



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Vista Elementary	19-65102-6108245	June 3, 2025	June 17, 2025

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

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

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

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

This plan is being used by Rancho Vista Elementary for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) 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 inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 4
- Educational Partner Involvement ..... 5
- Resource Inequities ..... 6
- Comprehensive Needs Assessment Components ..... 7
  - California School Dashboard (Dashboard) Indicators ..... 7
  - Other Needs ..... 9
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
  - CAASPP Results..... 12
  - ELPAC Results ..... 17
  - Student Population ..... 21
  - Overall Performance ..... 23
  - Academic Performance ..... 25
  - Academic Engagement ..... 31
  - Conditions & Climate..... 34
- Goals, Strategies, & Proposed Expenditures..... 36
  - Goal 1 ..... 36
  - Goal 2..... 42
  - Goal 3..... 48
  - Goal 4..... 52
  - Goal 5..... 56
- Budget Summary ..... 58
  - Budget Summary ..... 58
  - Other Federal, State, and Local Funds ..... 58
- Budgeted Funds and Expenditures in this Plan ..... 59
  - Funds Budgeted to the School by Funding Source..... 59
  - Expenditures by Funding Source ..... 59
  - Expenditures by Budget Reference ..... 59
  - Expenditures by Budget Reference and Funding Source ..... 59
  - Expenditures by Goal..... 60
- School Site Council Membership ..... 61
- Recommendations and Assurances ..... 62
- Instructions..... 63
- Appendix A: Plan Requirements ..... 70

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....73  
Appendix C: Select State and Federal Programs .....76

# Plan Description

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

Westside's LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the supports needed for all students to access that program. The Rancho Vista site plan is aligned with the district's LCAP goals which are:

Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal skills necessary to be successful in a global society.

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

Goal 3: Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

Goal 4: Promoting Community Partnerships: Create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.

The goals, along with the corresponding actions and services that support them, are reviewed and updated annually. This process is informed by data gathered through annual site and district needs assessments, as well as input from key stakeholder groups. A central objective at the Board, district, and site levels is the effective use of data, with an emphasis on identifying high-leverage metrics. A significant portion of the district's federal funding—particularly Title I, II, and III—is dedicated to building the capacity of staff and stakeholders to use data strategically. The goals outlined in this document were developed through the WASC accreditation process and directly influence the educational practices and actions/services described in this SPSA. The WASC goals guiding our efforts to improve student achievement are as follows:

Goal 1 is for Improving Student Achievement- Continue to improve student achievement outcomes for all students in the areas of Reading and Math by increasing the percentage of students Meeting or Exceeding standards on the English Language Arts and Math state assessments (CAASPP)

Goal 2 is for Increasing Access for All Students-Continue to refine current systems to monitor the impact of the implementation of academic differentiation and response to intervention (such as NWEA).

Goal 3 is for Increasing Active and Responsible Citizenship - Continue to improve RVES climate and culture by refining the current PBIS program and aligning it to student school-wide learner outcomes, develop a system for behavior intervention, student and staff mental health support, and increase student attendance

Goal 4 is for Student Achievement- Promoting Community Partnerships - Rancho Vista Elementary School will create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.

All School Site Council (SSC) members receive annual training that covers federal funding guidelines, requirements, and best practices. This training also includes a review of the district's LCAP goals, actions, and services. Attendance is expected for all SSC members, both new and returning.

Each year, School Plans for Student Achievement (SPSAs) are reviewed by the Director of Special Programs to ensure alignment with Board and district (LCAP) goals prior to approval by the Board of Trustees. To support effective implementation, site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor progress and review fund expenditures. All expenditures outlined in the SPSAs must be approved by both the Director of Special Programs and the Director of Fiscal Services before payment is issued, ensuring alignment with the LCAP and compliance with federal and state regulations.

Additionally, the Educational Services staff receive support from the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Tools provided by LACOE—such as Document Tracking and Title I Crate—are used consistently to help staff monitor program alignment, ensure appropriate use of funds, and meet all compliance requirements.

# Educational Partner Involvement

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

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

Parent input is a vital component in the development and continuous refinement of our school plan. Parents contribute through participation in the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and through feedback gathered from surveys such as the California Healthy Kids Survey.

ELAC meetings, primarily attended by families of English Learners, are held quarterly. During these meetings, parents are informed about the SPSA, and ELAC provides formal recommendations to the SSC. Additionally, parent-teacher conferences with families of English Learners are held annually to discuss student progress and supports.

SSC meetings are typically held monthly—or at least every other month—on the second-to-last Thursday of the month. These meetings take place after school in a hybrid format (in person and virtual), are open to the public, and are announced in advance. Agendas and minutes are posted on the school website. The SPSA is collaboratively developed with the SSC and shared with all educational partners—including ELAC, staff, community members, and the PTA executive board—prior to final approval. The SSC also engages with district staff for ongoing training and receives input from the Superintendent’s Advisory.

Staff members contribute to the SPSA through participation in site-based committees—including the Discipline Committee, Safety Committee, WASC Committee, and English Learner Committee. These groups meet throughout the year to discuss needs, programs, and strategies. Input is gathered and shared at general staff meetings, department meetings, and through teacher and administrator representatives who serve on the SSC. Staff also reviews progress toward WASC goals and makes recommendations for improving services.

Feedback from the California Healthy Kids Survey indicates that parents desire increased engagement with Rancho Vista Elementary. In response, a fourth goal focused on community engagement was added to this last year's SPSA. Parents and guardians will now have expanded opportunities to provide input through ELAC, SSC, and PTA. Information about school programs and opportunities is communicated weekly via school dialer messages and email updates.

The Parent Engagement Policy was developed in collaboration with the SSC and community input gathered during a public meeting in November 2024, which also served as the annual Title I Parent Meeting. Following this, the School-Parent Compact was distributed to all families via on the schools website, and parent square. The Parent Engagement Policy and School-Parent Compact are reviewed annually by the School Site Council (SSC) during the October meeting. During this review, SSC members examine the documents to ensure they reflect current school goals and incorporate parent input. Revisions are made as needed to support meaningful family engagement and student achievement.

