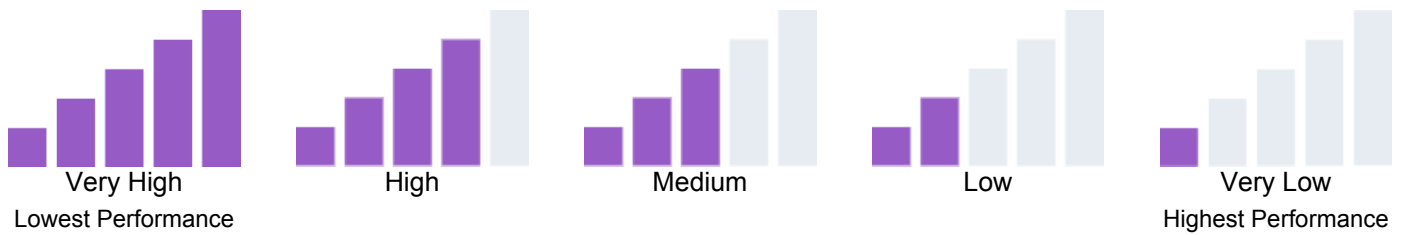
1. Chronic Absenteeism is a struggle for our Hispanic, African American and Samoan students in our school.
2. Ramblewood's second grade students are most affected by absenteeism.
3. Due to Covid-19 and district protocols, our chronic absenteeism has increased.

School and Student Performance Data

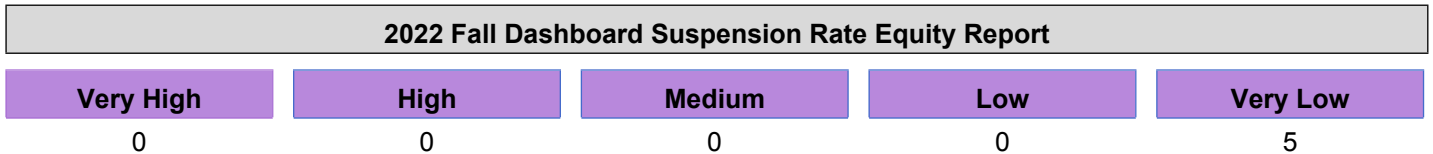
Conditions & Climate Suspension Rate

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

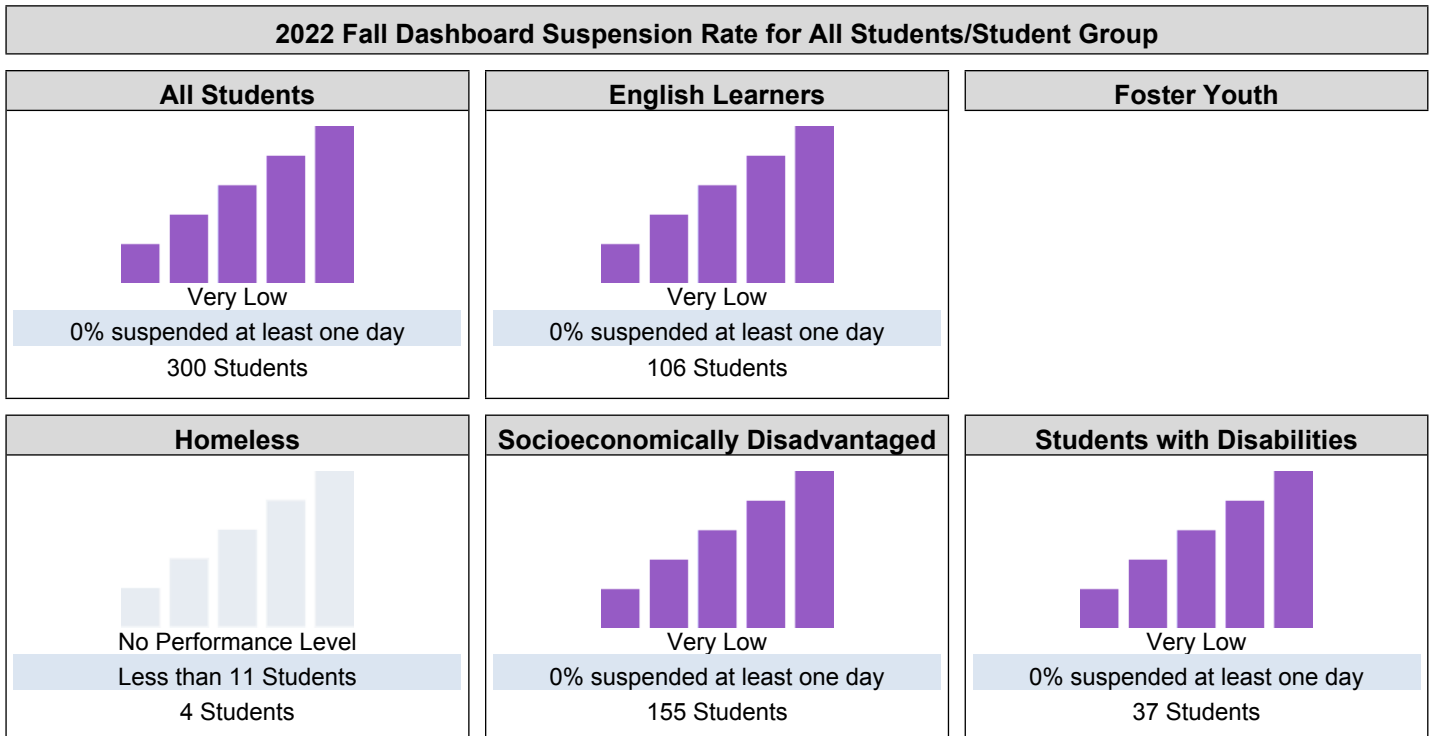
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



