



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Mangini Ranch Elementary School	34673300113621	May 13, 2025	August 14, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site 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 Mangini Ranch Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

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Plan Description

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

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

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

School Vision and Mission

MANGINI RANCH ELEMENTARY VISION STATEMENT / MISSION STATEMENT

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

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

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

School & Community Profile

Mangini Ranch Elementary School is one of 22 elementary schools in the Folsom Cordova Unified School District. Located along the Highway 50 corridor, beautifully positioned in a well thought out neighborhood, surrounded by Folsom's finest establishments and scenery. Mangini Ranch Elementary is a 70000 square foot school that sits on approximately 10 acres.

Mangini Ranch Elementary School provides a challenging curriculum while allowing students to explore and develop their interests and talents. Students are assessed formally throughout the year and ongoing assessments guide the development of appropriate interventions and enrichment programs to meet the needs of all students. Our Multi-Tiered

Systems of Support (MTSS) schedule offers a reduced class size to provide instruction for students in Gifted and Talented Education (GATE) accelerated classes and targeted instruction for remediation and intervention. Due to the support of our Parent-Teacher Association (PTA), Intel Corporation funds, and parents, we will be offering extended day programs, interventions, Science Technology Engineering & Math (STEM) curriculum, and a variety of school clubs, (i.e. Chess Club, Robotics Club, Engineering, Computer Club, and Musical Theater).

Mangini Ranch Elementary School maintains a positive school environment through the teamwork efforts of our staff, students, and parents. Our hardworking school staff is expected to model the behavior we expect from our students. We expect our students to be Respectful, Responsible, Friendly, and Safe. Our Parent Square messages (voice, emails, and text) and School Wires web pages on our website allow for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allow for an informed and positive learning environment.

Educational Partner Involvement

How, when, and with whom did Mangini Ranch 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

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

School Site Council Meeting Dates:

- * August 21, 2023
- * August 22, 2023-ELAC
- * October 23, 2023
- * February 26, 2024
- * February 27, 2024- ELAC
- * May 15, 2024

Other meetings and communication occur throughout the year as well to encourage home-school communication and progress monitoring. We also encourage and welcome participation, including but not limited to monthly PTA meetings, PTA general meetings, morning meet and greet, campus walkthroughs, weekly staff meetings, PLC meetings, common planning time, leadership team meetings, grade level collaboration meetings, teacher/parent conferences, email, voicemail, weekly newsletters, FCUSD's Professional Development days, RTI meetings, Superintendent's Communication Committee, Grade Level Leader meetings, family nights sponsored by PTA and Coffee with the Principal.

Resource Inequities

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

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

Mangini Ranch Elementary School (MRE) has a diverse student population of approximately 660 students: TK through 5th grade. In addition to our General Education program, MRE also hosts two Special Day Classes (SDC) for students with Individual Education Plans (IEP) that provide them with more intense and focused instruction to meet their unique needs. We have a significant English Language Learner (ELL) population with nearly 120 students classified as ELL. The majority of our ELL students are Eastern Indian and Chinese.

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.

At this point in time Mangini Ranch Elementary did not have any indicators in the "Red" or "Orange"

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.

No student group is more than two performance level below the "all student" performance.

Other Needs

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

Our internal assessments (Common Formative Assessments) including Renaissance and teacher developed assessments show that students are showing growth year to year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mangini Ranch 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	0.95%	0.99%	1.52%	3	6	10
African American	0.63%	0.49%	0.61%	2	3	4
Asian	52.22%	57.99%	58.38%	165	352	383
Filipino	13.29%	7.91%	8.69%	42	48	57
Hispanic/Latino	9.49%	8.4%	7.01%	30	51	46
Pacific Islander	0.32%	0.16%	0.15%	1	1	1
White	17.41%	14.83%	14.48%	55	90	95
Multiple/No Response	5.70%	9.23%	9.15%	18	56	60
Total Enrollment				316	607	656

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	59	135	95
Grade 1	49	115	99
Grade 2	54	95	119
Grade3	53	79	100
Grade 4	53	81	102
Grade 5	48	102	101
Total Enrollment	316	607	656

Conclusions based on this data:

- Over the last three years Mangini Ranch Elementary is seeing an explosion in attendance. In 2024-2025 we received 140 new students due to families moving into the neighborhood.
- We serve Transitional Kindergarten through 5th grade students, in a growing community with continuous building and construction taking place. Many new housing developments (single family and apartments) contribute to our steady enrollment of approximately 660 general and special education students each year.
- In 2024-2025 we received 71 students from a low-income housing complex.