Each school site follows a continuous improvement model. Data analysis, conducted through a formal needs assessment, guides program decisions based on student progress. This assessment is shared with staff, ELAC, and SSC members, who offer input to refine existing services and develop new ones.

Both the SSC and ELAC play key roles in providing input on services for underperforming students and English Learners. Throughout the year, student progress and program effectiveness are reviewed with staff and advisory committees. After thorough review and stakeholder input, the SSC approves the SPSA, which is then submitted to the District Board of Trustees for final approval.

Prop 28 Funding: Rancho Vista Elementary School has taken meaningful steps to engage and create an on-going dialogue with educational partners including students, families and local community members to elicit input in the development of this plan. These opportunities include discussions in Parent Advisory Council, Surveys and Feedback Forms, and informal discussions with all educational partners. The development of this plan was influenced by our community in the following ways: identifying community priorities, and areas of concern, setting goals, allocating resources towards arts and music programs, and ensuring equity and inclusivity for all students at Rancho Vista Elementary School.

# 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 only.

Rancho Vista has been identified as a school in ATSI for two student groups, Students with Disabilities (SWD) and Two or More Races (TOM).

Based on the 2024 California Dashboard, Rancho Vista has the follow student groups noted in red.

- \* Academic Performance ELA Indicator - Students with Disabilities.
- \* Academic Performance Math Indicator - Students with Disabilities
- \* School Climate Indicator (Suspension rates) - African American
- \* Pupil Engagement Indicator (Chronic Absenteeism) - Homeless

Based on the ATSI identification, the student groups documented in red, and the internal needs assessment, the following resource inequities are addressed as needs in the list below:

- \*Implement a comprehensive RTI/MTSS framework to create structured systems of academic and behavioral intervention.
- \*Improve grading and assessment practices to more accurately identify student learning gaps and inform targeted interventions.
- \*Increase the use of Universal Design for Learning (UDL) strategies in instructional planning to better support diverse learners and facilitate effective, individualized interventions.
- \*Provide professional development for teachers focused on systematic, explicit instruction to improve student progress in oral reading, with an emphasis on reaching grade-level proficiency by the end of first grade. Progress monitoring will be an integral component.
- \*Offer professional development on the effective implementation of district-adopted, problem-based mathematics instruction (Illustrative Math).
- \*Expand the Extended Reading program to include upper grade levels by utilizing Read 180 to support students with reading difficulties, as identified by NWEA MAP Growth Reading RIT scores.
- \*Assess the need for additional staffing to manage and support the implementation and daily logistics of a robust RTI program during the school day.
- \*Explore the potential for training parent and community volunteers to assist in classrooms, enabling teachers to focus on delivering high-quality small group instruction.
- \*Integrate regular data analysis within grade-level teams to track student growth, identify instructional needs, and adjust interventions accordingly.
- \*Conduct Parent-Student-Teacher conferences to collaboratively identify student strengths and areas for growth, and to set personalized academic goals.
- \*Host Parent Nights to increase family engagement through discussions about intervention strategies, NWEA assessments, and student academic goals related to achievement and growth.

- Students with Disabilities have shown a large discrepancy academically and behaviorally. To address this inequity, the school counselor will be working with Tier 2 students through a reentry process from suspensions. The school will provide consistent proactive approaches to discipline through with the use of a PBIS program (Boys Town) and through collaboration with the school behaviorist and psychologist. Academically, the site will work to use academic data (in class assessments, psychological assessments and specialized academic assessments) to ensure appropriate placement, goals, and services are provided. Additionally, student groupings will be evaluated quarterly. An additional strategy that will be implemented is the Check-In, Check-Out (CICO) system, which provides students exhibiting behavioral concerns with regular opportunities for positive interaction, goal setting, and behavior modeling through structured daily check-ins with designated staff members.
- African American students have also shown a discrepancy academically, behavioral and in attendance. To address these inequities, our attendance liaison will collaborate with administration to make connections with families earlier in the school year, utilize parent communication system more frequently for system reminders and SART contracts. Counselors will be adjusting group services provided to these groups to increase attendance and support during the school day. The Check-In, Check-Out (CICO) system will also be incorporated.

- RTI framework will address academic discrepancies due to teachers identifying the gaps in learning. The school's RTI system will ensure that teachers have scheduled time to participate in the assessment cycle and provide interventions that change with each cycle. The school will continue intervention time, although strategies addressed during the intervention time will be adjusted to align with assessment data.
- Parent outreach will be increased from two events a school year to a monthly process where parents receive information relevant and targeted to help students with attendance, academics and socio-emotional growth.

-There needs to be a higher level of support for special education staff in the form of professional development, district handbooks/protocols with most current SELPA information be disseminated regularly to all SPED staff in meetings, in small groups and one-on-one. Action plans for individual students need to be detailed in team meetings (SST) on a monthly basis.

-First instruction needs to be prioritized and monitored frequently to measure the instructional strategies agreed upon by staff to be the most effective. This will be done through professional development in setting clear expectations for instructional lesson framework (student tasks and question oriented) and monitored through classroom walkthroughs, teacher learning walks, evaluated at grade level meetings.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Rancho Vista Elementary made some progress over the 2024 school year. In the area of academics, Students with Disabilities are the lowest performing subcategory in the Red for both English and Math.

Under Academic Performance in English Language Arts- The Overall performance was in Yellow with 18.4 points below standard. This was an increase of 4 points. In English Language Arts, Students with Disabilities are in red. Students with Disabilities are 100.1 points below standard maintaining at -2.9%. All other student groups were in Orange, Yellow, or Green

\*Plans to address this include, but are not limited to:

\*Increased focus on refining grading and assessment practices to more accurately identify students in need of academic support or intervention, thereby reducing unnecessary referrals to special education.

\*Expanded use of Universal Design for Learning (UDL) strategies in classrooms to better address the diverse learning needs of all students.

\*Ongoing professional development for teachers focused on high-quality, first-best instructional practices that integrate UDL principles.

\*Greater emphasis on early identification of students requiring intervention during the school day through a structured Response to Intervention (RTI) framework.

