



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramblewood Elementary School	43-69450-0108696		6/25/2024

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 Ramblewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
 Additional Targeted Support and Improvement
 Chronic Absenteeism among students with disabilities

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	14
California School Dashboard	18
Overall Performance	20
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	37
Budget Summary	39
Budget Summary	39
Other Federal, State, and Local Funds	39
Budgeted Funds and Expenditures in this Plan	40
Funds Budgeted to the School by Funding Source.....	40
Expenditures by Funding Source	40
Expenditures by Budget Reference	40
Expenditures by Budget Reference and Funding Source	40
Expenditures by Goal.....	41
School Site Council Membership	42
Recommendations and Assurances	43
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	44

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 Ramblewood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
Chronic Absenteeism among students with disabilities

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.

Ramblewood Elementary School's Student Achievement Plan meets the requirements of the Every Student Succeeds Act (ESSA) by aligning with various educational initiatives, including the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Here's how we ensure success:

Data-Driven Objectives: We kickstart our plan by conducting a thorough analysis of student data encompassing academic performance, attendance, and other pertinent metrics. This analysis informs the establishment of clear goals and strategies in line with ESSA priorities, LCAP objectives, and state/local program guidelines.

Inclusive Collaboration: Crafting this plan is a collaborative effort involving teachers, staff, parents, families, and community members. By involving all stakeholders, we ensure that the plan is tailored to address the diverse needs and priorities of the entire Ramblewood community.

Evidence-Based Approaches: Our Student Achievement Plan integrates evidence-based instructional practices and interventions proven to enhance student outcomes. This includes personalized instruction, targeted support for vulnerable student groups, and the utilization of data to guide decision-making processes.

Strategic Resource Management: We strategically allocate resources from federal, state, and local programs within our plan to maximize effectiveness and sustainability. This includes optimizing Title I funding, providing professional development opportunities for educators, and offering support services to students with specific needs. Additionally Ramblewood is an additional targeted support and improvement (ATSI) school. Our SPSA incorporates evidence-based strategies to promote regular attendance and support students with Individualized Education Plans (IEPs) who are at risk of chronic absenteeism or truancy.

Educational Partner Involvement

How, when, and with whom did Ramblewood 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 annual SPSA update is written by the principal after discussion with staff, parents and school site council. During March 2024 staff were surveyed regarding the current years expenditures and allocations, and asked to provide feedback and suggestions for allocated funds during the 24-25 school year. On March 6, 2024 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 March 12, 2024 the Instructional leadership team held a meeting to evaluate current expenditures and offer suggestions and goals for the 24-25 school year. On April 10, 2024 SSC was presented with the final draft for approval. The SSC unanimously voted to approve the SPSA for the 24-25 school year. 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.

This section is required for all schools eligible for ATSI and CSI.

In response to the Additional ATSI (Additional Targeted Support and Improvement) Planning Requirements, Ramblewood Elementary School has undertaken a comprehensive needs assessment to pinpoint resource disparities affecting student achievement. Ramblewood has been identified as eligible for ATSI and CSI in the area of Chronic Absenteeism for Students with Disabilities. This assessment has revealed specific gaps in resources at both the district (LEA) and school levels, which are being systematically addressed within our Single Plan for Student Achievement.

The identified resource inequities encompass:

Unequal Allocation of Instructional Materials and Supplies:

Discrepancies in the distribution of instructional materials and supplies among classrooms and grade levels have been identified, impacting the quality and consistency of resources available to students.

Varied Access to Technology:

Disparities exist in the availability and accessibility of technology resources (such as computers, software, and internet connectivity) among students, hampering their engagement in digital learning and research.

Differences in Staffing and Support Services:

Inequities have been noted in staffing ratios and access to support services (such as counselors, special education staff, and intervention specialists) based on student demographics and needs.

Facility and Infrastructure Disparities:

Variances in the condition and adequacy of school facilities, including classroom spaces, equipment, and maintenance, are affecting the overall learning environment.

To tackle these resource inequities, our SPSA delineates targeted strategies and actions:

Equitable Resource Allocation: Our plan prioritizes the fair distribution of instructional materials, supplies, and technology resources based on identified student needs and curriculum requirements.

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.

Comprehensive Needs Assessment Components

In order to meet the planning criteria outlined in the Every Student Succeeds Act (ESSA), in conjunction with the Local Control and Accountability Plan (LCAP) and other relevant federal, state, and local initiatives, Ramblewood Elementary School has meticulously devised a comprehensive strategy. Collaborating closely with our educational partners, we've crafted a plan that strategically targets the specific needs of our student groups exhibiting lower performance, aiming to enhance overall student outcomes.

Our initiative commenced with an exhaustive examination of data from the California Dashboard, delving into local student performance across various metrics including academic achievement, attendance records, behavioral patterns, and social-emotional learning indicators. Through rigorous root cause analysis and a commitment to continuous improvement, our team has pinpointed key areas requiring attention and potential targeted interventions for schoolwide student improvement.

These identified needs are as follows:

Orange: Hispanic, Socioeconomically disadvantaged and Students with disabilities, ELA

Orange: Hispanic, Socioeconomically disadvantaged students, Math

Orange: Hispanic and Socioeconomically disadvantaged, Chronic Absenteeism

RED: Students with disabilities, Chronic Absenteeism

RED: English Learner Progress

SBAC data from the 22-23 sy indicated a decrease, scoring .01 above standard for all students in the area of ELA. Our Hispanic students scored 53.6 points below standard in ELA, our Socio economically disadvantaged youth scored 33.6 points below standard and our EL learners scored 19 points below standard in the area of ELA.

SBAC data from the 22-23 sy indicated a decrease, scoring 7.9 points below standard for all students in the area of Mathematics. Our Hispanic students scored 71.7 points below standard in Math, our Socio economically disadvantaged youth scored 39.9 points below standard.