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	45	96	95		14.2%	14.5%
Fluent English Proficient (FEP)	57	145	149		18.0%	22.7%
Reclassified Fluent English Proficient (RFEP)			17			

Conclusions based on this data:

1. Mangini Ranch Elementary School students and staff will be working with our allocated site Bilingual Instructional Assistant (BIA) to support English Learners (EL) at all levels throughout our campus, focusing on support in ELA and Math.
2. Although a small percentage of our overall students identify as English Learner (EL), we still incorporate many EL strategies and learning techniques in our curriculum that are beneficial to all learners as well, in all areas of curriculum throughout our school year.
3. In 2024-2025 school year we saw a large number of students that were RFEP. (17 student)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	79	103	52	79	99	52	79	99	100.0	100.0	96.1
Grade 4	63	91	102	63	91	101	63	91	101	100.0	100.0	99
Grade 5	55	102	103	55	102	102	55	102	102	100.0	100.0	99
All Grades	170	272	308	170	272	302	170	272	302	100.0	100.0	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2496.	2513.	2506.	59.62	69.62	63.64	26.92	15.19	21.21	11.54	11.39	7.07	1.92	3.80	8.08
Grade 4	2520.	2553.	2551.	42.86	65.93	63.37	33.33	18.68	22.77	14.29	9.89	10.89	9.52	5.49	2.97
Grade 5	2585.	2571.	2594.	52.73	45.10	60.78	38.18	33.33	29.41	7.27	10.78	5.88	1.82	10.78	3.92
All Grades	N/A	N/A	N/A	51.18	59.19	62.58	32.94	23.16	24.50	11.18	10.66	7.95	4.71	6.99	4.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51.92	45.57	43.43	46.15	51.90	50.51	1.92	2.53	6.06
Grade 4	33.33	41.76	47.52	58.73	52.75	49.50	7.94	5.49	2.97
Grade 5	40.00	41.18	35.29	56.36	51.96	61.76	3.64	6.86	2.94
All Grades	41.18	42.65	42.05	54.12	52.21	53.97	4.71	5.15	3.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.15	48.10	46.46	48.08	46.84	47.47	5.77	5.06	6.06
Grade 4	36.51	45.05	49.50	57.14	50.55	48.51	6.35	4.40	1.98
Grade 5	58.18	38.24	59.80	34.55	58.82	37.25	7.27	2.94	2.94
All Grades	46.47	43.38	51.99	47.06	52.57	44.37	6.47	4.04	3.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.00	32.91	22.22	69.23	63.29	68.69	5.77	3.80	9.09
Grade 4	19.05	28.57	16.83	77.78	68.13	78.22	3.17	3.30	4.95
Grade 5	23.64	21.57	23.53	72.73	68.63	73.53	3.64	9.80	2.94
All Grades	22.35	27.21	20.86	73.53	66.91	73.51	4.12	5.88	5.63

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.85	35.44	37.37	65.38	56.96	57.58	5.77	7.59	5.05
Grade 4	22.22	35.16	31.68	68.25	61.54	64.36	9.52	3.30	3.96
Grade 5	40.00	27.45	40.20	56.36	67.65	51.96	3.64	4.90	7.84
All Grades	30.00	32.35	36.42	63.53	62.50	57.95	6.47	5.15	5.63

Conclusions based on this data:

1. Through professional development, a focus on ELA, and the PLC model, MRE has been able to improve student's overall progression through the curriculum over the years and will continue to do so.
2. As a district, our district scores higher than the state average as reading/Language Arts has been a district focus.
3. Looking at the historical data, Mangini Ranch still continues to increase its performance scores in all areas. Our percentage of students below standard has gone down over the last three years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52	79	103	52	79	101	52	79	101	100.0	100.0	98.1
Grade 4	63	91	102	63	91	102	63	91	102	100.0	100.0	100
Grade 5	55	102	103	55	102	102	55	102	102	100.0	100.0	99
All Grades	170	272	308	170	272	305	170	272	305	100.0	100.0	99