\*Integration of targeted interventions focused on essential standards into the regular school schedule to ensure timely academic support.

\*Potential staffing needs to oversee and manage the implementation and logistics of RTI and on-campus intervention systems.

\*Use of NWEA and other curriculum-based assessments upon student enrollment at Rancho Vista to establish an immediate academic baseline and initiate early intervention prior to the first benchmark assessment.

\*Implementation of explicit and systematic foundational reading instruction in grades K–2 to increase the number of students reaching the Oral Reading Fluency phase by the end of first grade.

Under Academic Performance in Math- The Overall performance was in Yellow with 38.2 points below standard. This was an increase of 5.8 points. In Math, Students with Disabilities are in red. Students with Disabilities are at 115.9 points below standard, maintaining at 2.2 points. English Learner students performance was in Orange at 76.8 points below standard and declined 11.6 points. Socioeconomically Disadvantaged student performance was in Yellow at 53.3 points below standard and increased 8.2 points. White students performance was in green with 16 points below standard with an increase of 11.8 points.

Plans to address this include, but are not limited to:

- \*Increased focus on refining grading and assessment practices to more accurately identify students in need of support or intervention, thereby reducing unnecessary referrals to special education.
- \*Expanded implementation of Universal Design for Learning (UDL) strategies in classrooms to better meet the diverse learning needs of all students.
- \*Ongoing professional development for teachers on high-quality, first-best instructional practices that incorporate UDL principles.
- \*Increased emphasis on identifying students who require academic intervention during the school day through a structured Response to Intervention (RTI) model.
- \*Integration of targeted RTI interventions focused on essential standards into the regular instructional schedule.
- \*Professional development in project-based mathematics instruction, with an emphasis on collecting and analyzing student data to monitor academic growth.

Under Academic Engagement in Chronic Absenteeism- The Overall performance was in Yellow with 24% chronically absent a decline of 4.4%. However, there are specific student groups in the equity report in red and orange. Homeless students were in red for their performance level. African American students are in orange with 33.6% chronically absent. This was a decline of 7.9%. Student group, Two or More Races were also in orange for their performance level with 28.6% of students chronically absent. This was also a decline of 16.7%. English Learners student group were in yellow with 19.8% chronically absent with a decline 2.9%.

Plans to address this include, but are not limited to :

- \*Increase support for African American and Two or More Races student group by building an RTI for attendance with Tier 1/Tier 2 Intervention to help intervene prior to the L2 letter from A2A.
- \*Continue A2A monitoring of attendance and communicating student attendance to teachers to ensure teacher engagement in reinforcing good attendance.
- \*Build an RTI attendance system which includes students and parents in goal setting to improve attendance.
- \*Increase number of attendance meetings and SART Contracts and communication.
- \*Incentive to reward attendance either class or individually.

Under Conditions and Climate which measures how well schools are providing a healthy, safe and welcoming environment, the overall performance for suspension rate is in orange. 3.9% of students were suspended at least one day. This was an increase of .8%. There was one student group in red: African American. African American student group were in red with 15% suspended at least one day. This was an increase of 3.7%. The student group, Two or More Races was in orange with 6.9% suspended at least one day. This was a decline of 4.5%. The student group, Socioeconomically Disadvantaged students were also in orange with 5% suspended at least one day. This maintained. Finally, Students with Disabilities were also in orange with 8.2% suspended at least one day. This was a decline of .5%. Other student groups with performance level in orange were Hispanic and Homeless. English Learners were in green with 1.2% of students suspended at least one day with a decline of 3.8%. . White students were in orange with 2.7 % suspended at least one day with an increase of 1.6%.

Plans to address this include, but are not limited to:

- \*Continue with the implementation of Playworks program during unstructured times (Recess and Lunch)
- \*Continue to build RTI for Behavior with clear guidelines of systematic interventions and documentation of alternatives to suspension, such as behavior contract
- \*Use College and Career Readiness standards as a baseline for expected behaviors in the classroom, and increase explicit instruction concerning PBIS and how to behave on school campus.
- \*Continued need to support the SEL development of Tier 2 and Tier 3 students (focusing on African American, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities) through leadership development programs and mentorships.
- \*Update Student Handbook and clarify expectations that are aligned to policy.
- \*Integrate current Student Learner Outcomes for Rancho Vista by referring and explicitly teaching expectations

\*Continued counseling support, including connecting resources such as School Based Mental Health, to address trauma and SEL needs

\*Professional Development on PBIS and Trauma informed instruction and response.

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.

Two or more below:

- Chronic Absenteeism: Homeless
- Suspension Rate: No groups two or more below the All Student group
- English Language Arts: Students with Disabilities
- Mathematics: Students with Disabilities

Homeless Students are below the All Student group in Chronic Absenteeism. There exists a need to support this group to increase attendance. Plans to address this include, but are not limited to:

\*Continue A2A monitoring of attendance and communicating student attendance to teachers to ensure teacher engagement in reinforcing good attendance.

\*Build an RTI attendance system which includes students and parents in goal setting to improve attendance.

\*Increase number of attendance meetings and SART Contracts and communication.

\*Student/Admin/Counselor Check in and Check out to identify potential barriers to attendance.

\*Increased offerings for building home to school communication and partnerships, including, but not limited to, trainings, conferences and collaboration.

## Other Needs

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

In addition to dashboard data, a need continues to exist to increase the communication and partnership between home and school as evidenced in the California Healthy Kids Survey. According to the data, only 23% of parents feel the school is a safe place, and 25% of parents feel the school promote academic success. There was only 20% of parents feel the school promotes the respect of cultural beliefs. Parents identified wanting to be part of the school, but did not know how to engage.

Plans to address this include, but are not limited to:

\*Increase parent partnerships by increasing communication and collaboration through Principal advisory meetings, trainings, and time for parents to connect with other parents.

\*Increased offering to build home to school communication and partnership, including, but not limited to, conferences, trainings and collaboration.

\*Offer a variety of formats to inform parents either in person, virtual or phone collaboration

\*Targeted surveys and input offerings

\*Continued efforts for A2A meetings and conferences to identify the root causes and barriers for absenteeism.

