

School Year: 2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Rosal Elementary School	56-72553-0110502	December 16, 2024	January 16, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

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# Plan Description

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

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

Schoolwide Program

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed in three ways. School site leadership with grade-level representatives collaborated to identify and determine the goals of the school based on the district's strategic plan. Those goals were used to determine the preliminary goals of Rancho Rosal. Leadership groups at Rancho Rosal including School Site Council, English Language Acquisition Committee, and the Parent Teacher Association came together to review and provide feedback on the preliminary goals of the SPSA. Lastly, the school enlisted the help of district personnel to align the SPSA goals, expenditures, and data collection metrics with those of the District to ensure consistency. School Site Council met to discuss goals and approve the SPSA.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Rancho Rosal did not have any areas for which overall performance was in the "red" or "orange" performance categories.

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

While our dashboard indicators generally improved for all students in the areas of academics and chronic absenteeism, two student groups fell below below the performance levels of "all students." Students with disabilities were two performance levels below all students in the area of chronic absenteeism. Additionally, English language learners and students with disabilities fell two performance levels below all students in both academic areas of math and English language arts.

### Other Needs

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

In addition to the California Dashboard Rancho Rosal uses CAASPP scores, the California Healthy Kids Survey, IXL and other student performance data to identify student needs and trends throughout the school year.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	2.17%	1.56%	1.66%	12	9	10
Asian	4.69%	5.73%	4.99%	26	33	30
Filipino	2.71%	3.82%	4.16%	15	22	25
Hispanic/Latino	45.49%	45.49%	45.09%	252	262	271
Pacific Islander	%	0.35%	0.33%		2	2
White	40.43%	37.85%	39.10%	224	218	235
Multiple	4.51%	5.21%	4.66%	25	30	28
<b>Total Enrollment</b>				554	576	601

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	85	121	72
Grade 1	76	78	82
Grade 2	91	85	79
Grade3	90	109	103
Grade 4	100	94	105
Grade 5	112	89	102
<b>Total Enrollment</b>	554	576	601

#### Conclusions based on this data:

1. Rancho Rosal's enrollment continues to maintain enrollment numbers year over year. In the 2024-2025 school year, RRS currently serves 589 students which is a slight dip from 2023-2024 school year. Most notably, our Transitional Kindergarten and Kindergarten classes saw a decrease in enrollment of almost 50 students in the 2023-2024 school year therefore less students rolled up into the upper elementary level in the following school year.
2. Rancho Rosal has a positive reputation within the military family community and receives new student enrollment from families new to the community. In the 2023-2024 school year Rancho Rosal was proud to receive the designation of a Purple Start School.

3. The diversity of student groups has remained fairly stable year over year with only slight increases or decreases in each group.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	73	73	11.70%	13.9%	12.1%
Fluent English Proficient (FEP)	23	20	23	5.30%	4.2%	3.8%
Reclassified Fluent English Proficient (RFEP)	8	8		18.2%	10.3%	

### Conclusions based on this data:

1. Overall English Language Learner percentage decreased to 12.1% (73 students total). The number of students remained the same but due to the increase in enrollment, the overall percentage declined slightly.
2. There was a continued decline of students who are classified as Fluent English Proficient to 3.8% (23 students total). The number of students remained the same but due to the increase in enrollment, the overall percentage declined slightly.
3. Rancho Rosal reclassification rate was 24%. 17 students were reclassified in 2024 which is almost double from the previous year.



# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	88	102	100	86	99	96	86	99	96	97.7	97.1	96
Grade 4	97	97	103	94	97	102	94	97	102	96.9	100.0	99
Grade 5	112	92	104	105	91	103	105	91	103	93.8	98.9	99
All Grades	297	291	307	285	287	301	285	287	301	96.0	98.6	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2431.	2411.	2436.	30.23	20.20	34.38	17.44	25.25	21.88	26.74	21.21	13.54	25.58	33.33	30.21
Grade 4	2468.	2461.	2456.	34.04	28.87	28.43	20.21	21.65	20.59	15.96	12.37	14.71	29.79	37.11	36.27
Grade 5	2500.	2497.	2512.	26.67	26.37	35.92	28.57	21.98	16.50	17.14	18.68	14.56	27.62	32.97	33.01
All Grades	N/A	N/A	N/A	30.18	25.09	32.89	22.46	23.00	19.60	19.65	17.42	14.29	27.72	34.49	33.22

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	24.42	18.18	29.17	60.47	57.58	51.04	15.12	24.24	19.79	
Grade 4	19.15	22.68	20.59	63.83	55.67	55.88	17.02	21.65	23.53	
Grade 5	20.95	21.98	29.13	61.90	48.35	48.54	17.14	29.67	22.33	
All Grades	21.40	20.91	26.25	62.11	54.01	51.83	16.49	25.09	21.93	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.91	14.14	23.96	50.00	56.57	46.88	22.09	29.29	29.17
Grade 4	20.21	18.56	15.69	53.19	51.55	45.10	26.60	29.90	39.22
Grade 5	20.95	23.08	25.24	54.29	45.05	44.66	24.76	31.87	30.10
All Grades	22.81	18.47	21.59	52.63	51.22	45.51	24.56	30.31	32.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.98	11.11	22.92	81.40	69.70	64.58	11.63	19.19	12.50
Grade 4	13.83	12.37	9.80	74.47	61.86	75.49	11.70	25.77	14.71
Grade 5	11.43	13.19	17.48	76.19	65.93	66.02	12.38	20.88	16.50
All Grades	10.88	12.20	16.61	77.19	65.85	68.77	11.93	21.95	14.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.44	17.17	16.67	62.79	58.59	65.63	19.77	24.24	17.71
Grade 4	21.28	18.56	20.59	62.77	58.76	65.69	15.96	22.68	13.73
Grade 5	25.71	18.68	28.16	50.48	58.24	56.31	23.81	23.08	15.53
All Grades	21.75	18.12	21.93	58.25	58.54	62.46	20.00	23.34	15.61

**Conclusions based on this data:**

- In English Language Arts (ELA) the mean score increased in 3rd and 5th grade and declined in 4th grade. We plan to continue to support this area for students by:

  - Use of data to continuously monitor student growth and performance during Professional Learning Communities of Interim Assessment Blocks (IAB's), IXL, and LLI by F&P scores to share best practices for intervention and enrichment for student growth in ELA.
  - Intensive intervention that includes small group instruction, push-in intervention, intersessions, and after-school intervention.
  - Target the largest growth opportunity for all students, writing, in all classrooms.
- Writing continues to be an area of growth with almost 33% of students not meeting the standards. This is identified as the largest growth opportunity for ELA as it still has the largest number of students not meeting standard of all student groups and has continued to decline year over year.
- In the area of listening, the percent of students below standard almost doubled to 21% from 11% in the 22-23 school year. In the 23-24 school year, this number shifted back down to 14.6% which is moving in the right direction but still higher than the 21-22 school year. The percentage of students above standard continued to increase to 16%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	88	102	100	87	99	96	87	99	96	98.9	97.1	96
Grade 4	97	97	103	95	97	102	95	97	102	97.9	100.0	99
Grade 5	112	92	104	105	91	103	105	91	103	93.8	98.9	99
All Grades	297	291	307	287	287	301	287	287	301	96.6	98.6	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2426.	2432.	2451.	22.99	24.24	30.21	29.89	27.27	33.33	16.09	18.18	14.58	31.03	30.30	21.88
Grade 4	2455.	2471.	2470.	21.05	17.53	22.55	18.95	25.77	25.49	31.58	30.93	25.49	28.42	25.77	26.47
Grade 5	2498.	2479.	2486.	20.00	23.08	20.39	20.95	9.89	23.30	30.48	21.98	16.50	28.57	45.05	39.81
All Grades	N/A	N/A	N/A	21.25	21.60	24.25	23.00	21.25	27.24	26.48	23.69	18.94	29.27	33.45	29.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.74	33.33	34.38	41.38	37.37	46.88	29.89	29.29	18.75
Grade 4	26.32	32.99	29.41	45.26	32.99	44.12	28.42	34.02	26.47
Grade 5	23.81	23.08	19.42	50.48	32.97	46.60	25.71	43.96	33.98
Grade 11									
All Grades	26.13	29.97	27.57	45.99	34.49	45.85	27.87	35.54	26.58

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.14	21.21	28.13	49.43	50.51	50.00	26.44	28.28	21.88
Grade 4	23.16	18.56	19.61	44.21	51.55	54.90	32.63	29.90	25.49
Grade 5	12.38	20.88	16.50	55.24	42.86	43.69	32.38	36.26	39.81
All Grades	19.51	20.21	21.26	49.83	48.43	49.50	30.66	31.36	29.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.29	25.25	29.17	50.57	55.56	56.25	24.14	19.19	14.58
Grade 4	13.68	23.71	20.59	52.63	49.48	49.02	33.68	26.80	30.39
Grade 5	11.43	13.19	14.56	60.95	51.65	55.34	27.62	35.16	30.10
All Grades	16.38	20.91	21.26	55.05	52.26	53.49	28.57	26.83	25.25

**Conclusions based on this data:**

- Students demonstrated a 8.9% increase in math with 51.5% of students meeting or exceeding the standard. Staff will continue to analyze CAASPP data to gain understanding and build teacher efficacy to develop a plan to share practices and continue to raise math scores. The plan consists of:
  - Emphasizing the standards for mathematical practice during staff meetings that focus on DOK questioning levels.
  - Supporting staff in examining CAASPP data to identify instructional practices that attributed to growth in scores.
  - Continued monitoring of data during Professional Learning Communities with use of IAB's, IXL, and Eureka math common assessment scores to share best practices for intervention and enrichment for student growth of math scores.
- In all areas of math, there was a slight decrease in students not meeting standards. There was a slight increase in students above grade level standards in the areas of Communicating Reasoning and Problem Solving & Modeling/Data Analysis. A math tutoring intervention plan was created and reviewed by the school leadership team to provide intensive and targeted math skill and fluency intervention after school for the 3rd - 5th grade to target instruction.
- Mean scale scores overall increased in two of the three grade levels that were tested. 4th grade saw a slight decline of 1 point. However, 4th grade had a 5% increase in the area of students exceeding standards.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1464.4	1379.9	1366.2	1484.3	1390.8	1379.5	1417.9	1354.5	1334.9	12	13	11
<b>1</b>	*	1459.1	*	*	1477.8	*	*	1439.5	*	8	13	7
<b>2</b>	*	*	1506.8	*	*	1535.9	*	*	1476.9	8	8	12
<b>3</b>	1465.3	1470.5	*	1475.8	1475.8	*	1454.2	1464.8	*	16	12	10
<b>4</b>	1501.6	1484.1	*	1510.9	1503.2	*	1491.4	1464.6	*	12	17	10
<b>5</b>	1514.8	1497.8	*	1533.7	1511.3	*	1495.3	1483.8	*	18	12	8
<b>All Grades</b>										74	75	58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	50.00	0.00	9.09	33.33	23.08	18.18	8.33	46.15	36.36	8.33	30.77	36.36	12	13	11
<b>1</b>	*	7.69	*	*	53.85	*	*	30.77	*	*	7.69	*	*	13	*
<b>2</b>	*	*	25.00	*	*	41.67	*	*	33.33	*	*	0.00	*	*	12
<b>3</b>	6.25	8.33	*	25.00	16.67	*	31.25	58.33	*	37.50	16.67	*	16	12	*
<b>4</b>	16.67	5.88	*	33.33	29.41	*	16.67	41.18	*	33.33	23.53	*	12	17	*
<b>5</b>	22.22	8.33	*	27.78	16.67	*	33.33	50.00	*	16.67	25.00	*	18	12	*
<b>All Grades</b>	18.92	6.67	6.90	33.78	29.33	36.21	24.32	45.33	29.31	22.97	18.67	27.59	74	75	58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	50.00	7.69	9.09	33.33	23.08	36.36	16.67	38.46	18.18	0.00	30.77	36.36	12	13	11
<b>1</b>	*	30.77	*	*	46.15	*	*	23.08	*	*	0.00	*	*	13	*
<b>2</b>	*	*	58.33	*	*	41.67	*	*	0.00	*	*	0.00	*	*	12
<b>3</b>	25.00	25.00	*	31.25	41.67	*	25.00	25.00	*	18.75	8.33	*	16	12	*
<b>4</b>	50.00	23.53	*	16.67	52.94	*	25.00	17.65	*	8.33	5.88	*	12	17	*
<b>5</b>	44.44	25.00	*	33.33	41.67	*	11.11	16.67	*	11.11	16.67	*	18	12	*
<b>All Grades</b>	45.95	22.67	39.66	25.68	44.00	32.76	18.92	22.67	10.34	9.46	10.67	17.24	74	75	58