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2503.	2518.	2509.	50.00	64.56	52.48	38.46	22.78	31.68	5.77	10.13	10.89	5.77	2.53	4.95
Grade 4	2519.	2554.	2555.	28.57	57.14	57.84	42.86	26.37	25.49	22.22	15.38	13.73	6.35	1.10	2.94
Grade 5	2583.	2553.	2584.	60.00	40.20	53.92	23.64	25.49	22.55	14.55	26.47	16.67	1.82	7.84	6.86
All Grades	N/A	N/A	N/A	45.29	52.94	54.75	35.29	25.00	26.56	14.71	18.01	13.77	4.71	4.04	4.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	42.31	65.82	51.49	53.85	30.38	40.59	3.85	3.80	7.92
Grade 4	30.16	50.55	46.08	55.56	43.96	49.02	14.29	5.49	4.90
Grade 5	45.45	29.41	46.08	50.91	62.75	46.08	3.64	7.84	7.84
All Grades	38.82	47.06	47.87	53.53	47.06	45.25	7.65	5.88	6.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53.85	65.82	51.49	44.23	31.65	44.55	1.92	2.53	3.96
Grade 4	31.75	51.65	55.88	63.49	45.05	39.22	4.76	3.30	4.90
Grade 5	36.36	28.43	39.22	60.00	57.84	55.88	3.64	13.73	4.90
All Grades	40.00	47.06	48.85	56.47	45.96	46.56	3.53	6.99	4.59

Conclusions based on this data:

1. Looking at the data from the State Assessments Mangini is 55 points above the standard and have increased 3.1 for the 2022-2023 State Testing.
2. Math areas of relative weakness will be continued areas of focus for the 2025-2026 school year through professional development and PLC meetings.
3. Our plan to focus on 1st instruction and targeted classroom interventions in math have proven to move a significant number of students out of "Below Standard" to "At or Near Standard".

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1445.1	1438.8	*	1460.8	1448.7	*	1408.6	1415.6	7	34	32
1	*	1519.7	1465.1	*	1498.2	1467.7	*	1540.8	1462.2	6	20	18
2	*	1514.9	1513.3	*	1499.1	1512.1	*	1530.3	1514.1	7	12	15
3	*	*	1521.4	*	*	1519.7	*	*	1522.4	5	6	11
4	*	*	*	*	*	*	*	*	*	7	7	10
5	*	*	*	*	*	*	*	*	*	4	9	8
All Grades										36	88	94

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	17.65	12.50	*	55.88	43.75	*	20.59	37.50	*	5.88	6.25	*	34	32
1	*	45.00	5.56	*	40.00	66.67	*	15.00	11.11	*	0.00	16.67	*	20	18
2	*	25.00	40.00	*	75.00	46.67	*	0.00	6.67	*	0.00	6.67	*	12	15
3	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.22	31.82	28.72	41.67	54.55	43.62	5.56	11.36	18.09	5.56	2.27	9.57	36	88	94

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	35.29	25.00	*	41.18	40.63	*	17.65	25.00	*	5.88	9.38	*	34	32
1	*	40.00	33.33	*	45.00	33.33	*	15.00	27.78	*	0.00	5.56	*	20	18
2	*	33.33	60.00	*	58.33	20.00	*	8.33	13.33	*	0.00	6.67	*	12	15
3	*	*	72.73	*	*	18.18	*	*	0.00	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	66.67	46.59	48.94	22.22	38.64	26.60	5.56	12.50	15.96	5.56	2.27	8.51	36	88	94

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	21.88	*	55.88	28.13	*	38.24	37.50	*	5.88	12.50	*	34	32
1	*	50.00	11.11	*	40.00	55.56	*	5.00	16.67	*	5.00	16.67	*	20	18
2	*	33.33	13.33	*	58.33	66.67	*	8.33	13.33	*	0.00	6.67	*	12	15
3	*	*	18.18	*	*	54.55	*	*	18.18	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.78	21.59	20.21	50.00	52.27	42.55	16.67	22.73	25.53	5.56	3.41	11.70	36	88	94