Building upon this needs analysis, we have formulated precise goals and objectives that align with the mandates of ESSA and the priorities articulated in our LCAP. Our overarching school wide objectives revolve around bolstering student proficiency in English Language Arts (ELA) and Mathematics. This will be achieved through the implementation of evidence-based instructional methodologies, with a particular emphasis on supporting the language and literacy development of English Learners. Concurrently, we are dedicated to nurturing the social-emotional well-being of both students and staff, while fostering ongoing collaboration with families and communities to fortify student success.

Additionally, we have outlined targeted goals:

By the end of the 2025-2026 school year, Ramblewood Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 8 points as measured by CAASPP: SBAC ELA and by 12 points as measured by CAASPP: SBAC Math.

Site Goal 1A (Target Student Group: EL): By the end of the 2025-2026 school year, Ramblewood Elementary School will increase the percentage of ELL students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: SED): By the end of the 2024-2025 school year, Ramblewood Elementary School will increase the percentage of SED students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA and CAASPP: SBAC Mathematics data.

Site Goal 1 C(Target Student Group: Hispanic): By the end of the 2024-2025 school year, Ramblewood Elementary School will increase the percentage of SED students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA and CAASPP: SBAC Mathematics data.

Site Goal 2 By June 2025 , Ramblewood will increase the percentage of students who reported feeling safe talking about their feelings and ideas in class by 5%. Ramblewood will increase the percentage of students who feel people care about them by 5%.

Site Goal 3 By June 2025, Ramblewood will increase in school parent participation by 10% based on parent responses on the Panorama survey and sign-in sheets for events.

We have been identified as ATSI for Students with Disabilities in ORANGE: Students with Disabilities, Chronic Absenteeism

The SBAC data from the 22-23 school year revealed a decline, with all students scoring just .01 above the standard in English Language Arts (ELA). Among specific demographics, Hispanic students scored 53.6 points below standard, socioeconomically disadvantaged youth scored 33.6 points below, and English learners fell short by 19 points in ELA causing these subgroups to score one indicator below all students in ELA.

Similarly, in Mathematics, all students scored 7.9 points below standard based on the same SBAC data. Breaking it down further, Hispanic students were 71.7 points below standard, while socioeconomically disadvantaged youth lagged by 39.9 points. These subgroups scored one indicator below all students in ELA causing these subgroups to score one indicator below all students in Mathematics.

To effectively address the needs of students with disabilities experiencing high chronic absenteeism Ramblewoods plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

To effectively address the needs of students with disabilities experiencing low academic performance in ELA and Math, Ramblewood aims to decrease the rate of chronic absenteeism among this subgroup by providing targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

Data Analysis and Identification:

Through our ILT and grade level PLC teams analyze student academic performance data specifically focusing on students with disabilities who exhibit high chronic absenteeism and are low performing in ELA and/or Math.

On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Targeted Interventions:

Student IEPs are regularly reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. This includes:

Attendance Monitoring and Supports: Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives.

Specialized Instructional Strategies: Utilizing evidence-based instructional practices specifically designed for students with disabilities in ELA and Math. This may involve differentiated instruction, small group instruction, assistive technology, and accommodations based on Individualized Education Programs (IEPs).

Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, counselors, administrators, and parents/guardians to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, and access to specialized services and resources.

Family and Community Engagement:

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, Ramblewood aims to improve attendance rates and academic outcomes for students with disabilities, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

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.

Orange: Hispanic, Socioeconomically disadvantaged and Students with disabilities, ELA

Orange: Hispanic, Socioeconomically disadvantaged students, Math

Orange: Hispanic and Socioeconomically disadvantaged, Chronic Absenteeism

RED: Students with disabilities, Chronic Absenteeism

RED: English Learner Progress

Other Needs

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

Additionally our Panorama survey data indicated that students receiving special education services reported less favorable experiences in the areas of growth mindset as well as knowledge and fairness of discipline rules and norms. Students receiving special education services rated themselves and the school 9 points lower than their peers in the area of growth mindset and 13 points lower than their peers in the area of knowledge and fairness of discipline rules and norms. To improve these outcomes, RW will promote regular attendance and support students with disabilities as well as tier 3 students who are in danger of becoming chronically absent or truant through the use of our social worker and intern. In addition to meeting regularly with students they will also find strategies to ensure that our students with disabilities feel safe at school and the classroom. This will be achieved by strengthening our multi tiered system of support for social and emotional learning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ramblewood 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	0.36%	0%	%	1	0	
African American	1.45%	1.93%	3.14%	4	5	8
Asian	49.45%	50.19%	48.24%	136	130	123
Filipino	5.45%	5.41%	4.71%	15	14	12
Hispanic/Latino	32.73%	33.98%	37.25%	90	88	95
Pacific Islander	1.45%	0%	%	4	0	
White	5.45%	5.41%	3.53%	15	14	9
Multiple/No Response	3.64%	3.09%	3.14%	10	8	8
Total Enrollment				275	259	255

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	29	23	34
Grade 1	36	29	25
Grade 2	41	41	28
Grade3	37	41	43
Grade 4	42	42	39
Grade 5	41	42	45
Grade 6	49	41	41
Total Enrollment	275	259	255

Conclusions based on this data:

1. Ramblewood's enrollment declined about 9% each year since 2020-2021 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, maintaining student engagement, and maintaining teacher/student rapport.