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	0.00	0.00	41.67	7.69	9.09	41.67	61.54	45.45	8.33	30.77	45.45	12	13	11
<b>1</b>	*	0.00	*	*	30.77	*	*	30.77	*	*	38.46	*	*	13	*
<b>2</b>	*	*	33.33	*	*	8.33	*	*	8.33	*	*	50.00	*	*	12
<b>3</b>	0.00	8.33	*	6.25	0.00	*	31.25	41.67	*	62.50	50.00	*	16	12	*
<b>4</b>	0.00	0.00	*	33.33	11.76	*	33.33	23.53	*	33.33	64.71	*	12	17	*
<b>5</b>	0.00	8.33	*	27.78	0.00	*	33.33	33.33	*	38.89	58.33	*	18	12	*
<b>All Grades</b>	2.70	2.67	6.90	21.62	13.33	12.07	35.14	37.33	22.41	40.54	46.67	58.62	74	75	58

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	66.67	7.69	18.18	33.33	69.23	45.45	0.00	23.08	36.36	12	13	11
<b>1</b>	*	84.62	*	*	15.38	*	*	0.00	*	*	13	*
<b>2</b>	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12
<b>3</b>	6.25	16.67	*	68.75	75.00	*	25.00	8.33	*	16	12	*
<b>4</b>	25.00	35.29	*	41.67	64.71	*	33.33	0.00	*	12	17	*
<b>5</b>	16.67	16.67	*	66.67	66.67	*	16.67	16.67	*	18	12	*
<b>All Grades</b>	27.03	33.33	25.86	56.76	58.67	55.17	16.22	8.00	18.97	74	75	58

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	58.33	15.38	9.09	41.67	30.77	36.36	0.00	53.85	54.55	12	13	11
<b>1</b>	*	15.38	*	*	76.92	*	*	7.69	*	*	13	*
<b>2</b>	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12
<b>3</b>	50.00	33.33	*	31.25	50.00	*	18.75	16.67	*	16	12	*
<b>4</b>	58.33	41.18	*	33.33	52.94	*	8.33	5.88	*	12	17	*
<b>5</b>	66.67	66.67	*	16.67	25.00	*	16.67	8.33	*	18	12	*
<b>All Grades</b>	58.11	33.33	48.28	31.08	50.67	31.03	10.81	16.00	20.69	74	75	58

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	0.00	0.00	83.33	84.62	54.55	8.33	15.38	45.45	12	13	11
<b>1</b>	*	7.69	*	*	53.85	*	*	38.46	*	*	13	*
<b>2</b>	*	*	8.33	*	*	41.67	*	*	50.00	*	*	12
<b>3</b>	0.00	0.00	*	31.25	41.67	*	68.75	58.33	*	16	12	*
<b>4</b>	8.33	5.88	*	33.33	35.29	*	58.33	58.82	*	12	17	*
<b>5</b>	11.11	8.33	*	50.00	25.00	*	38.89	66.67	*	18	12	*
<b>All Grades</b>	6.76	6.67	1.72	43.24	48.00	37.93	50.00	45.33	60.34	74	75	58

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	58.33	7.69	18.18	25.00	38.46	36.36	16.67	53.85	45.45	12	13	11
<b>1</b>	*	7.69	*	*	69.23	*	*	23.08	*	*	13	*
<b>2</b>	*	*	25.00	*	*	66.67	*	*	8.33	*	*	12
<b>3</b>	0.00	8.33	*	56.25	58.33	*	43.75	33.33	*	16	12	*
<b>4</b>	0.00	0.00	*	58.33	29.41	*	41.67	70.59	*	12	17	*
<b>5</b>	5.56	8.33	*	77.78	50.00	*	16.67	41.67	*	18	12	*
<b>All Grades</b>	13.51	6.67	10.34	56.76	49.33	53.45	29.73	44.00	36.21	74	75	58

**Conclusions based on this data:**

1. The mean score increased for 3rd grade and decreased in 4th and 5th grade. This is opposite to the previous school year when 4th and 5th saw increases and 3rd saw a decline. The percentage of students at Level 4 and Level 3 of language acquisition declined with significant declines. In the Listening Domain there was an increase of students who demonstrated well-developed skills from 27% to 33%. Reading and writing are the last domains to develop in English Language Learners and will be targeted utilizing Benchmark Advance ELD curriculum and

targeted designated ELD instruction. Reading and writing had the lowest scores with only 6% of our student population classified as well developed.

2. Teachers will continue to receive professional development in integrated and designated ELD and GLAD strategies to address the needs of English Language Learners at Rancho Rosal. After school interventions will be provided to our students to help them develop their English language skills.
3. The total number of students tested for ELPAC decreased by 17 students from the 2022-2023 school year to the 2023-2024 school year.



# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	37.9%	12.1%	0.0%
Total Number of Students enrolled in Rancho Rosal 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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	12.1%
Foster Youth	0	0.0%
Homeless	42	7%
Socioeconomically Disadvantaged	228	37.9%
Students with Disabilities	122	20.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.7%
American Indian	0	0.0%
Asian	30	5%
Filipino	25	4.2%
Hispanic	271	45.1%
Two or More Races	28	4.7%
Pacific Islander	2	0.3%
White	235	39.1%

**Conclusions based on this data:**

1. Rancho Rosal has a significant number of students with disabilities at 20.3%. This is an increase of 4.6% from the previous school year. This could be a result of introducing co-taught classes at TK and Kindergarten level in addition to the Special Day Class programs in our 3rd through 5th grades serving students from all sites in PVSD.
2. 37.9% of Rancho Rosal's student population is socioeconomically disadvantaged. This is an increase of 4.9% from the previous years which also saw an increase. 12.1% are English Language Learners (ELL). The ELL population remained the same from last year to this year.
3. The diversity of the Rancho Rosal student population continues to increase both by race/ethnicity as well as by student group. These special populations are in need of specific and targeted intervention strategies and instruction. Rancho Rosal would benefit from teachers and staff focusing on culturally responsive teaching practices and No Place for Hate.

# School and Student Performance Data

## Overall Performance






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### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. Overall students performance in English Language Arts and in Math are in the high range. This is an increase of two levels for ELA.
2. Chronic absenteeism continues to be an area of concern for Rancho Rosal as 19.9% of students are chronically absent. This is a decline of 1.4%. Students with disabilities are the most impacted student group with 24.2% being

chronically absent which places them in the very low range compared the overall student population which falls within the medium range.

3. In ELA and Math, two student populations were in the low range; Students with disabilities and ELL students. This is an improvement from the previous year. However, these two student populations are still underperforming compared to the overall student population.

# School and Student Performance Data

## Academic Performance English Language Arts

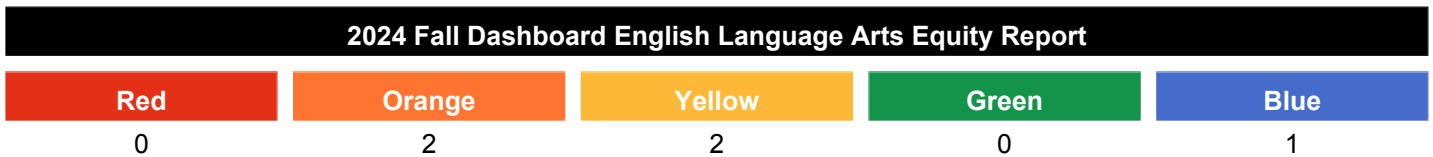
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.8 points above standard</p> <p>Increased 13.7 points</p> <p>292 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>83 points below standard</p> <p>Increased 8.8 points</p> <p>46 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>8.5 points below standard</p> <p>Increased 41 points</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>31 points below standard</p> <p>Increased 15.4 points</p> <p>117 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>97.5 points below standard</p> <p>Increased 15.9 points</p> <p>86 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>2.4 points above standard</p> <p>Declined 13.8 points</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>39.1 points above standard</p> <p>Increased 20.4 points</p> <p>14 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>33.5 points below standard</p> <p>Increased 7.3 points</p> <p>130 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>35.8 points above standard</p> <p>Declined 6.3 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>35.6 points above standard</p> <p>Increased 22.7 points</p> <p>121 Students</p>

**Conclusions based on this data:**

1. Rancho Rosal's white student population scored highest out of all student groups at +35.6 points about standard placing them in the very high range. Alternatively, students who are Hispanic or Socioeconomically Disadvantaged scored in the low range at -33.5 points, and -31 points below the standard. Additionally, Students with Disabilities and English Learners were very low at -97.5 points and -83 points below standard. While still significantly below the standard, English learners were closer to the standard than the previous year.
2. With all students, Rancho Rosal is +3.8 points above standard. This is a shift from the previous year when over all students were below the standard by -9.
3. English Learners fell within the medium range with 40.9% of the population making progress. This is a 7% increase from the previous year. Rancho Rosal students saw a decrease in the number of English learners who decrease by one level. Alternatively, there was an increase in the number of students who maintained their level or increased their level.

# School and Student Performance Data

## Academic Performance Mathematics

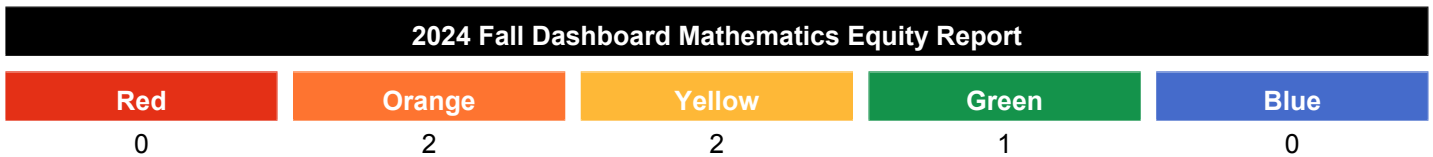
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>11.4 points below standard</p> <p>Increased 6.2 points</p> <p>292 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>81.9 points below standard</p> <p>Maintained 0.6 points</p> <p>46 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>14.3 points below standard</p> <p>Increased 46.5 points</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>43.4 points below standard</p> <p>Increased 6.3 points</p> <p>117 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>102.3 points below standard</p> <p>Increased 5.8 points</p> <p>86 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.3 points above standard</p> <p>Declined 6.4 points</p> <p>14 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>17.7 points above standard</p> <p>Declined 18.9 points</p> <p>14 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>46.6 points below standard</p> <p>Increased 7.7 points</p> <p>130 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>3.5 points above standard</p> <p>Declined 20.7 points</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>16.9 points above standard</p> <p>Increased 7.7 points</p> <p>121 Students</p>

**Conclusions based on this data:**

1. Overall student performance in math is indicated as high for all students. Overall students are still performing below the standard (-11.4 points) but there was an increase of 6.2 points from the 22-23 school year to the 23-24 school year. Math should continue to be a focus with classroom and after school intervention opportunities.
2. Students with disabilities are most significantly below standard (-102.3 points). This is an increase of 5.8 points. This student population is improving but still needs to be a targeted area of focus.
3. English Language Learners, Hispanic, and socioeconomically disadvantaged students are all below standard in points at -81.9 points below standard, -46.6 points below standard, and -43.4 points below standard respectively. White students were high at +16.9 points above standard which is an increase of 7.7 points. While still below the standard, Hispanic and socioeconomically disadvantaged students did see an increase of +7.7 and +6.3 points.