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	32.35	34.38	*	61.76	53.13	*	5.88	12.50	*	34	32
1	*	80.00	50.00	*	20.00	44.44	*	0.00	5.56	*	20	18
2	*	41.67	60.00	*	58.33	40.00	*	0.00	0.00	*	12	15
3	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	72.22	48.86	48.94	22.22	47.73	42.55	5.56	3.41	8.51	36	88	94

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	35.29	25.00	*	55.88	59.38	*	8.82	15.63	*	34	32
1	*	35.00	11.11	*	65.00	77.78	*	0.00	11.11	*	20	18
2	*	25.00	53.33	*	75.00	40.00	*	0.00	6.67	*	12	15
3	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	58.33	43.18	43.62	30.56	53.41	44.68	11.11	3.41	11.70	36	88	94

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	11.76	18.75	*	82.35	62.50	*	5.88	18.75	*	34	32
1	*	50.00	38.89	*	45.00	44.44	*	5.00	16.67	*	20	18
2	*	25.00	6.67	*	75.00	80.00	*	0.00	13.33	*	12	15
3	*	*	0.00	*	*	81.82	*	*	18.18	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.11	26.14	19.15	61.11	70.45	63.83	2.78	3.41	17.02	36	88	94

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	47.06	34.38	*	44.12	50.00	*	8.82	15.63	*	34	32
1	*	40.00	12.50	*	60.00	81.25	*	0.00	6.25	*	20	16
2	*	58.33	42.86	*	41.67	50.00	*	0.00	7.14	*	12	14
3	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.67	51.14	34.07	52.78	45.45	54.95	5.56	3.41	10.99	36	88	91

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
656	4.4%	14.5%	0.2%
Total Number of Students enrolled in Mangini Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	95	14.5%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	29	4.4%
Students with Disabilities	71	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6%
American Indian	10	1.5%
Asian	383	58.4%
Filipino	57	8.7%
Hispanic	46	7%
Two or More Races	60	9.1%
Pacific Islander	1	0.2%
White	95	14.5%

Conclusions based on this data:

1. Mangini Ranch has a very diverse ethnic school population. Because of this it will create a strong culture where all students and families are included.

2. Mangini Ranch Elementary School has a significantly low homeless student group, but we have a 14% socioeconomically disadvantaged students.
3. This year we RFEP'd 7% students for the 2024-2025 school year.

School and Student Performance Data

Overall Performance

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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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- In 2024-2025 school year our students are scoring at a very high rate of success in both Math and ELA.
- Even though the graph shows that we are medium for Chronic Absenteeism we have a 96% attendance rate. We also saw a decrease of 2% from 2022-2023.

3. MRE continues to show that our EL population is progressing through a strong Tier 1 instruction as well as a strong MTSS program.

School and Student Performance Data

Academic Performance English Language Arts

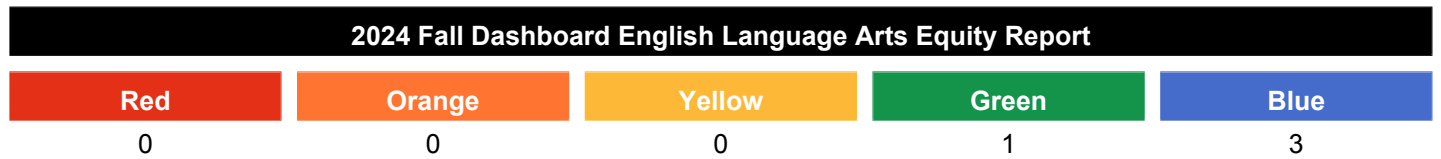
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 81.0 points above standard Increased 4.2 points 296 Students	English Learners  Blue 60.9 points above standard Increased 11.0 points 61 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 51.2 points above standard Increased 31.8 points 18 Students

Students with Disabilities  Green 21.3 points above standard Declined 13.8 points 44 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  Blue 89.8 points above standard Increased 5.0 points 175 Students	Filipino  No Performance Color 86.4 points above standard Declined 6.0 points 28 Students	Hispanic  No Performance Color 46.0 points above standard Increased 7.2 points 22 Students
Two or More Races  No Performance Color 53.6 points above standard Declined 20.5 points 25 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 79.9 points above standard Increased 35.2 points 36 Students

Conclusions based on this data:

1. According to the Dashboard all sub-groups are in the top two performance group.
2. According to the dashboard all students and ELL students scored 50 points above standard.
3. According to the dashboard all students increased 4 points.