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	102	87	74	26.30%	37.1%	29.0%
Fluent English Proficient (FEP)	59	52	58	25.00%	21.5%	22.7%
Reclassified Fluent English Proficient (RFEP)		27		9.8%		

Conclusions based on this data:

1. According to our data, we have reclassified 27% of our English Language learners for the 2022/2023 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)

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	38	40	0	37	40	0	37	40	0.0	97.4	100.0
Grade 4	52	44	41	0	44	41	0	44	41	0.0	100.0	100.0
Grade 5	54	44	41	0	44	39	0	44	39	0.0	100.0	95.1
Grade 6	48	50	41	0	50	40	0	50	40	0.0	100.0	97.6
All Grades	207	176	163	0	175	160	0	175	160	0.0	99.4	98.2

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met	
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22
Grade 3		2477.	2433.		40.54	27.50		35.14	25.00		13.51	15.00		10.81
Grade 4		2459.	2479.		25.00	34.15		25.00	26.83		18.18	4.88		31.82
Grade 5		2474.	2503.		13.64	25.64		27.27	20.51		20.45	30.77		38.64
Grade 6		2557.	2514.		24.00	17.50		36.00	25.00		20.00	32.50		20.00
All Grades	N/A	N/A	N/A		25.14	26.25		30.86	24.38		18.29	20.63		25.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.73	20.00		64.86	60.00		5.41	20.00
Grade 4		13.64	34.15		63.64	48.78		22.73	17.07
Grade 5		11.36	12.82		68.18	69.23		20.45	17.95
Grade 6		28.00	17.50		52.00	62.50		20.00	20.00
All Grades		20.57	21.25		61.71	60.00		17.71	18.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.14	22.50		54.05	52.50		10.81	25.00
Grade 4		29.55	21.95		47.73	56.10		22.73	21.95
Grade 5		13.64	23.08		45.45	53.85		40.91	23.08
Grade 6		22.00	12.50		48.00	62.50		30.00	25.00
All Grades		24.57	20.00		48.57	56.25		26.86	23.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.51	7.50		81.08	80.00		5.41	12.50
Grade 4		11.36	14.63		65.91	68.29		22.73	17.07
Grade 5		13.64	20.51		72.73	71.79		13.64	7.69
Grade 6		30.00	10.00		66.00	72.50		4.00	17.50
All Grades		17.71	13.13		70.86	73.13		11.43	13.75

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.43	32.50		64.86	45.00		2.70	22.50
Grade 4		13.64	24.39		68.18	60.98		18.18	14.63
Grade 5		20.45	17.95		61.36	71.79		18.18	10.26
Grade 6		24.00	12.50		64.00	72.50		12.00	15.00
All Grades		22.29	21.88		64.57	62.50		13.14	15.63

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on our analysis of CAASPP reading data, it was found that 50% of students in Ramblewood are meeting or surpassing grade-level expectations and 20% nearly meeting expectations.
2. Based on our analysis of the CAASPP reading data, it was found that 50% of our students require some level of assistance and intervention.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	53	38	40	0	37	40	0	37	40	0.0	97.4	100.0
Grade 4	52	44	41	0	44	41	0	44	41	0.0	100.0	100.0
Grade 5	54	44	41	0	44	41	0	44	41	0.0	100.0	100.0
Grade 6	48	51	41	0	51	40	0	51	40	0.0	100.0	97.6
All Grades	207	177	163	0	176	162	0	176	162	0.0	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2481.	2459.		40.54	32.50		35.14	27.50		13.51	15.00		10.81	25.00
Grade 4		2465.	2486.		20.45	29.27		22.73	26.83		20.45	19.51		36.36	24.39
Grade 5		2495.	2491.		18.18	24.39		13.64	17.07		43.18	19.51		25.00	39.02
Grade 6		2564.	2514.		37.25	12.50		23.53	32.50		19.61	27.50		19.61	27.50
All Grades	N/A	N/A	N/A		28.98	24.69		23.30	25.93		24.43	20.37		23.30	29.01

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.54	40.00		48.65	37.50		10.81	22.50
Grade 4		25.00	31.71		36.36	43.90		38.64	24.39
Grade 5		22.73	24.39		50.00	39.02		27.27	36.59
Grade 6		35.29	10.00		45.10	62.50		19.61	27.50
All Grades		30.68	26.54		44.89	45.68		24.43	27.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.95	37.50		45.95	40.00		8.11	22.50
Grade 4		22.73	29.27		52.27	46.34		25.00	24.39
Grade 5		13.64	14.63		43.18	51.22		43.18	34.15
Grade 6		37.25	5.00		45.10	65.00		17.65	30.00
All Grades		29.55	21.60		46.59	50.62		23.86	27.78

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.95	40.00		45.95	40.00		8.11	20.00
Grade 4		30.23	31.71		32.56	43.90		37.21	24.39
Grade 5		9.09	14.63		72.73	53.66		18.18	31.71
Grade 6		21.57	2.50		62.75	72.50		15.69	25.00
All Grades		25.71	22.22		54.29	52.47		20.00	25.31