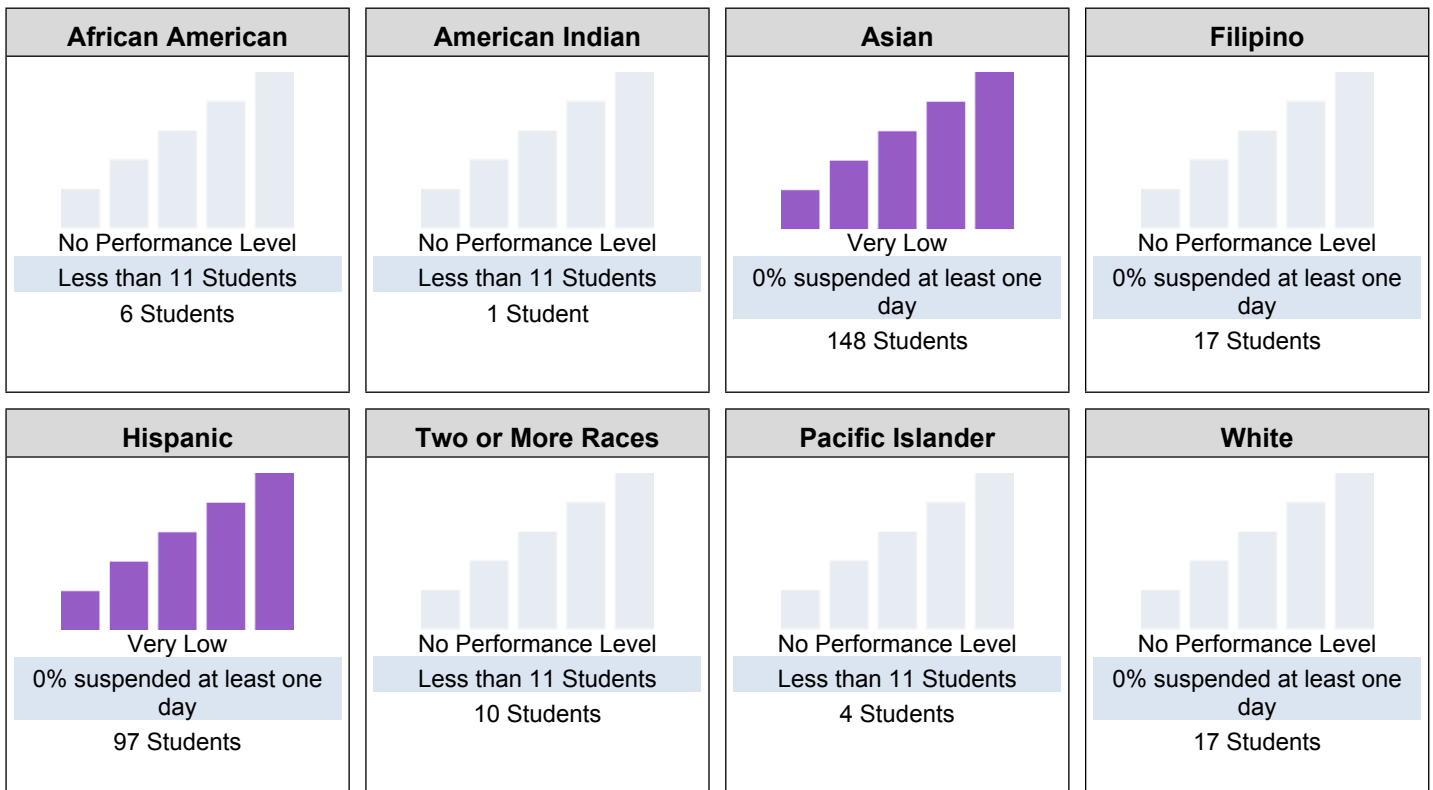
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Previously Ramblewood's suspension rate was 0.2%.
2. In our current year, Ramblewood didn't have any suspensions.
3. Social Worker and Social worker Interns provided support students to provide intervention as needed.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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) |
|-----------|-----------|
|-----------|-----------|

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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) |
|-----------|-----------|
|-----------|-----------|

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 | \$70,227.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$12,275.00 |

Subtotal of additional federal funds included for this school: \$12,275.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| General Fund | \$13,475.00 |
| LCFF Concentration | \$6,725.00 |
| LCFF Supplemental | \$37,752.00 |

Subtotal of state or local funds included for this school: \$57,952.00

Total of federal, state, and/or local funds for this school: \$70,227.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- N/A Secondary Students

| Name of Members | Role |
|-----------------------|----------------------------|
| Victoria Fernandez | Principal |
| Ysenia Marquez Vargas | Parent or Community Member |
| Paul Ruffner | Classroom Teacher |
| Christine Lanyon | Parent or Community Member |
| Ruben Leyva | Parent or Community Member |
| Amanda Morgan | Classroom Teacher |
| Kevin Nguyen | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2022.

Attested:

Principal, Victoria Fernandez on

SSC Chairperson, Ruben Leyva on

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 LCFF@cde.ca.gov.

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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