\*Increased number of SART Contracts and communication

\*Increase number of Student Study Team when a need is identified earlier in the school year to build in interventions and collaboration with parents.

\*Continued connection of families to community resources.

\*Continued focus on creating connections between families, students, and teachers to foster positive school culture and connectedness.

\*Update Student/Parent Handbook with protocols and actions discipline and safety.

\*Increase parent connection and understanding to student data and performance.

\*Create parent focus groups discussing promoting respect of cultural beliefs.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Rancho Vista Elementary. 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	0.24%	0%	0.11%	2	0	1
African American	7.78%	9.12%	10.69%	65	79	97
Asian	1.56%	2.42%	2.32%	13	21	21
Filipino	1.68%	1.5%	1.87%	14	13	17
Hispanic/Latino	55.57%	57.74%	57.00%	464	500	517
Pacific Islander	%	0%	0.11%	0	0	1
White	29.10%	23.9%	21.94%	243	207	199
Multiple/No Response	3.71%	5.2%	5.84%	31	45	53
<b>Total Enrollment</b>				835	866	907

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	141	157	118
Grade 1	82	113	132
Grade 2	120	83	122
Grade3	105	127	96
Grade 4	142	123	130
Grade 5	140	146	136
Grade 6	105	117	126
<b>Total Enrollment</b>	835	866	907

#### Conclusions based on this data:

1. We have seen a steady increase with student groups African American and Hispanic each year. There has been a decrease of White student group.
2. Our school has grown by almost 81 students in one year. At one point in the school year the total was higher, in the 920's however, enrollment fluctuates week by week.

# 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	70	64	69	6.4%	8.4%	7.6%
Fluent English Proficient (FEP)	33	36	37	4.6%	4.0%	4.1%
Reclassified Fluent English Proficient (RFEP)				3.7%		

### Conclusions based on this data:

1. There was a slight decline in ELL enrollment from 2020/21 to 2021/22 and then a slight increase this school year 2022-23.
2. There has been little reclassification over the past few years which is concerning.

# 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	115	130	92	113	128	91	113	128	91	98.3	98.5	98.9
Grade 4	146	130	134	143	127	130	143	127	130	97.9	97.7	97
Grade 5	137	152	133	136	149	131	136	148	131	99.3	98.0	98.5
Grade 6	113	112	123	110	111	121	110	111	120	97.3	99.1	98.4
All Grades	511	524	482	502	515	473	502	514	472	98.2	98.3	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	2409.	2404.	2386.	18.58	19.53	15.38	18.58	21.88	12.09	32.74	23.44	29.67	30.09	35.16	42.86
Grade 4	2479.	2465.	2467.	27.97	25.98	29.23	34.27	23.62	19.23	16.78	22.05	23.85	20.98	28.35	27.69
Grade 5	2490.	2488.	2479.	17.65	20.27	16.79	28.68	26.35	25.19	27.21	22.97	23.66	26.47	30.41	34.35
Grade 6	2492.	2481.	2518.	7.27	6.31	14.17	27.27	28.83	30.83	30.91	28.83	30.00	34.55	36.04	25.00
All Grades	N/A	N/A	N/A	18.53	18.48	19.28	27.69	25.10	22.46	26.29	24.12	26.48	27.49	32.30	31.78

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	15.93	17.19	8.79	63.72	57.81	60.44	20.35	25.00	30.77
Grade 4	16.08	17.32	19.23	68.53	62.99	58.46	15.38	19.69	22.31
Grade 5	14.71	14.19	12.98	69.12	58.78	60.31	16.18	27.03	26.72
Grade 6	5.45	8.11	17.50	59.09	54.95	57.50	35.45	36.94	25.00
All Grades	13.35	14.40	15.04	65.54	58.75	59.11	21.12	26.85	25.85

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	13.27	14.96	12.09	55.75	54.33	47.25	30.97	30.71	40.66
Grade 4	20.98	15.75	16.15	60.14	67.72	60.00	18.88	16.54	23.85
Grade 5	17.65	17.69	14.50	60.29	61.22	58.78	22.06	21.09	26.72
Grade 6	11.82	6.31	13.33	56.36	54.05	55.83	31.82	39.64	30.83
All Grades	16.33	14.06	14.19	58.37	59.57	56.14	25.30	26.37	29.66

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	14.16	8.66	8.79	69.91	74.80	76.92	15.93	16.54	14.29
Grade 4	12.59	10.24	15.38	77.62	75.59	72.31	9.79	14.17	12.31
Grade 5	8.09	11.49	9.16	75.00	72.30	76.34	16.91	16.22	14.50
Grade 6	7.27	12.61	9.17	68.18	71.17	75.83	24.55	16.22	15.00
All Grades	10.56	10.72	10.81	73.11	73.49	75.21	16.33	15.79	13.98

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	9.73	12.50	13.19	65.49	64.06	54.95	24.78	23.44	31.87
Grade 4	20.28	14.17	16.92	65.73	69.29	65.38	13.99	16.54	17.69
Grade 5	16.18	14.86	18.32	63.97	62.84	63.36	19.85	22.30	18.32
Grade 6	10.00	11.71	15.83	73.64	63.96	67.50	16.36	24.32	16.67
All Grades	14.54	13.42	16.31	66.93	64.98	63.35	18.53	21.60	20.34

**Conclusions based on this data:**

- Overall achievement in ELA in the 22/23 school year shows that the largest group is in the Not Met level 32.30%. When digging deeper into specific areas, the students highest group is met or nearly met. This shows that students need to move to next level with the nearly met and that students are not maintaining once at met.

2. Writing, Reading (in comparison to listening and speaking) continue to be an area of need for students, with reading being the area with the most students below standard.
3. In the 22/23 data, third grade and fifth grade dropped.