# School and Student Performance Data



## Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 40.9% making progress. Number Students: 44 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 22.7%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 36.4%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 40.9%

### Conclusions based on this data:

- Students who maintained ELPI Level 4 decreased from 3.4% to 0%.
- 22.7% of English learners declined by 1 level. This number declined by 17.3% from the previous year. 40.9% of English learners progressed by at least one level. This is a 10.9% increase from the previous year.
- The 2022-2023 school year saw a significant increase of students who declined by one level making it a year that did not match historical trends. In the 2023-2024 school year, student performance more closely matched historical trends with a breakdown of student performance very similar to 2019.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>19.9% Chronically Absent</p> <p>Declined 1.4</p> <p>629 Students</p>	<p><b>English Learners</b></p>  Yellow <p>20% Chronically Absent</p> <p>Declined 3.5</p> <p>80 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>0 Students</p>	<p><b>Homeless</b></p>  Orange <p>32.7% Chronically Absent</p> <p>Declined 10.6</p> <p>49 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>27.3% Chronically Absent</p> <p>Declined 5.2</p> <p>256 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>24.2% Chronically Absent</p> <p>Maintained 0.3</p> <p>153 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>30.8% Chronically Absent</p> <p>0</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>3.2% Chronically Absent</p> <p>Declined 8.2</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 0.7</p> <p>24 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>24.9% Chronically Absent</p> <p>Declined 1.1</p> <p>285 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 13.7</p> <p>28 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>15.4% Chronically Absent</p> <p>Maintained 0.3</p> <p>246 Students</p>

**Conclusions based on this data:**

1. Chronic absenteeism is in the orange range for Hispanic (24.9%) and Homeless Youth (32.7%). Students with disabilities was the only student population that fell within the red with 24.2% of students being Chronically absent. White students fell in the orange (previously in yellow) range with 15.4%. White students maintained the same level and saw neither a decrease nor increase.
2. Chronic absenteeism is and has been an area of concern for Rancho Rosal. This will continue to be a targeted area with a focus on student connectedness and educational partner awareness.
3. Overall, chronic absenteeism decreased by 1.4% and falls within the medium range.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

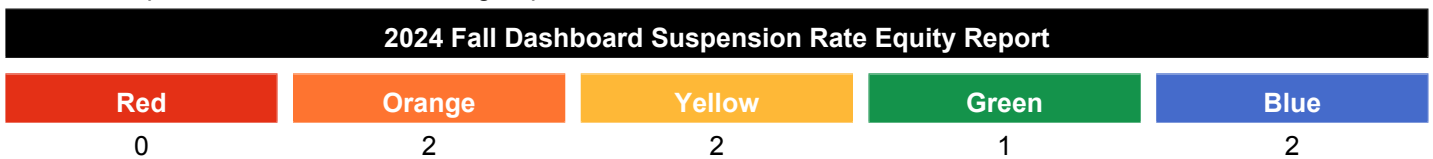
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.5%</p> <p>636 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>80 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>49 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>260 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>2.6% suspended at least one day</p> <p>Increased 1.7%</p> <p>155 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.3%</p> <p>289 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>0.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>247 Students</p>

**Conclusions based on this data:**

1. The suspension rate for Rancho Rosal school increased from 0.3% in the 2022-2023 school year to 0.8% in the 2023-2024 school year. This dashboard indicator saw a significant decline (from blue to yellow) and would benefit from work with and improved practices including intervention and behavioral strategies to address behavior and student supports.
2. Hispanic students were suspended at a rate of 1%. White and socioeconomically disadvantaged students were suspended at a rate of 0.8%.
3. Students with disabilities, who previous fell into the green range, shifted to the orange range with 2.6% of students being suspended. This student group represents the largest for suspensions followed by homeless youth at 2%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Student Achievement

Increase student outcomes in ELA and Math using multiple sources of data

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

### Identified Need

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

Students with disabilities and English language learners underperform compared to the overall student population. Targeted interventions are needed to continue to close the gap between student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Indicator or CAASPP for ELA	CA Dashboard: 52.5% met or exceeded standards in ELA placing RRS in the "green" indicator for overall student achievement. Students with disabilities scored 97.5 points below standard, English Learners were 83 points below standard.	An increase in percentage of students that meet or exceed standard on CAASPP scores for the 2024-2025 school year or CA Dashboard. Reduce the discrepancy between overall student achievement and students with disabilities and English language learners.
CA Dashboard Indicator or CAASPP for Math	CA Dashboard: 51.5 met or exceeded in Math placing RRS in the "green" indicator for overall student achievement. Students with disabilities were 102.3 points below standards, English Learners were 81.9 points below standard.	An increase in math points above standard on CAASPP scores for the 2024-2025 school year or CA Dashboard. Reduce the discrepancy between overall student achievement and students with disabilities and English language learners.
ELPAC and CAASPP for Math and ELA in EL learners	<p>ELPAC Data:                      Level 4: 6.9%                      Level 3: 36.21%                      Level 2: 29.31%                      Level 1: 27.59%</p> <p>CAASPP Data (Meets/Exceeds):                      Math: 11.54%                      ELA: 11.54%</p>	Increased ELPAC scores and CAASPP scores for EL students

CA Dashboard Indicator for Students with Disabilities	97.5 points below standard in ELA 102.3 points below standard in Math	An increase in points bringing Students with Disabilities closer to standard.
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide after school tutoring and intervention for students	School Wide and Targeted Student Groups	1954.00 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Certificated teachers to provide clubs and/or after-school tutoring and/or intervention for targeted student populations 373.33 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Provide tutoring clubs and/or intervention for targeted student populations
1.2	Additional ELD support during and after school	Targeted ELD student group	977.00 D102 Tutoring/Homework Support None Specified Certificated teachers to provide clubs and/or after-school tutoring and/or intervention for targeted student populations 186.67 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Provide tutoring clubs and/or intervention for targeted student populations
1.3	Targeted intervention invitations and recommendations for intersession & Saturday Academy. Activity based on identification for differentiated assistance in the area of special education students.	Targeted Special Education Students	0 None Specified None Specified
1.4	Increase parent involvement and connection through school activities and information sessions. Activity based on identification for differentiated assistance in the area of special education students.	Targeted Special Education Students	0 None Specified None Specified Coffee & Conversations, after school events sponsored by PTA
1.5	Data days centralized through the district allowing grade level teachers to review student data and	All Students	0 D108 Data Days None Specified

	plan for appropriate interventions and extensions to support student learning.		This is a District funded program, so the cost is absorbed at the District Level. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction.
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Student Connectedness

Implement with fidelity initiatives and strategies to foster a positive school culture

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for all students.