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. As per the CAASPP evaluation, Ramblewood had 52% of its students were at or near standards in mathematics and 22% were above standard.
2. 25% of students are not meeting grade level standards in mathematics.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1443.5	1421.6	*	1454.6	1435.2	*	1417.0	1389.8	*	11	11	8
1	*	1467.8	*	*	1466.8	*	*	1468.3	*	8	12	9
2	1489.0	1500.9	1468.5	1481.7	1511.6	1465.8	1495.7	1489.7	1470.6	19	13	12
3	1467.4	1514.0	*	1470.7	1512.1	*	1463.7	1515.4	*	19	17	10
4	1476.2	1504.5	*	1464.8	1514.1	*	1487.1	1494.3	*	17	15	10
5	1521.8	1521.7	1502.1	1522.3	1538.8	1515.8	1520.8	1504.0	1488.2	13	15	12
6	*	1524.4	*	*	1530.7	*	*	1517.7	*	9	12	10
All Grades										96	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	0.00	*	54.55	63.64	*	18.18	18.18	*	9.09	18.18	*	11	11	*
1	*	25.00	*	*	41.67	*	*	25.00	*	*	8.33	*	*	12	*
2	15.79	23.08	0.00	47.37	53.85	58.33	31.58	23.08	16.67	5.26	0.00	25.00	19	13	12
3	5.56	35.29	*	22.22	35.29	*	50.00	23.53	*	22.22	5.88	*	18	17	*
4	5.88	26.67	*	23.53	33.33	*	35.29	20.00	*	35.29	20.00	*	17	15	*
5	23.08	20.00	16.67	30.77	26.67	16.67	38.46	33.33	41.67	7.69	20.00	25.00	13	15	12
6	*	16.67	*	*	33.33	*	*	50.00	*	*	0.00	*	*	12	*
All Grades	10.53	22.11	12.68	32.63	40.00	50.70	38.95	27.37	23.94	17.89	10.53	12.68	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	27.27	*	63.64	36.36	*	9.09	18.18	*	0.00	18.18	*	11	11	*
1	*	41.67	*	*	33.33	*	*	16.67	*	*	8.33	*	*	12	*
2	26.32	38.46	8.33	52.63	53.85	58.33	15.79	7.69	16.67	5.26	0.00	16.67	19	13	12
3	5.56	47.06	*	55.56	35.29	*	22.22	11.76	*	16.67	5.88	*	18	17	*
4	17.65	60.00	*	35.29	13.33	*	17.65	20.00	*	29.41	6.67	*	17	15	*
5	46.15	33.33	41.67	38.46	53.33	41.67	15.38	6.67	0.00	0.00	6.67	16.67	13	15	12
6	*	41.67	*	*	41.67	*	*	16.67	*	*	0.00	*	*	12	*
All Grades	18.95	42.11	36.62	51.58	37.89	46.48	17.89	13.68	7.04	11.58	6.32	9.86	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	0.00	*	27.27	36.36	*	45.45	54.55	*	9.09	9.09	*	11	11	*
1	*	16.67	*	*	16.67	*	*	58.33	*	*	8.33	*	*	12	*
2	5.26	7.69	8.33	47.37	46.15	33.33	36.84	38.46	33.33	10.53	7.69	25.00	19	13	12
3	0.00	17.65	*	5.56	41.18	*	50.00	29.41	*	44.44	11.76	*	18	17	*
4	5.88	0.00	*	5.88	33.33	*	41.18	20.00	*	47.06	46.67	*	17	15	*
5	15.38	6.67	8.33	7.69	0.00	0.00	46.15	46.67	41.67	30.77	46.67	50.00	13	15	12
6	*	0.00	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
All Grades	6.32	7.37	8.45	20.00	25.26	23.94	40.00	43.16	42.25	33.68	24.21	25.35	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	45.45	*	63.64	27.27	*	9.09	27.27	*	11	11	*
1	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
2	26.32	23.08	33.33	68.42	76.92	50.00	5.26	0.00	16.67	19	13	12
3	33.33	41.18	*	44.44	52.94	*	22.22	5.88	*	18	17	*
4	41.18	53.33	*	29.41	26.67	*	29.41	20.00	*	17	15	*
5	46.15	13.33	16.67	46.15	86.67	58.33	7.69	0.00	25.00	13	15	12
6	*	8.33	*	*	75.00	*	*	16.67	*	*	12	*
All Grades	31.58	30.53	23.94	51.58	58.95	66.20	16.84	10.53	9.86	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	9.09	*	72.73	72.73	*	0.00	18.18	*	11	11	*
1	*	33.33	*	*	58.33	*	*	8.33	*	*	12	*
2	31.58	76.92	16.67	63.16	23.08	75.00	5.26	0.00	8.33	19	13	12
3	16.67	64.71	*	66.67	23.53	*	16.67	11.76	*	18	17	*
4	11.76	40.00	*	58.82	53.33	*	29.41	6.67	*	17	15	*
5	46.15	80.00	83.33	53.85	6.67	0.00	0.00	13.33	16.67	13	15	12
6	*	75.00	*	*	25.00	*	*	0.00	*	*	12	*
All Grades	23.16	55.79	57.75	65.26	35.79	33.80	11.58	8.42	8.45	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	9.09	*	63.64	72.73	*	9.09	18.18	*	11	11	*
1	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
2	15.79	15.38	16.67	73.68	61.54	58.33	10.53	23.08	25.00	19	13	12
3	0.00	11.76	*	58.82	82.35	*	41.18	5.88	*	17	17	*
4	0.00	6.67	*	52.94	40.00	*	47.06	53.33	*	17	15	*
5	15.38	6.67	8.33	46.15	46.67	33.33	38.46	46.67	58.33	13	15	12
6	*	0.00	*	*	58.33	*	*	41.67	*	*	12	*
All Grades	10.64	9.57	12.68	54.26	60.64	53.52	35.11	29.79	33.80	94	94	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	18.18	*	72.73	72.73	*	9.09	9.09	*	11	11	*
1	*	16.67	*	*	75.00	*	*	8.33	*	*	12	*
2	21.05	30.77	16.67	68.42	53.85	50.00	10.53	15.38	33.33	19	13	12
3	0.00	29.41	*	61.11	64.71	*	38.89	5.88	*	18	17	*
4	5.88	13.33	*	64.71	46.67	*	29.41	40.00	*	17	15	*
5	7.69	6.67	8.33	84.62	46.67	41.67	7.69	46.67	50.00	13	15	12
6	*	0.00	*	*	100.00	*	*	0.00	*	*	12	*
All Grades	9.47	16.84	16.90	68.42	64.21	60.56	22.11	18.95	22.54	95	95	71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. English Language Learners still face challenges in the domains of Writing and Reading.
2. Data for 2022-23 indicates that only 12% of students have achieved a well-developed level of proficiency.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
259	39.8	33.6	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	87	33.6
Foster Youth		
Homeless	4	1.5
Socioeconomically Disadvantaged	103	39.8
Students with Disabilities	27	10.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.9
Asian	130	50.2
Filipino	14	5.4
Hispanic	88	34
Two or More Races	8	3.1
White	14	5.4

Conclusions based on this data:

1. Our school has a higher population of Asian (50.2%) students than any other ethnicity represented.
2. We will continue to celebrate all represented ethnicities during the school year in our multicultural assemblies.