# 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	115	130	92	113	130	91	113	129	91	98.3	100.0	98.9
Grade 4	146	130	134	143	130	130	143	130	130	97.9	100.0	97
Grade 5	137	153	133	135	150	131	135	150	131	98.5	98.0	98.5
Grade 6	113	112	123	110	111	121	110	111	121	97.3	99.1	98.4
All Grades	511	525	482	501	521	473	501	520	473	98.0	99.2	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	2417.	2405.	2393.	16.81	13.18	5.49	24.78	29.46	18.68	23.89	20.16	34.07	34.51	37.21	41.76
Grade 4	2464.	2455.	2465.	16.08	11.54	16.92	30.77	28.46	28.46	32.17	30.77	30.77	20.98	29.23	23.85
Grade 5	2453.	2471.	2476.	5.19	10.67	12.21	16.30	14.67	16.03	28.15	37.33	31.30	50.37	37.33	40.46
Grade 6	2493.	2481.	2504.	5.45	9.01	12.40	27.27	16.22	28.10	30.00	30.63	28.10	37.27	44.14	31.40
All Grades	N/A	N/A	N/A	10.98	11.15	12.26	24.75	22.12	23.04	28.74	30.00	30.87	35.53	36.73	33.83

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	20.35	19.38	6.59	51.33	42.64	49.45	28.32	37.98	43.96
<b>Grade 4</b>	17.48	13.08	14.62	51.05	53.85	54.62	31.47	33.08	30.77
<b>Grade 5</b>	6.67	5.33	7.63	56.30	60.00	56.49	37.04	34.67	35.88
<b>Grade 6</b>	7.27	3.60	10.74	47.27	50.45	50.41	45.45	45.95	38.84
<b>All Grades</b>	12.97	10.38	10.15	51.70	52.12	53.07	35.33	37.50	36.79

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	16.81	12.40	4.40	60.18	58.14	63.74	23.01	29.46	31.87
<b>Grade 4</b>	18.18	13.08	20.77	63.64	60.77	58.46	18.18	26.15	20.77
<b>Grade 5</b>	5.19	5.33	5.34	55.56	74.00	61.83	39.26	20.67	32.82
<b>Grade 6</b>	5.45	8.11	10.74	62.73	60.36	64.46	31.82	31.53	24.79
<b>All Grades</b>	11.58	9.62	10.78	60.48	63.85	61.95	27.94	26.54	27.27

**Conclusions based on this data:**

1. Overall math test scores dropped from the 21-22 school year for all students. MAP NWEA data predicts that these numbers for the 23-24 school year may increase slightly in some grade levels.
2. There is a slight decrease in Math under concepts and procedures in the percentage of students below standard. There is a slight increase within each area under the % of students 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/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	1399.8	1415.4	*	1414.3	1429.2	*	1365.8	1382.6	10	12	11
<b>1</b>	*	1447.5	*	*	1459.6	*	*	1434.9	*	5	11	9
<b>2</b>	*	*	1486.7	*	*	1485.0	*	*	1488.1	7	5	11
<b>3</b>	*	*	*	*	*	*	*	*	*	10	8	7
<b>4</b>	1486.0	1464.4	*	1492.6	1469.8	*	1478.8	1458.9	*	11	16	10
<b>5</b>	*	1514.1	1497.6	*	1506.1	1504.5	*	1521.7	1490.2	9	11	13
<b>6</b>	1506.5	*	1536.5	1506.9	*	1537.5	1505.7	*	1534.9	17	8	11
<b>All Grades</b>										69	71	72

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	0.00	9.09	*	41.67	36.36	*	33.33	45.45	*	25.00	9.09	*	12	11
<b>1</b>	*	0.00	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11	*
<b>2</b>	*	*	0.00	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	9.09	12.50	*	27.27	31.25	*	36.36	18.75	*	27.27	37.50	*	11	16	*
<b>5</b>	*	9.09	15.38	*	63.64	23.08	*	18.18	38.46	*	9.09	23.08	*	11	13
<b>6</b>	5.88	*	18.18	35.29	*	54.55	29.41	*	27.27	29.41	*	0.00	17	*	11
<b>All Grades</b>	7.25	5.63	6.94	36.23	46.48	37.50	36.23	25.35	30.56	20.29	22.54	25.00	69	71	72

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	0.00	9.09	*	41.67	36.36	*	33.33	36.36	*	25.00	18.18	*	12	11
<b>1</b>	*	9.09	*	*	54.55	*	*	27.27	*	*	9.09	*	*	11	*
<b>2</b>	*	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	9.09	12.50	*	63.64	56.25	*	27.27	12.50	*	0.00	18.75	*	11	16	*
<b>5</b>	*	27.27	23.08	*	54.55	53.85	*	9.09	7.69	*	9.09	15.38	*	11	13
<b>6</b>	29.41	*	27.27	41.18	*	72.73	23.53	*	0.00	5.88	*	0.00	17	*	11
<b>All Grades</b>	14.49	16.90	16.67	52.17	45.07	41.67	26.09	21.13	18.06	7.25	16.90	23.61	69	71	72

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	0.00	0.00	*	16.67	27.27	*	58.33	63.64	*	25.00	9.09	*	12	11
<b>1</b>	*	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
<b>2</b>	*	*	0.00	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	0.00	6.25	*	18.18	12.50	*	36.36	37.50	*	45.45	43.75	*	11	16	*
<b>5</b>	*	9.09	0.00	*	9.09	15.38	*	54.55	46.15	*	27.27	38.46	*	11	13
<b>6</b>	0.00	*	9.09	17.65	*	27.27	35.29	*	45.45	47.06	*	18.18	17	*	11
<b>All Grades</b>	5.80	2.82	1.39	11.59	18.31	25.00	49.28	43.66	44.44	33.33	35.21	29.17	69	71	72

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	8.33	9.09	*	66.67	63.64	*	25.00	27.27	*	12	11
<b>1</b>	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
<b>2</b>	*	*	36.36	*	*	54.55	*	*	9.09	*	*	11
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	54.55	25.00	*	45.45	56.25	*	0.00	18.75	*	11	16	*
<b>5</b>	*	36.36	15.38	*	54.55	69.23	*	9.09	15.38	*	11	13
<b>6</b>	11.76	*	54.55	82.35	*	45.45	5.88	*	0.00	17	*	11
<b>All Grades</b>	36.23	28.17	23.61	57.97	50.70	52.78	5.80	21.13	23.61	69	71	72