School and Student Performance Data

Academic Performance Mathematics

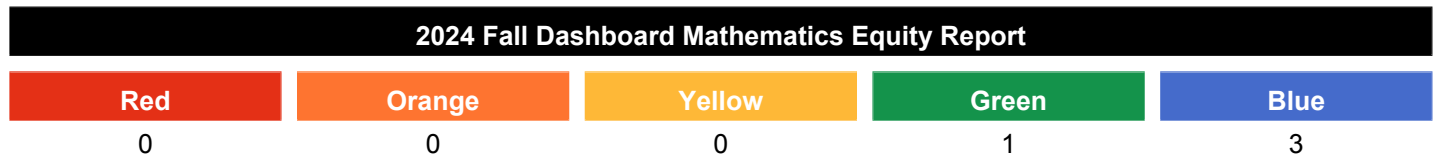
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 66.6 points above standard Increased 11.1 points 297 Students	English Learners  Blue 49.0 points above standard Increased 9.8 points 62 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 26.4 points above standard Increased 15.6 points 18 Students

Students with Disabilities  Green 22.3 points above standard Declined 9.9 points 44 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 5 Students
Asian  Blue 85.8 points above standard Increased 14.3 points 176 Students	Filipino  No Performance Color 52.6 points above standard Increased 3.1 points 28 Students	Hispanic  No Performance Color 15.1 points above standard Increased 14.9 points 22 Students
Two or More Races  No Performance Color 42.0 points above standard Declined 13.3 points 25 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 31.9 points above standard Increased 16.8 points 36 Students

Conclusions based on this data:

1. According to the Dashboard all sub-groups are scoring very high Mathematics.
2. According to the dashboard all students and ELL students scored 49 points above standard in Mathematics.
3. Mangini Ranch is currently performing in the top two performance levels.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
65.5% making progress.	making progress.
Number Students: 55 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.3%	27.3%	1.8%	63.6%

Conclusions based on this data:

- Currently, our EL learning are almost 65 points above the standard.
- Our EL students are performing in green.
- We had at least 63.6 students progress one ELPI level.

School and Student Performance Data

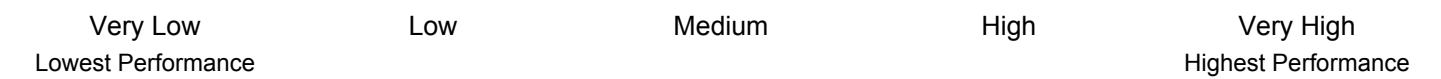
Academic Performance College/Career Report

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

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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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 3.8% Chronically Absent Declined 2 682 Students	English Learners  Yellow 6.3% Chronically Absent Maintained 0.1 112 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 4.9% Chronically Absent Declined 8.9 41 Students

Students with Disabilities  Green 6.7% Chronically Absent Declined 1.3 90 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students
Asian  Green 4.5% Chronically Absent Declined 0.7 404 Students	Filipino  Blue 1.7% Chronically Absent Declined 2.4 59 Students	Hispanic  Green 4.3% Chronically Absent Declined 4.8 47 Students
Two or More Races  Blue 1.7% Chronically Absent Maintained 0.1 60 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 4.1% Chronically Absent Declined 6.6 97 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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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.”

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

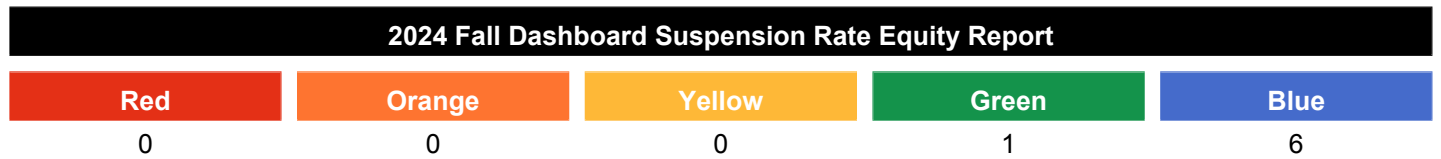
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.1% suspended at least one day Maintained 0% 692 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 113 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 0% suspended at least one day Maintained 0% 43 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.3% 92 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color 0% suspended at least one day 11 Students
Asian  Blue 0% suspended at least one day Maintained 0% 408 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 59 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 47 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 63 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 1% suspended at least one day Maintained 0.1% 99 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

At Mangini Ranch, student progress and educational outcomes will be monitored for success using assessment results.