School and Student Performance Data

Overall Performance

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

- Ramblewood is showing consistent success in the field of Mathematics for our English Language learners.
- Our ongoing need is to address chronic absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

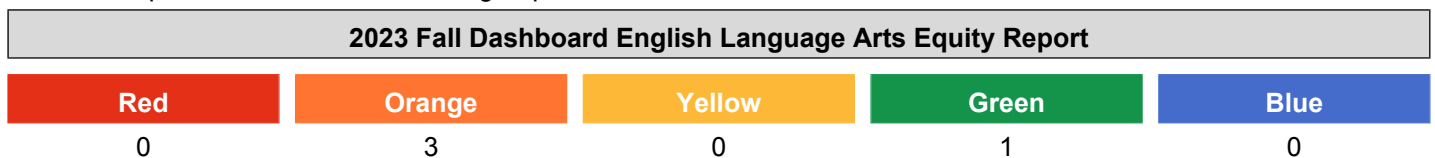
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 0.1 points above standard Decreased -7.9 points 154 Students	English Learners  Orange 19 points below standard Maintained +0.5 points 61 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 33.6 points below standard Decreased -12 points 74 Students	Students with Disabilities 76.9 points below standard Decreased Significantly -43.5 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students	Asian  Green 38.1 points above standard Maintained +0.9 points 74 Students	Filipino 7.8 points above standard Decreased -13.6 points 11 Students
Hispanic  Orange 53.6 points below standard Decreased Significantly -17.3 points 58 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 7 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 77.6 points below standard Decreased Significantly -16.2 points 38 Students	Reclassified English Learners 78 points above standard Increased Significantly +20.4 points 23 Students	English Only 7.5 points below standard Decreased Significantly -23.2 points 59 Students
---	---	---

Conclusions based on this data:

1. To bridge the academic disparity among our Asian and Hispanic students, we will be utilizing literacy blocks during our work sessions.
2. Teachers and support staff will provide designated and integrated instruction to our English Language Learners in the areas of Reading and Writing.

School and Student Performance Data

Academic Performance Mathematics

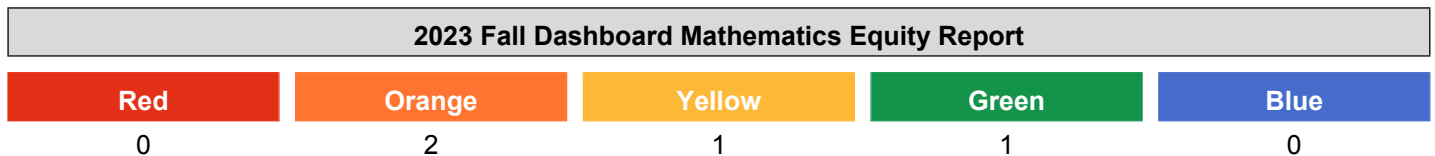
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 9 points below standard Decreased -11.8 points 154 Students	English Learners  Yellow 21.4 points below standard Decreased -10 points 61 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Orange 39.9 points below standard Decreased -11.9 points 74 Students	Students with Disabilities 88.7 points below standard Decreased Significantly -50.5 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 1 Student	American Indian  No Performance Color 0 Students	Asian  Green 30.5 points above standard Maintained +2.2 points 74 Students	Filipino 16.1 points above standard Decreased Significantly - 31.4 points 11 Students
Hispanic  Orange 71.7 points below standard Decreased Significantly - 23.5 points 58 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 7 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 71.7 points below standard Decreased Significantly -40.5 points 38 Students	Reclassified English Learners 61.7 points above standard Increased Significantly +37 points 23 Students	English Only 23.3 points below standard Decreased -13.9 points 59 Students
---	---	--

Conclusions based on this data:

1. Ramblewood's overall performance in the field of Mathematics has been consistently successful but work still need to be done to narrow the achievement gap for our Hispanic and socioeconomically disadvantaged student groups.
2. Hispanic students and socio-economically disadvantaged students will receive Tier 2 and Tier 3 intervention from teachers to support their academic success.

School and Student Performance Data

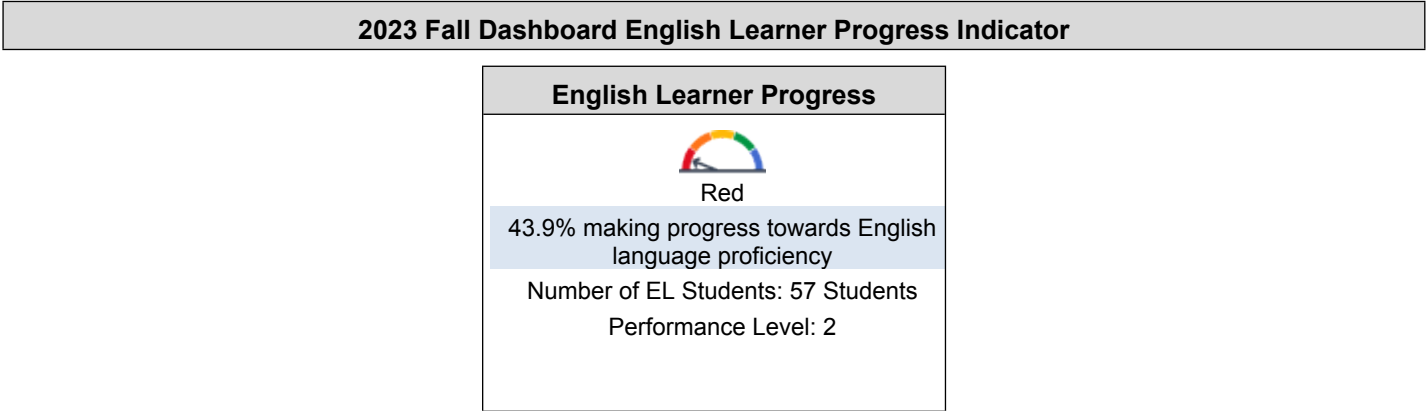
Academic Performance English Learner Progress