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	*	0.00	18.18	*	75.00	72.73	*	25.00	9.09	*	12	11
1	*	0.00	*	*	90.91	*	*	9.09	*	*	11	*
2	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	18.75	*	90.91	62.50	*	9.09	18.75	*	11	16	*
5	*	45.45	61.54	*	45.45	23.08	*	9.09	15.38	*	11	13
6	35.29	*	27.27	47.06	*	72.73	17.65	*	0.00	17	*	11
All Grades	17.39	22.54	23.94	63.77	59.15	52.11	18.84	18.31	23.94	69	71	71

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	*	0.00	0.00	*	75.00	81.82	*	25.00	18.18	*	12	11
1	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
2	*	*	9.09	*	*	81.82	*	*	9.09	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	6.25	*	45.45	43.75	*	45.45	50.00	*	11	16	*
5	*	18.18	0.00	*	54.55	46.15	*	27.27	53.85	*	11	13
6	11.76	*	9.09	17.65	*	63.64	70.59	*	27.27	17	*	11
All Grades	10.14	5.63	2.78	43.48	54.93	61.11	46.38	39.44	36.11	69	71	72

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	*	16.67	18.18	*	50.00	63.64	*	33.33	18.18	*	12	11
1	*	0.00	*	*	80.00	*	*	20.00	*	*	10	*
2	*	*	18.18	*	*	81.82	*	*	0.00	*	*	11
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	12.50	*	54.55	43.75	*	45.45	43.75	*	11	16	*
5	*	9.09	0.00	*	72.73	61.54	*	18.18	38.46	*	11	13
6	11.76	*	9.09	76.47	*	90.91	11.76	*	0.00	17	*	11
All Grades	8.70	11.43	8.33	69.57	61.43	66.67	21.74	27.14	25.00	69	70	72

**Conclusions based on this data:**

1. ELL students are stronger in oral tasks than in the written tasks.

2. In the writing domain, there is a slight increase in Level 4, however, it seems most students remain in level 3 and reclassification is delayed.
3. The reading domain needs to be addressed through interventions during the school day for ELL students. This is an overall area that needs focus, with a higher percentages of students scoring somewhat or moderately in that domain compared to others.

# 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
907	53.3%	7.6%	2.1%
Total Number of Students enrolled in Rancho Vista Elementary.	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	69	7.6%
Foster Youth	19	2.1%
Homeless	78	8.6%
Socioeconomically Disadvantaged	483	53.3%
Students with Disabilities	120	13.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	97	10.7%
American Indian	1	0.1%
Asian	21	2.3%
Filipino	17	1.9%
Hispanic	517	57%
Two or More Races	53	5.8%
Pacific Islander	1	0.1%
White	199	21.9%

**Conclusions based on this data:**

1. Our Hispanic/Latino population is the largest population at Rancho Vista and continues to increase. Student subgroup data slightly shifts each year with the most recent change being the increased number of students in African American students as well.
2. Students with Disabilities is at 13.2% of population which is 3.2% higher than the target percentage.
3. Socioeconomically Disadvantaged student percentage is 53.3 decreasing by 3.6% from previous year of 56.9%.

# School and Student Performance Data

## Overall Performance

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.

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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Chronic absenteeism is a problem that appears to impact the progress of student subgroups, such as African American, Two or More Races, Students with disabilities, Socioeconomically Disadvantaged, English Learners, and Homeless at Rancho Vista. This impacts the performance of these subgroups and school overall in ELA and Math.
2. Suspension rate is a concern that needs to be monitored through the PBIS program newly implemented at the site in order to decrease numbers. When looking at suspensions, it is specific student subgroups that need targeted

support behaviorally, African American, Two or More Races, Socioeconomically Disadvantaged, Hispanic, and Students with Disabilities.

3. Math (+5.8) and ELA (+4) have increased overall as a school. Our lowest subgroup is Students with disabilities. Overall school at Yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

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.

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












This section provides number of student groups in each level.



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

### 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
<p>Yellow</p> <p>18.4 points below standard</p> <p>Increased 4.0 points</p> <p>453 Students</p>	<p>Orange</p> <p>68.7 points below standard</p> <p>Maintained 0.4 points</p> <p>51 Students</p>	<p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Orange</p> <p>33.7 points below standard</p> <p>Declined 8.7 points</p> <p>34 Students</p>	<p>Yellow</p> <p>34.4 points below standard</p> <p>Increased 6.8 points</p> <p>238 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>100.1 points below standard</p> <p>Maintained 2.9 points</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>51.1 points below standard</p> <p>Increased 28.0 points</p> <p>42 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>23.8 points below standard</p> <p>Maintained 2.6 points</p> <p>257 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>10.2 points below standard</p> <p>Increased 6.8 points</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>0.6 points above standard</p> <p>Increased 8.1 points</p> <p>110 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities have the weakest performance in Language Arts that needs to be addressed through the site's RTI system and building small group instruction into the school day. This student group continues to decrease significantly by 2.9 points and this student group being 100.1 points below standard. With 13.2% in Special Education at 3.2% over what is the average- this continues to identify lack of effective Tier 2 and Tier 3 Instruction.
2. The African American student group increased significantly (28 points) as well as Homeless (8.7points). There is an increase in all student groups by 4 points.
3. Both current English Learners (.4 points) , Reclassified (-24.1points) decreased. Even though Reclassified is 27.8 points above standard, it dropped the most significantly.