### Identified Need

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

Students with disabilities experience higher rates of chronic absenteeism than other student groups. As a group, their rates did not decline and maintained the same rate from year to year. Students with disabilities also experience gaps in their academic achievement which could be improved through more consistent attendance patterns. Additionally, students with disabilities were the most impacted group related to suspension rates.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Behavior Data and Suspension data	5 suspensions in 23-24, 4 students were students with disabilities	Reduced suspension rates
Dashboard - Chronic absenteeism	Overall students are in the yellow indicator with 19.9% chronically absent. Students with disabilities students are the lowest student population at 24.2%.	Reduce absenteeism in the targeted population in addition to overall student population.
Dashboard - Suspension	Students with disabilities in orange indicator (2.6%) on CA Dashboard, overall in yellow indicator (0.8%)	Reduce suspensions in Students with Disabilities to match the overall student population.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Stipends to provide clubs and enrichment opportunities to support goal initiatives and strategies	School wide and targeted	2837.50 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Teacher hourly pay and/or stipends for student

			<p>leadership, student events, contests and interest groups 541.95 D203 Belongingness Activities 3000-3999: Employee Benefits Teacher hourly pay and/or stipends for student leadership, student events, contests, and interest groups</p>
2.2	Supplies and materials for student incentives and recreational equipment to support goal initiatives and strategies	School wide and targeted	<p>750 D203 Belongingness Activities 4000-4999: Books And Supplies Provide supplies and materials for student incentives and recreational equipment for Big buddy/Little buddy program 500 D206 Makerspace 4000-4999: Books And Supplies Provide supplies and materials for student engagement in Makerspace 750 D203 Belongingness Activities 4000-4999: Books And Supplies Supplies, materials, and incentives to support positive attendance and Positive Behavior Intervention Systems (PBIS)</p>
2.3	Increase parent involvement and connection through school activities and information sessions. Activity based on identification for ATSI in the area of special education students.	All students with increased targeting of special education students and families	<p>0 None Specified None Specified Coffee &amp; Conversations, after school and in school events sponsored by PTA</p>
2.4	Social Worker site support to assist students and families and reduce chronic absenteeism.	All students and with specific focus on English Learners and Students with disabilities	<p>0 None Specified None Specified This is a District funded program, so the cost is absorbed at the District Level.</p>
2.5	Working with district staff to provide an arts program focused on music and music appreciation.	All students	<p>14,872 Prop 28 Arts 4000-4999: Books And Supplies Teacher hourly pay and/or stipends for music</p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Communication

Provide consistent, regular communication with our internal and external educational partners

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will foster a collaborative culture through clear and ongoing communication with opportunities for authentic engagement.

### Identified Need

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

Student engagement and chronic absenteeism are considerable areas of growth for Rancho Rosal as indicated by the CA Dashboard. Ongoing and effective communication with families and educational partners will help to improve these areas. Additionally, parent surveys indicate that there are areas of need for communicating student achievement and school activities building stronger connectivity with the school community.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	90% of parents reported receiving ongoing, transparent, and understandable communication	95% of parents will report receiving ongoing communication
Data from Smore Newsletter and/or Blackboard Connect	Establish baseline from previous year of approximately 1500 views	Maintain parent views and delivered messages
Parent Survey	76% of parents reported that parents believe their child's understand their child as a learner (pre October conferences)	85% of parents reported that parents believe their child's understand their child as a learner (pre October conferences)

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Establish and grow at least two strategic alliances	School wide and targeted student populations	0 None Specified None Specified Community partnership with neighborhood business for community outreach and volunteering

3.2	Ongoing external communication with all educational partners	School Wide	0 None Specified None Specified Provide families access to school wide information via multiple sources that include calls, newsletter, emails, videos, and social media
3.3	Engage English language learning families more strategically through targeted communication both in the newsletter as well as in person events.	English language learners	0 None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Inclusion

Increase inclusionary practices at the Rancho Rosal campus.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase opportunities for co-teaching and inclusion. Through the continued expansion of co-teaching and inclusion, campuses will provide greater programmatic opportunities for students with disabilities.

### Identified Need

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

Students with disabilities are lower than their general education peers in academic achievement,

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
64% of students with disabilities should be in the general education classroom for 80% or more of their school day	58.7% of students with disabilities are in the general education classroom more that or equal to 80% of the time.	Increase the percentage of students inside the classroom to meet state expectations (64%)
15% of students with disabilities should be in the general education classroom for 40% or less of their school day	14.4% of students with disabilities are out of the general education classroom less than or equal to 40% of the day.	Maintain the percentage of students outside of the classroom to meet state expectations (15%)

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Collaborative staff meetings and planning time	Students with disabilities	0 None Specified None Specified
4.2	Data review meetings	All students and students with disabilities	0 None Specified