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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

2023 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
10	22	2	23

Conclusions based on this data:

1. Our students who are learning English are making strides towards achieving their academic objectives.
2. To enhance their language proficiency, students will be provided with specific lessons focused on reading and writing.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow 18.9% Chronically Absent Declined Significantly -11.4 270 Students	 Yellow 13.2% Chronically Absent Declined -14.4 91 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Orange 23.5% Chronically Absent Declined -14 132 Students	 Red 35.1% Chronically Absent Increased 2.7 37 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian  Green 8.3% Chronically Absent Declined -7 133 Students	Filipino 0% Chronically Absent Declined -17.6 14 Students
Hispanic  Orange 36.8% Chronically Absent Declined -8.4 95 Students	Two or More Races Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White 6.7% Chronically Absent Declined -28.6 15 Students

Conclusions based on this data:

1. Ramblewood continues to be concerned about chronic absenteeism as it remains a persistent issue.
2. Chronic absenteeism will be addressed in the goals and activities area of the SPSA.

School and Student Performance Data

Conditions & Climate Suspension Rate

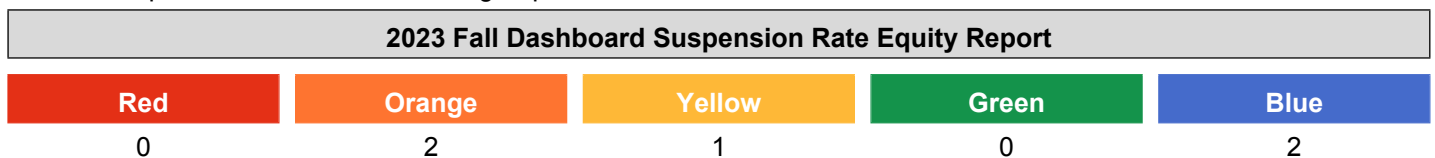
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.7% suspended at least one day Increased 0.7 277 Students	English Learners  Orange 2.2% suspended at least one day Increased 2.2 92 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 1.5% suspended at least one day Increased 1.5 137 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 38 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian  Yellow 0.7% suspended at least one day Increased 0.7 134 Students	Filipino 6.7% suspended at least one day Increased 6.7 15 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 100 Students	Two or More Races Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White 0% suspended at least one day Maintained 0 15 Students

Conclusions based on this data:

1. Our suspension rate has consistently remained low, which can be attributed to the support we receive from parents.
2. In our current year, Ramblewood had 1 suspension.
3. Social Worker and Social worker Interns provided support to students and 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.

Goal 1

Title and Description of School Goal

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

Pupil Outcomes

By the end of the 2025-2026 school year, Ramblewood Elementary School will increase the percentage of students meeting/exceeding standards in the ALL student group by 8 points as measured by CAASPP: SBAC ELA and by 12 points as measured by CAASPP: SBAC Math.

Site Goal 1A (Target Student Group: EL): By the end of the 2025-2026 school year, Ramblewood Elementary School will increase the percentage of EL students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA.

Site Goal 1B (Target Student Group: SED): By the end of the 2024-2025 school year, Ramblewood Elementary School will increase the percentage of SED students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA and CAASPP: SBAC Mathematics data.

Site Goal 1 C(Target Student Group: Hispanic): By the end of the 2024-2025 school year, Ramblewood Elementary School will increase the percentage of SED students meeting/exceeding standards by 10 points as measured by CAASPP: SBAC ELA and CAASPP: SBAC Mathematics data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

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.

Ramblewood is in the orange indicator ranges for both ELA and Math SBAC. Data from the 22-23 sy indicated a decrease, scoring .01 above standard for all students in the area of ELA. Our Hispanic students scored 53.6 points below standard in ELA, our Socio economically disadvantaged youth scored 33.6 points below standard and our EL learners scored 19 points below standard in the area of ELA.

SBAC data from the 22-23 sy indicated a decrease, scoring 7.9 points below standard for all students in the area of Mathematics. Our Hispanic students scored 71.7 points below standard in Math, our Socio economically disadvantaged youth scored 39.9 points below standard.

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
Renaissance Star Reading and Renaissance Star Math Assessments	ELA: 61% of students have shown growth 6 months growth from August 2023 - February 2024. 70% of Hispanic student have shown 6 months growth. Math: 84% of students have shown growth 6 months growth from August 2023-2024. 76% of Hispanic student have shown 6 months growth.	By June 2025, 70% of students will have at least one year's growth in Reading and 85% in Math.
SBAC CAASPP Data ELA & Mathematics 22-23 SY	ELA: Although all students scored .1 points above average. Hispanic students scored 53.6 points below standard in ELA, our SED youth scored 33.6 points below standard and EL learners scored 19 points below standard MATH: All students scored 9 points below average. Hispanic students scored 71.7 points below standard in Math, SED youth scored 39.9 points below standard.	By June 2025, RW will increase the number of Hispanic and SED students meeting standards in ELA and math by 10 points.
CA Dashboard: ELPI	During the 22-23 SY only 43.9% making progress towards English Language proficiency declining 21%.	By June 2025, RW will increase English Learner Proficiency by 10 percent.