# School and Student Performance Data

## Academic Performance Mathematics

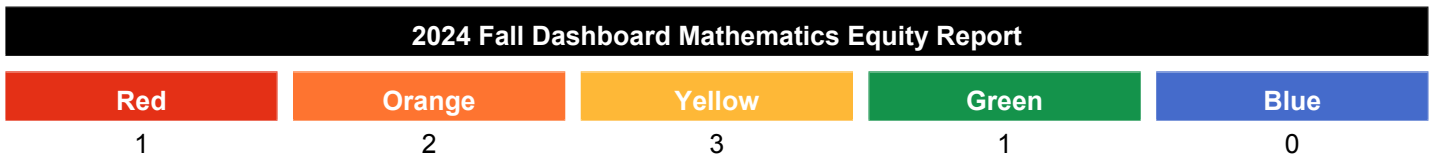
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>38.2 points below standard</p> <p>Increased 5.8 points</p> <p>453 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>76.8 points below standard</p> <p>Declined 11.6 points</p> <p>51 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>58.7 points below standard</p> <p>Declined 4.5 points</p> <p>34 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>53.3 points below standard</p> <p>Increased 8.2 points</p> <p>238 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>115.9 points below standard</p> <p>Maintained 2.2 points</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>88.9 points below standard</p> <p>Increased 19.5 points</p> <p>42 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>39.7 points below standard</p> <p>Increased 3.2 points</p> <p>256 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>40.9 points below standard</p> <p>Increased 11.6 points</p> <p>26 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>16.0 points below standard</p> <p>Increased 11.8 points</p> <p>111 Students</p>

**Conclusions based on this data:**

1. Most student groups increased except for Students with Disabilities which declined and is in the in red. African American students increased Math performance by 19.5 putting them in the yellow.
2. With the exception of African American and Students with Disabilities, most student groups increased by 5.8 points.
3. Current English Learners had a decline of 11.6 points.

# 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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 27.8% making progress. Number Students: 54 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 4 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 29.6%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 42.6%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 27.8%

### Conclusions based on this data:

1. ELL progress is 27.8 making progress towards English Language proficiency. Declining by 24.1%
2. There continues to exist a need for improvement in ELA on state and NWEA testing for our English Language Learners to increase ELPI levels and reduce the amount of students decreasing ELPI.
3. With zero students maintaining a level 4, there exists a need to accelerate growth for our LTEL's. However, with 27.8% students progressing at least one ELPI level, there continues to be a need to increase performance in the ELPAC to get more students reclassified.

# 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.

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

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

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

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:

- Rancho Vista has school wide AVID Elementary, but there needs to be an alignment of College and Career Readiness standards to AVID school wide practices.

# 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.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>24% Chronically Absent</p> <p>Declined 4.4</p> <p>963 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>19.8% Chronically Absent</p> <p>Declined 2.9</p> <p>81 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>4.2% Chronically Absent</p> <p>Declined 26.9</p> <p>24 Students</p>	<p><b>Homeless</b></p> <p> Red</p> <p>42.7% Chronically Absent</p> <p>Increased 15</p> <p>82 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>31.6% Chronically Absent</p> <p>Declined 1.7</p> <p>531 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>23.4% Chronically Absent</p> <p>Declined 10.5</p> <p>145 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>33.6% Chronically Absent</p> <p>Declined 7.9</p> <p>110 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>39.1% Chronically Absent</p> <p>Maintained 0</p> <p>23 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 10</p> <p>18 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>24.4% Chronically Absent</p> <p>Declined 2.7</p> <p>549 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined 16.7</p> <p>56 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined 5.3</p> <p>205 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism has declined by 4.4%; however, our Homeless population increased by 15%. We have subgroups in orange including African American, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities.
2. All school average is 24% chronically absent with a decrease significantly by 4.4%

# School and Student Performance Data

## Academic Engagement Graduation Rate

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.

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.



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. Nothing to report- not applicable.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

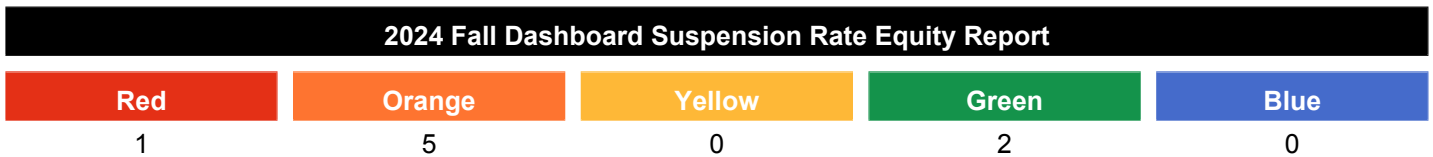
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
<p><b>All Students</b></p> <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 0.8%</p> <p>986 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 3.8%</p> <p>81 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>3.7% suspended at least one day</p> <p>Declined 9.6%</p> <p>27 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 4.9%</p> <p>82 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>5% suspended at least one day</p> <p>Maintained 0%</p> <p>542 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>8.2% suspended at least one day</p> <p>Declined 0.5%</p> <p>146 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>15% suspended at least one day</p> <p>Increased 3.7%</p> <p>113 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 1%</p> <p>561 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Declined 2.2%</p> <p>58 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.3%</p> <p>208 Students</p>

**Conclusions based on this data:**

1. Suspension rates have increased by .8% with 3.9% of students suspended at least one day. African American increased by 3.7% (Red). Orange subgroups include: Students with Disabilities 8.2% (-.5%), Socioeconomically Disadvantaged 5% (maintained), Two or More Races 6.9% (-2.2%), Hispanic 2.5% (+1%), and Homeless 4.9% (+4.9%).
2. English Learners and White subgroups have the lowest suspension totals.

# 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.

#### Goal #1 for Improving Student Achievement providing Education for Life and Work.

Rancho Vista Elementary will ensure all students are well-equipped with cognitive, linguistic, interpersonal and intrapersonal skills to be successful in a global society.

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

LCAP goal to which this school goal is aligned.

GOAL #1 - Education for Life and Work: Ensure that all students are equipped with the cognitive, linguistic, interpersonal and intrapersonal skills to be successful in a global society.

(State Priorities: Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Basic Conditions of Learning)

### 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.

As a result of the WASC self study in April 2023, Goal 1 aligned with WASC goal to continue to improve student achievement outcomes for all students in the areas of Reading and Math by increasing the percentage of students Meeting or Exceeding standards on the ELA and Math State assessments, CAASPP. In using the NWEA data as a benchmark to monitor student growth and achievement, there is a need to provide strong Tier 1 instruction and additional support with students in Language Arts and Math. For most groups, ELA and Math continues to have the highest need with the student subgroup, Students with Disabilities. There is a need to increase proficiency rates. According to the 23-24 CAASPP data, students are below standard in ELA (71% 3rd, 50% 4th, 57% 5th, 55% 6th), and students are below standard in MATH (3rd 65%, 4th 53%, 5th 71%, 6th 59%). Overall school performance is in Yellow on the California Dashboard in ELA and Yellow in Math, with an increase in performance.