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 1

Increase student outcomes in ELA and Math using multiple sources of data

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Fastbridge Math Data	Increased scores on Fastbridge	This data point is no longer utilized at Rancho Rosal
CA Dashboard Indicator or CAASPP for ELA	An increase in percentage of students that meet or exceed standard on CAASPP scores for the 2023-2024 school year or CA Dashboard	The percentage of students that meet/exceed standards increased from 48.1% to 52.5%
CA Dashboard Indicator or CAASPP for Math	An increase in math points above standard on CAASPP scores for the 2023-2024 school year or CA Dashboard	The percentage of students that meet/exceed standards increased from 42.9% to 51.5%
Fastbridge ELA Data	Increased scores on Fastbridge	This data point is no longer utilized at Rancho Rosal
ELPAC and CAASPP for Math and ELA in EL learners	Increased ELPAC scores and CAASPP scores for EL students	English learners increased their scores in ELA and maintained their level of performance in Math. The number of students progressing on the ELPAC increased by 7%.
CA Dashboard Indicator for Students with Disabilities	An increase in points bringing Students with Disabilities closer to standard.	Students with disabilities increased by 15.9 points.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide after school tutoring and intervention for students	After school tutoring in ELA and math provided to students from winter break through the end of the year. Reading intervention provided to 4th grader through lunch bunch with classroom teacher.	Certificated teachers to provide clubs and/or after-school tutoring and/or intervention for targeted student populations 1000-1999: Certificated Personnel Salaries P112 Tutoring 2877.00	Certificated teachers to provide clubs and/or after-school tutoring and/or intervention for targeted student populations 1000-1999: Certificated Personnel Salaries 2968.00
		Provide tutoring clubs and/or intervention for	Provide tutoring clubs and/or intervention for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		targeted student populations 3000-3999: Employee Benefits P112 Tutoring 636.00	targeted student populations 3000-3999: Employee Benefits 660.02
Additional ELD support during and after school	ELD class provided once a week to identified students.	District funded through Title III None Specified None Specified 0	District funded through Title III None Specified 0
Targeted intervention invitations and recommendations for intersession & Saturday Academy. Activity based on identification for ATSI in the area of special education students.	Identified students were invited to attendance recovery opportunities and academic interventions.	None Specified None Specified 0	None Specified 0
Increase parent involvement and connection through school activities and information sessions. Activity based on identification for ATSI in the area of special education students.	Saturday tour offered, inclusive practices coffee and conversation with families. Increased parent connected events including Pi Night, Caroling, Movie Nights, and Month of the Military Child	Coffee & Conversations, after school events sponsored by PTA None Specified None Specified 0	Coffee & Conversations, after school events sponsored by PTA None Specified 0
Data days centralized through the district allowing grade level teachers to review student data and plan for appropriate interventions and extensions to support student learning.	Data days held twice in the 2023-2024 school year. Teachers discussed students, identified need, and planned instruction to meet the needs of our diverse learners.	This is a District funded program, so the cost is absorbed at the District Level. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction. None Specified None Specified 0	This is a District funded program, so the cost is absorbed at the District Level. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction. None Specified 0

## Analysis

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

Our PTA worked collaboratively with school administration to increase these opportunities for students. For academic intervention, we offered four days of math and reading intervention after school in the Spring. Groups were targeted and recommend by teachers and their conversations during scheduled data days. PTA supported this initiative by sponsoring after school and in school activities to increase engagement with our students and families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CAASPP score improved both in ELA and Math for almost all of our student populations. Gaps still remain specific to our ELL students and students with disabilities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

With after school tutoring and lunch bunch activities for students, we slightly overspent our budget.

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

Going forward, we will continue to target specific student populations and be more strategic about the timing of and implementation of tutoring days to avoid overspending. Data days and PLC will continue to be utilized to discuss strategies and specific student needs to increase their opportunities for intervention through tutoring, lunch activities, intersessions, WIN time, and other intervention opportunities on campus.



# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2

Implement with fidelity initiatives and strategies to foster a positive school culture

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Behavior Data & Suspension data	Reduce behavior referrals & suspension rates	Suspension rates increased in the 2023-2024 school year.
Dashboard - Chronic absenteeism	Reduce absenteeism in the targeted population in addition to overall student population.	Chronic absenteeism declined, slightly, overall for students.
Dashboard - Suspension	Reduce suspensions in Students with Disabilities to match the overall student population in green	Suspension rates for students with disabilities continued to disproportionately increase from the overall student population.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Stipends to provide clubs and enrichment opportunities to support goal initiatives and strategies	Rancho Rosal engaged in several opportunities to help students feel more connected to the school site including Spelling Bee, Academic Olympics, Battle of the Books, Leadership (Junior Lighthouse), Lunch Bunches (Art, STEM, Math, & Reading), and Positive Behavior Recognition. Behavior Assemblies were held regularly throughout the year.	Teacher hourly pay and/or stipends for student leadership, student events, contests and interest groups 1000-1999: Certificated Personnel Salaries P203 Connectedness 5088	Teacher hourly pay and/or stipends for student leadership, student events, contests and interest groups 1000-1999: Certificated Personnel Salaries 1416.00
		Teacher hourly pay and/or stipends for student leadership, student events, contests, and interest groups 3000-3999: Employee Benefits P203 Connectedness 1099	Teacher hourly pay and/or stipends for student leadership, student events, contests, and interest groups 3000-3999: Employee Benefits 295.50
Supplies and materials for student incentives and recreational equipment to support goal initiatives and strategies	This initiative was not implemented to the degree with which we had hoped for.	Provide supplies and materials for student incentives and recreational equipment for Big buddy/Little buddy program 4000-4999: Books And	No supplies purchased 4000-4999: Books And Supplies 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Supplies P205 Mentorship 500	
		Provide supplies and materials for student engagement in Makerspace 4000-4999: Books And Supplies P206 Makerspace Supplies 500	Supplies purchased and updated material provided to Makerspace. 4000-4999: Books And Supplies 749.17
		Supplies, materials, and incentives to support positive attendance and Positive Behavior Intervention Systems (PBIS) 4000-4999: Books And Supplies P201- PBIS/Attendance 500	No supplies purchased 4000-4999: Books And Supplies 0
Increase parent involvement and connection through school activities and information sessions. Activity based on identification for ATSI in the area of special education students.	There were additional opportunities provided to families to engage in community events throughout the year.	Coffee & Conversations, after school and in school events sponsored by PTA None Specified None Specified 0	Coffee & Conversations, after school and in school events sponsored by PTA None Specified 0
Social Worker site support to assist students and families and reduce chronic absenteeism.	Social worker assigned to work with RRS one day every other week and collaborate with site staff to support students and their families.	This is a District funded program, so the cost is absorbed at the District Level. None Specified None Specified 0	This is a District funded program, so the cost is absorbed at the District Level. None Specified 0

## Analysis

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

Overall, our chronic absenteeism was reduced in the 2023-2024 school year. However, it was only by less than 2%. More positive school events were included along with our regular connectedness activities. These events were more focused on family engagement versus individual student engagement. Lunch bunch and club activities were offered to students throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the rate of chronic absenteeism declined at RRS. The suspension rate increased in the 2023-2024 school year. The student population of students with disabilities was significantly impacted by this increase, representing most of our school suspensions.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Incentives for both attendance and behavior were not implemented as effectively as planned and the spending reports reflect this. We welcomed a new Makerspace IA and worked to include more "lunch bunch" clubs and activities resulting in overspending the Makerspace budget.