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	Under the auspices a multi-tiered system of support (MTSS) for students, with a focus on reading and writing (RW) teachers will utilize supplemental resources, online interventions, and various materials to bolster the existing curriculum. The funding allocated will cover several aspects including but not limited too: Accelerated Reader: This program likely helps track and improve students' reading progress, offering a wide range of books and quizzes to support literacy development. Professional Development: This is crucial for teachers to effectively implement new strategies and tools within the MTSS framework, ensuring they are equipped with the necessary skills to support students' learning needs. Office and Classroom Supplies: Ensuring that teachers have access to necessary supplies is essential for creating an optimal learning	All students will be served in this activity.	2379 Title I 5000-5999: Services And Other Operating Expenditures Accelerated Reader 1,007 Title I 5000-5999: Services And Other Operating Expenditures Travel & Conferences 2120 General Fund 5000-5999: Services And Other Operating Expenditures Professional Development 4000 Title I 4000-4999: Books And Supplies Office Depot 3896 LCFF Supplemental

	environment. This can include everything from paper and pens to technology resources. Copier Lease Renewal: A functioning copier is necessary for teachers to distribute supplemental materials to students. Renewing the lease ensures that this essential tool remains available for educational purposes. Enrichment activities that will promote students' curiosity, creativity, and critical thinking skills while expanding their knowledge and abilities beyond the standard curriculum, to include GATE and other enrichment opportunities.		4000-4999: Books And Supplies Office Depot 8292 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Copier Lease Renewal 5000 General Fund
1.2	MTSS Tier 1 and Tier 2 Academic Supports with a focus on student groups identified as orange on ELA and Math SBAC. Teachers serving on the MTSS/ILT will oversee all district assessments, collaborate on developing school-wide academic interventions, enrichment and professional development programs for teachers. MTSS funding will: Ensure that the team has the necessary release time to carry out their duties, as well as ensure that staff have the necessary funding to analyze data, collaborate, plan and implement Tier I instruction and T II interventions.	All students will be served by this activity.	2520 Title I 1000-1999: Certificated Personnel Salaries Schedule monthly SST meetings 585 Title I 3000-3999: Employee Benefits 2000 General Fund 4000-4999: Books And Supplies
1.3	Tier 3 supports within the MTSS framework will entail a series of specialized interventions tailored to meet the individual needs of students, ensuring their access to the curriculum. These interventions will be identified through various meetings such as; Student Support Team (SST), Attendance to Attendance (A2A), and Individualized Education Program (IEP) meetings. Allocated resources will allow for facilitation of said meetings, including provisions for teacher release time, as well as supplementary resources and training sessions associated with tier 3 services. This investment aims to guarantee the effective implementation of Tier 3 student services across the board.	Identified students with need	2037 LCFF Concentration
1.6	A Student Support Specialists, under the direction of Ed Services, plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with need	150000 District Funded 1000-1999: Certificated Personnel Salaries Administer and scoring of the assessment 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All the action items for this goal are integrated into our Ramblewood model. MTSS teams and grade-level collaboration teams support these actions to promote high-level thinking. Our staff undergoes continuous professional development throughout the school year to ensure these strategies are implemented correctly. Overall, the actions were executed as planned, and we will keep refining the multi-tiered system to support all learners, with a focus on Hispanic students, students with disabilities, and socioeconomically disadvantaged students.

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

There are no major difference between planned and actual implementation.

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.

Based on the analysis, Ramblewood will uphold the measurable outcomes from 2023-2024 and continue to implement this goal and its associated actions.

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.

Conditions For Learning

By June 2025 , Ramblewood will increase the percentage of students who reported feeling safe talking about their feelings and ideas in class by 5%. Ramblewood will increase the percentage of students who feel people care about them by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

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.

To prioritize building relationships, it is crucial for our students to feel valued and supported. As revealed by the Panorama survey, currently, only 34% of students feel comfortable expressing their emotions and ideas in class, while 63% believe that they are cared for by others at school. Therefore, we must continue working towards creating a safe and supportive environment where all students feel heard and appreciated.

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
Panorama Survey, LCAP survey	34% of students reported on the Fall 2022 Panorama survey that they feel safe talking about their feeling and ideas in class. 63% also reported they feel people care about them at school.	Our goal for the 2025 Winter Panorama survey is to enhance the student experience by increasing the percentage of students who feel at ease expressing their emotions and ideas in class to 50%, and elevating the percentage of students who feel that they are cared for by others at school to 80%.
CA Dashboard Chronic Absenteeism	18.9% of all students were chronically absent. Of these 35.1% percent of our swd were chronically absent and 23.5% of SED students were chronically absent.	Our goal is to reduce the number of students chronically absent with a focus on students with disabilities and socio-economically disadvantaged youth.
CA Dashboard Suspension Rate	0.7% percent of students were suspended at least one day. This increased by one student or 0.7% from the prior reporting year.	Ramblewood maintains a relatively low suspension rate averaging one suspension a year. Through data analysis and the use of restorative practices we will continue to keep low suspension rates.