1.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

1.4 - Ensure Special Education students make yearly progress.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus: Monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

Through our grade level PLC meetings, teachers will work to understand essential standards and common assessments. These assessments (formative) will be used to drive our instruction and drive our MTSS groupings and our 15-day challenges. During MTSS, students will receive timely interventions and supports as needed.

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
CAASPP ELA and Math	2024-2025 data	Maintain and increase levels of exceeding standards
i-Ready ELA and Math	2024-2025 data	Increase student usage and growth targets
ELPAC	2024-2025 data	Increase authentic RFEP reclassification and student improvement
SIPPS Mastery Assessments	2024-2025 data	Students will complete SIPPS challenge with mastery by the end of 2nd grade

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	Instruction and supports provided for targeted alignment and CCSS mastery.	All students, K-5	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries Instructional Coach is hired to support classroom teachers and deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 9752 Learning Recovery 3000-3999: Employee Benefits Employee Benefits 2421 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Paraeducator 943 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits 2638 LCFF - Supplemental 4000-4999: Books And Supplies enrichment supplies
1.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All students, K-5	2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1171 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1337 LCFF - Supplemental 2000-2999: Classified Personnel Salaries health assistant 528 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.3	BIA supports for EL students/teachers and Parent Coordinator for community relations	Identified EL Students, K-5	11563 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries BIA :Assist teachers in EL student needs and access to curriculum 4448 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2194 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 828 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.4	Certificated variable time: SEL/Mental Health Support 2nd Department chair 5%	All students, K-5	2458 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1175 LCFF - Supplemental 3000-3999: Employee Benefits
1.5	ESBN - Every Student by Name - give teachers release time and space to discuss at risk students, or to conduct mid-tri conferencing for early intervention. Area of impact: K-5 unduplicated pupils. Additional coverage as needed.	All students, K-5	2867 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

Through the use of strong Tier 1 instructions and our intervention teacher and the purchase of supplies to supplement adopted curriculum students' academic needs are being met and interventions are being performed.

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

This year we saw students that had a drastic need for SEL and PBIS. We found that there was a need for Tier 2 instructional support than in years past.

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

For the 2025-26 we will dedicate significant funds and time to grade level instructional time for the not just PLC but to bolster our academic rigor in our classrooms.

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.

Family and Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

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

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
Attendance rate	2024-2025 Attendance rate	Reach 96% or higher
Suspension rate	2024-2025 Suspension rate	3%
Parent / Student Communication surveys	2 surveys a year (fall and spring)	Increase connectedness with parents and students

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	Parent communication, and education throughout the academic school year about the importance of attendance in relation to connectivity, and academic success, in addition to improving methods of communication necessary to reach all stakeholders.	All students, K-5	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention is hired to support classroom teachers deliver first instruction to disadvantaged students in

			order to close the achievement gap targeted instruction and classroom teacher support. 9752 Learning Recovery 3000-3999: Employee Benefits Employee benefits 2419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Paraeducator 943 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits 2638 LCFF - Supplemental 4000-4999: Books And Supplies Classroom enrichment supplies
2.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All Students grades K- 5	2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1173 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2194 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Parent Coordinator 828 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.3	BIA supports for EL students/teachers.	Student Engagement EL Students, K-5	11562 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Assist teachers in EL student needs and access to curriculum 4448 LCFF - Supplemental 3000-3999: Employee Benefits Employee benefits 1338 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			.125 Health Clerk 530 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Employee benefits
2.4	Certificated variable time: SEL/Mental Health Support 2nd Department chair 5%	All students, K-5	2458 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd. department chair 1175 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.5	ESBN - Every Student by Name - give teachers release time and space to discuss at risk students, or to conduct mid-tri conferencing for early intervention. Area of impact: K-5 unduplicated pupils. Additional coverage as needed.	All students, K-5	2867 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

At Mangini Ranch we will a lot of emphasis on communication with students and their families. From our PBIS Team to our weekly videos home We feel that the more communication the better. in adding classified personnel, we feel that we have a well-rounded system to target communication with students and their families.