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

Going forward, the school team will work to increase incentives for both attendance and positive behavior systems to support student behavior and engagements. In the 2024-2025 school year, RRS launched positive behavior assemblies recognizing students for their outstanding behavior. While our chronic absenteeism was reduced, there is still room for improvement and the use of positive classroom incentives, timely follow up from our front office, and targeted follow up for intersession and Saturday academy would help RRS continue to reduce absenteeism. Additionally, in the 2024-2025 school year we will implement an arts program focused on Music to engage students more effectively.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3

Provide consistent, regular communication with our internal and external educational partners

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	90% of parents will report receiving ongoing communication	90% of families say they read the weekly newsletter. 97% of families say they get information that they need and/or know where to get information if needed.
Data from Smore Newsletter and/or Blackboard Connect	Maintain parent views and delivered messages	Parent clicks and views remained at about 1200 view per week.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Establish and grow at least one strategic alliance	PTA supported activities with Oakmont and supported local businesses through community events.	Community partnership with neighborhood business for community outreach and volunteering None Specified None Specified 0	Community partnership with neighborhood business for community outreach and volunteering None Specified 0
Ongoing external communication with all educational partners	Weekly newsletters were provided to families weekly through Smore and classroom communication. Social media was established but engagement is a continued growth opportunity.	Provide families access to school wide information via multiple sources that include calls, newsletter, emails, videos, and social media None Specified None Specified 0	Provide families access to school wide information via multiple sources that include calls, newsletter, emails, videos, and social media None Specified 0

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.  
 Weekly newsletters were sent to family as well as school surveys when appropriate e.g. beginning of the year, after special events, etc.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents generally report receiving timely communication and knowing where to get information as needed.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

Going forward, engaging families in even more meaningful feedback is a goal. Now that parents report receiving communication we want to ensure that communication is meaningful and targeted at schoolwide goals including student achievement, attendance, and special events around campus.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 4

Increase inclusionary practices at the Rancho Rosal campus.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
64% of students with disabilities should be in the general education classroom for 80% or more of their school day	Increase the percentage of students inside the classroom to meet state expectations (64%)	Currently, 58.7% of students are in the general education classroom for 80% or more of their school day.
15% of students with disabilities should be in the general education classroom for 40% or less of their school day	Decrease the percentage of students outside of the classroom to meet state expectations (15%)	Currently, 14.4% of students are in the general education classroom for 40% or less of their school day.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborative staff meetings & planning time	Collaborative staff meetings & planning time provided to teachers in addition to their regularly scheduled planning and collaborative meeting times.	None Specified None Specified	None Specified
Data review meetings	Data review meetings held 2 times in the 2023-2024 school year.	None Specified	None Specified

## Analysis

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

Rancho Rosal took big strides toward more inclusive practices in the 2023-2024 school year. From both ends of the grade levels, students in special education were included more with their general education peers. Staff worked collaboratively through case conferencing, utilized additional planning time, as well as data specific meetings to discuss student progress and plan for next steps to move the program forward.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Through our 4th and 5th grade inclusionary practices, we saw a big reduction of students in a special day class setting only. In our TK and Kindergarten classes we successfully launched co-taught classes and look to continue to increase these opportunities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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

In our new goals for 2024-2025 we will continue to work toward meeting these metrics. While we saw the data shift more so for our students out of a more restrictive environment into general education we also saw more of our general education students being referred out of their class to a specialized academic setting (resource). Thus the first data point declined from 60.7% to 58.7%.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,742.45
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
D102 Tutoring/Homework Support	\$3,491.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$4,879.45
D206 Makerspace	\$500.00
None Specified	\$0.00
Prop 28 Arts	\$14,872.00

Subtotal of state or local funds included for this school: \$23,742.45

Total of federal, state, and/or local funds for this school: \$23,742.45



# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
D102 Tutoring/Homework Support	3513	22.00
P205 Mentorship	500	500.00
D203 Belongingness Activities	6187	1,307.55
None Specified	0	0.00
D203 Belongingness Activities	500	-4,379.45
D206 Makerspace	500	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
D102 Tutoring/Homework Support	3,491.00
D108 Data Days	0.00
D203 Belongingness Activities	4,879.45
D206 Makerspace	500.00
None Specified	0.00
Prop 28 Arts	14,872.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,791.50
3000-3999: Employee Benefits	1,101.95
4000-4999: Books And Supplies	16,872.00
None Specified	977.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	1,954.00

3000-3999: Employee Benefits	D102 Tutoring/Homework Support	560.00
None Specified	D102 Tutoring/Homework Support	977.00
None Specified	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	2,837.50
3000-3999: Employee Benefits	D203 Belongingness Activities	541.95
4000-4999: Books And Supplies	D203 Belongingness Activities	1,500.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Prop 28 Arts	14,872.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,491.00
Goal 2	20,251.45
Goal 3	0.00
Goal 4	0.00

# 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
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Jacey Dexter	Principal
Julie Feller	Other School Staff
Coreen Seits	Classroom Teacher
Amy Wood	Classroom Teacher
	Classroom Teacher
Ramona Vasquez	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
Crystal Bryant	Parent or Community Member
Patty Donovan	Parent or Community Member
Carina Tinker (Alternate)	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**



**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 12/18/2024.

Attested:

Principal, Jacey Dexter on 12/18/2024

SSC Chairperson, Amy Wood on 12/18/2024