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	Implement a multi-tiered system to address the behavioral and social-emotional needs of students. Both teachers and students will play active roles in fostering a positive school culture, which will be upheld through initiatives such as Ramblewood's School House System, Attendance focused spirit days and weeks, various clubs, and recognition programs. Allocated funds will be utilized to support these efforts, including providing supplies for house meetings and procuring certificates etc. to celebrate student achievements. Through these measures, we aim to cultivate a supportive environment conducive to the holistic development of our students.	All students will be served by this activity.	2500 General Fund 4000-4999: Books And Supplies
2.2	To enhance the security of our campus, we will be implementing measures to increase campus supervision throughout the day. This includes adding more noon-duty supervisors to monitor the campus before school, during recess, lunch, and after school hours. By increasing campus supervision, we aim to create a safer environment for our students.	All students will be served by this activity.	18360 LCFF Supplemental 2000-2999: Classified Personnel Salaries campus supervision 1804 LCFF Supplemental 3000-3999: Employee Benefits
2.3	To promote regular attendance and support students with an IEP who are in danger of becoming chronically absent or truant. Our social worker and intern will check in with students at least bi-weekly to identify and address any factors preventing regular attendance. If necessary, the social worker will connect families with outside agencies for counseling services. Our IEP team will address attendance barriers for students and provide interventions or create goals as needed. IEP will address barriers and consider if the student's disability impacts their attendance. The social worker and principal will work with students to develop incentives for improving attendance with a confederation of students needs, backgrounds and barriers. These actions aim to establish a supportive environment that prioritizes regular school attendance and helps students overcome any barriers preventing them from attending school regularly.	(ATSI) Students with Disabilities will be served in this activity.	500 General Fund 0000: Unrestricted Amazon
2.4	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as Starting Arts	All Students	District Funded 5000-5999: Services And Other Operating Expenditures
2.7	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as	All students will be served by this activity.	150,000 District Funded 1000-1999: Certificated Personnel Salaries

	such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey. Social worker and intern will provide community building activities during the day, such as social skills groups, targeted classroom intervention, bringing in outside community partners to support individual and grade level needs. Social worker will also provide individual support to students in crises and help families connect to additional services. Social worker and intern will serve as our community liaison between school and families with language support.		
2.9	Students will participate in experiential learning, science camp, aligned to the next Generation Science Standards with a focus on recycling and sustainability.	6th grade students will be served by this activity	10000 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-24 school year, all staff were trained by Trauma Skilled Schools and incorporated many of the strategies to ensure students remain connected to school.
SEL groups were established to support tier two students in need of behavioral interventions.
The MTSS Team developed and provided Initial training on MTSS with a strong emphasis on SEL and behavioral expectations.

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

There were no major differences between budgeting and expenditures for this goal.

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

Based on the analysis, Ramblewood will continue to implement this goal and its associated actions.

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.

Engagement

By June 2025, Ramblewood will increase in school parent participation by 10% based on parent responses on the Panorama survey and sign-in sheets for events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes 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.

At present, Ramblewood's evening events are only attended by a small number of families. According to the Panorama Survey, 58% of the 111 respondents reported participating in activities other than parent-teacher conferences.

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
Panorama Family Survey.	Parent Sense of Belonging (School Connectedness) decreased 12 points from the fall to spring Panorama survey.	By 2025 Panorama survey, we will have increased parents sense of belonging by 5%

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	Translation services will be available for parents to attend events and meetings.	All families will be served by this activity.	500 Title I 5900: Communications Parent Engagement
3.2	Throughout the academic year, teachers will organize and invite parents to help coordinate and execute school events for the following categories: Whole school events such as successful student assemblies, Back to School night, Halloween Carnival, Turkey Trot, Christmas performances, Multicultural celebrations, career day, End of the Year BBQ, Easter breakfasts, Staff Appreciation assembly	All families and students will be served with this activity	843 Title I 4000-4999: Books And Supplies 1000 General Fund 0000: Unrestricted

	Parent events - Education nights, Red Carpet Awards night, Principal Coffees, Parent/Teacher Group, parent breakfasts, STEAM family nights Class Activities - chaperoning field trips, Volunteering in the classroom as needed, family homework activities, class projects Adequate funds will be allocated for necessary materials and snacks for parents.		
--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the 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	\$369,343.00
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 (\$)
Title I	\$11,834.00

Subtotal of additional federal funds included for this school: \$11,834.00

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 (\$)
District Funded	\$310,000.00
General Fund	\$13,120.00
LCFF Concentration	\$2,037.00
LCFF Supplemental	\$32,352.00

Subtotal of state or local funds included for this school: \$357,509.00

Total of federal, state, and/or local funds for this school: \$369,343.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	12672	838.00
LCFF Supplemental	53757	21,405.00
LCFF Concentration	13056	11,019.00
General Fund	16740	3,620.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	310,000.00
General Fund	13,120.00
LCFF Concentration	2,037.00
LCFF Supplemental	32,352.00
Title I	11,834.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,037.00
0000: Unrestricted	1,500.00
1000-1999: Certificated Personnel Salaries	302,520.00
2000-2999: Classified Personnel Salaries	18,360.00
3000-3999: Employee Benefits	2,389.00
4000-4999: Books And Supplies	13,239.00
5000-5999: Services And Other Operating Expenditures	23,798.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	300,000.00

5000-5999: Services And Other Operating Expenditures	District Funded	10,000.00
	General Fund	5,000.00
0000: Unrestricted	General Fund	1,500.00
4000-4999: Books And Supplies	General Fund	4,500.00
5000-5999: Services And Other Operating Expenditures	General Fund	2,120.00
	LCFF Concentration	2,037.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	18,360.00
3000-3999: Employee Benefits	LCFF Supplemental	1,804.00
4000-4999: Books And Supplies	LCFF Supplemental	3,896.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	8,292.00
1000-1999: Certificated Personnel Salaries	Title I	2,520.00
3000-3999: Employee Benefits	Title I	585.00
4000-4999: Books And Supplies	Title I	4,843.00
5000-5999: Services And Other Operating Expenditures	Title I	3,386.00
5900: Communications	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,836.00
Goal 2	183,164.00
Goal 3	2,343.00

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

Name of Members	Role
Kamilah OConnor	Principal
Paul Ruffner	Classroom Teacher
Christine Lanyon	Other School Staff Parent or Community Member
Ruben Leyva	Parent or Community Member
Christine Kowalishen	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
Christine Kowalishen	English Learner Advisory Committee
Paul Ruffner	Other: Instructional Leadership Team

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 4/10/24.

Attested:

Kamilah OConnor	Principal, Kamilah O'Connor on 4/10/24
Ruben Leyva	SSC Chairperson, Ruben Leyva on 4/10/24

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>