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

We will work with a local vendor to not only have PBIS signage but to create a place where all students see themselves.

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.

MRE is encompassing a new communication tool for students and their families. We believe that this strong system will not only support the day-to-day information but the ease the ability for the families to communicate with us.

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.

Professional Learning to Support High Quality Instruction (LCAP Goal 3)
3.2 Ensure students are meeting grade level standards in math (K-5)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP, and STEM courses to ensure students are college and career ready

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.

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

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
Professional Development	Ongoing PD during staff meetings	Increased knowledge and access to additional instructional strategies
EL Instruction Strategies	Ongoing review with EL standards and ELPAC expectations	Training, and continued knowledge to gain research based instructional strategies to improve student achievement
Tier 1 instructional Training and Implementation	Ongoing training and review of strong tier 1 instruction	Training, and continued knowledge to support all students

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	Teacher exposure, and working with program monitor, BIA, and administrator to track and support EL students.	EL students, K-5	25399 Learning Recovery 3000-3999: Employee Benefits

			Instructional Coach is hired to support; classroom teachers deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 9752 Learning Recovery 3000-3999: Employee Benefits Employee benefits
3.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All Students grades K- 5	2195 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Parent Coordinator 828 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elementary paraeducator 943 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2638 LCFF - Supplemental 4000-4999: Books And Supplies classroom enrichment supplies 11562 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA (17 hrs per week) 4449 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Elem School Clerk(DO) 1173 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits None Specified

			None Specified
3.3	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All Students grades K- 5	1338 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .125 Health Asst 530 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.4	Certificated variable time: SEL/Mental Health Support 2nd Department chair 5%	All Students grades K- 5	2458 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd. department chair 1175 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
3.5	ESBN - Every Student by Name - give teachers release time and space to discuss at risk students, or to conduct mid-tri conferencing for early intervention. Area of impact: K-5 unduplicated pupils. Additional coverage as needed.	All Students grades K- 5	2867 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

For the 2024-2025 school Year Mangini Ranch will be providing a robust professional development structure to focus on Tier one instruction. Looking at our formative assessments we will be able to use the student data along with our PD to tune our instruction to best meet the needs of our students. We will be using summative surveys and testing to ensure that we are following our learning plan.

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

I do not foresee any major differences as our professional development calendar is already set.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

At Mangini Ranch, all students will receive instruction from a highly qualified teacher and have access to grade level curriculum and standards.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

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.

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

Annual Measurable Outcomes

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
Credential audit	100%	maintain 100%
Williams Act facilities audit.	100%	maintain 100%
Williams Act instructional materials audit.	100%	maintain 100%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Instruction and supports provided for targeted alignment and CCSS mastery (LCAP 1.3)	All students grade TK - 5	25399 Learning Recovery 1000-1999: Certificated Personnel Salaries

			Instructional Coach is hired to support classroom teachers and deliver first instruction to disadvantaged students in order to close the achievement gap targeted instruction and classroom teacher support. 9751 Learning Recovery 3000-3999: Employee Benefits employee benefits 2419 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Paraeducator 943 LCFF - Supplemental 3000-3999: Employee Benefits employee benefits 2638 LCFF - Supplemental 4000-4999: Books And Supplies Classroom enrichment supplies
4.2	Hire classified personnel to increase school to home communications and to best ensure that students are healthy and available for learning in order to close the achievement gap and address the SEL needs of our students.	All Students grades K- 5	2675 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Elementary School Clerk 1173 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 1338 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant .125 530 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits 2195 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 Parent Coordinator 828 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.3	BIA supports for EL students/teachers.	Identified EL Students, K-5	11562 LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Assist teachers in EL student needs and access to curriculum 4449 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
4.4	Certificated variable time: SEL/Mental Health Support 2nd Department chair 5%	All Students grades K- 5	2458 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2nd department chair 1175 LCFF - Supplemental 3000-3999: Employee Benefits benefits
4.5	ESBN - Every Student by Name - give teachers release time and space to discuss at risk students, or to conduct mid-tri conferencing for early intervention. Area of impact: K-5 unduplicated pupils. Additional coverage as needed.	All Students grades K- 5	2867 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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.

Mangini Ranch has a strong structure of BIA support and implementation of designated and integrated ELD, we are consistently able to reclassify a high percentage of our emerging bilinguals as proficient. Our school clerk runs our attendance campaigns or challenges to increase student attendance and engagement. Our intervention teacher and general education paraeducator work with our unduplicated pupils in small groups and individually to help them access grade level standards and reach grade level proficiency.

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

No difference.

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.

no difference

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2024-25

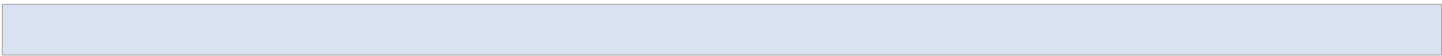
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$289,597.00
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 (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$148,994.00
Learning Recovery	\$140,603.00

Subtotal of state or local funds included for this school: \$289,597.00

Total of federal, state, and/or local funds for this school: \$289,597.00

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
LCFF - Supplemental	148,991	-3.00
Learning Recovery	140,602	-1.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	148,994.00
Learning Recovery	140,603.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,497.00
2000-2999: Classified Personnel Salaries	81,286.00
3000-3999: Employee Benefits	100,262.00
4000-4999: Books And Supplies	10,552.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	21,300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	81,286.00
3000-3999: Employee Benefits	LCFF - Supplemental	35,856.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,552.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	76,197.00
3000-3999: Employee Benefits	Learning Recovery	64,406.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
72,397.00
72,399.00
72,401.00
72,400.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Canen Peterson	Principal
Monica Easton	Classroom Teacher
Stephanie Hammer	Classroom Teacher
Tricia Jenkins	Classroom Teacher
Kate Olsen	Parent or Community Member
Drisana Bragarva	Parent or Community Member
Nikki Wen	Other School Staff
Ilankatharan, Mahadevan	Parent or Community Member
Heather Martinez	Parent or Community Member
Roberts-Maalihan, Louisa	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.

English Learner Advisory Committee (ELAC)

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

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

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

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

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

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
	Principal, Canen Peterson on 5/13/25
	SSC Chairperson, Stephanie Hammer on 5/13/25

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 May 13, 2025.

Attested:

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) 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.

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.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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>

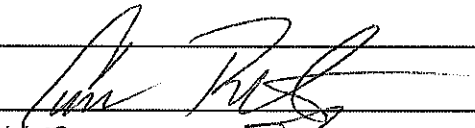
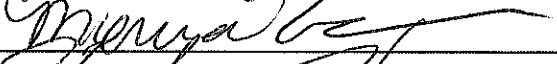
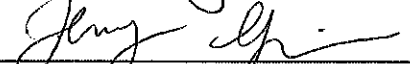
Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Mangini Ranch Elementary
School Site Council Attendance 5/13/25

Canen Peterson	
Monica Easton	
Stephanie Hammer	
Tricia Jenkins	
Jenny Yrigollen	

Nikki Wen

- Viewed remotely

School Site Council Agenda May 13, 2025

- Call Meeting to order
- Approve Agenda
- SIPSA Goals
- Data Walk

School Site Council Notes for 5/13/25

In attendance: Canen Peterson, Stephanie Hammer, Jenny Yrigollen, Monica Easton, Tricia Jenkins, Nikki Wen, Kate Olson

Agenda:

SIPSA Goals

Budget

Data walk

Notes:

14% of students are low income(transient rate is higher, EL level 1, parents have difficulty with literacy) this means our Tier 1 needs to be shored up

Dropped 4% in ELA in the last year based on Renn Diagnostic

Instructional supports: we have intervention teacher for next year

Home school communication: we do home visits to build relationships and strengthen family connections

Extra BIA support in 25/26: we will continue to support EL Learners with this support

Second Department chair using supplemental funds: this position will support PBIS/Climate Facilitator/Staff support

Give teachers more time to see other classrooms and teaching practices for 25/26.

Goals to follow district goals(third grade reading)

Some teachers still need UFLI training

Mystery Writing will come out of supplemental funds

We will have an ½ day intervention teacher to work with grades 1-2