This need to increase student proficiency is aligned to the Westside Union School Board Goals of 1) All students reading by third grade 2) All elementary students ready for middle school when transitioning from 6th grade to middle school. 3) All middle school students ready for high school when transitioning from 8th grade to high school. 4) Promoting Community Involvement.

### 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
Performance on district benchmark type exams.	See data sheets with assessment results. Data result markers for ELA and Math.	Increase in proficiency rates by 3% (of students meeting the 50th percentile of performance and above as shown in class reports)
CAASPP interim assessments & State test scores	Data sheets with assessment results.	Increase in proficiency rates by 3%.
ELPAC Scores	ELPAC may be measured by the ELPI Dashboard indicator or the number of	Increase the percentage of students meeting level 4 by 4%

	students meeting a 4 overall for reclassification.	
Classroom Grades	See classroom (standards-based) grades data and common assessments that align	Students will maintain a "3" or have options for supplemental instruction.
NWEA Assessment Results compared year over year and testing periods during the same year. Both growth and projected growth will be reviewed.	See Data sheets with Assessment results in ELA and Math	Students will score at or near the 61st percentile on ELA and Math on the Family Report in achievement. Growth goals will be set each benchmark period.

## 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	<p>A. Professional Development and Collaboration</p> <p>Rancho Vista Elementary school values professional development opportunities to equip our teachers and staff to increase student achievement. Professional development will be provided to give staff time, resources and structures to help better address the specific needs of the students.</p> <p>This activity can include:</p> <ul style="list-style-type: none"> <li>*Professional development through conferences and trainings related to RTI, MTSS, PBIS, UDL, PLC/data teams examples, AVID training and RTI at Work</li> <li>*Professional development is using district adopted curriculum</li> <li>*Professional development for classified with PBIS, and/ or Reading support.</li> <li>*Professional development through conference and trainings focused on special education best practices.</li> <li>*Professional development through conferences related to cultural relevancy in programs like AVID.</li> <li>*Targeted collaboration time in staff meetings and release time.</li> <li>*Any supplies or materials needed to support the completion of the items listed above.</li> <li>*Managing and analyzing data to build targeted interventions, set up student/teacher goal setting activities with release time or progress monitoring with grade level.</li> <li>*Release time to analyze student work in order to ensure progress.</li> <li>*Managing and analyzing data for sitewide AVID Implementation.</li> </ul>	All underperforming students, including Students with Disabilities, African American students which are in most need.	<p>30925 Title I 1000-1999: Certificated Personnel Salaries Salaries and costs (including for registration, travel, hotel and meals, etc.) for teachers to participate in professional development through conferences or trainings. Substitute teacher coverage 3500 Title I 3000-3999: Employee Benefits Coverage for additional employee benefits for teachers to participate in Professional development through conferences and trainings. 800 Title I 4000-4999: Books And Supplies Any supplies or materials needed to support ongoing development for teachers and professional development attended.</p>
1.2	<p>B. Improvement of Technology:</p> <p>Rancho Vista Elementary School is one to one with technology; however there still exists a need to</p>	All students, with a focus on Students with Disabilities, African-American, low socio-	<p>13,000 Title I 4000-4999: Books And Supplies</p>

	<p>support and supplement technology and materials on campus through a variety of soft wares and hard wares.</p> <p>This activity can include:</p> <p>*Online Tutoring systems such as, but not limited to Math 180, IXL, Starfall, to provide individual interventions online.</p> <p>*Chromebooks, or iPads to support flexible learning and grouping in the classrooms.</p>	<p>economic students, foster youth, homeless, and ELL students.</p>	<p>Technology to support flexible learning and grouping in classroom and subscriptions (Math 180) 15,087 Title I 4000-4999: Books And Supplies IXL License for grades K-6.</p>
1.3	<p><b>C. Targeted Interventions</b></p> <p>Rancho Vista Elementary School staff understands that targeted, strategic interventions need to be in place, before, during and after the school day for students to reach academic proficiency. The opportunities for interventions, enrichment, and remediation. Development of these interventions require use of data driven decision making along with collaboration time to increase student proficiency in Math and ELA.</p> <p>These interventions and required supports may include:</p> <p>*Release time provided by substitute teachers for grade level collaboration to align pacing guides, essential standards, common assessments or analysis of student data and trends to inform instruction.</p> <p>*Extended learning programs before, during or after school to provide targeted interventions provided by classified or certificated staff.</p> <p>*Additional support staff during school hours in reading or math to provide interventions.</p> <p>*Managing and analyzing school wide data for AVID Elementary implementation and monitoring quality of program.</p> <p>*Extra duty time for MTSS team to plan and prepare interventions based on data identifying student needs.</p> <p>*Enrichment activities (Battle of the Books, Mathletes, etc...)</p>	<p>All students, with a focus on Students with Disabilities, African-American, low socio-economic students, foster youth, homeless, and ELL students.</p>	<p>17,000 Title I 1000-1999: Certificated Personnel Salaries Teacher salary or hourly costs to provide interventions or enrichment. 3,000 Title I 3000-3999: Employee Benefits Statutory benefits costs 3000 Title I 2000-2999: Classified Personnel Salaries Additional hours to or salary pay to provide extended learning 800 Title I 3000-3999: Employee Benefits Statutory benefits costs 1000 Title I 1000-1999: Certificated Personnel Salaries AVID Site Team Coach for program implementation and certification. 1000 Title I 1000-1999: Certificated Personnel Salaries Data Coach for MTSS supports 2,825 Title I 4000-4999: Books And Supplies for Enrichment Activities</p>
1.4	<p>Rancho Vista Elementary School has taken intentional and meaningful steps to engage educational partners—including students, families, and community members—in ongoing dialogue to gather input for the development of this plan.</p>	<p>All Students at Ranch Vista</p>	<p>38,515 Prop 28 1000-1999: Certificated Personnel Salaries</p>

	<p>Engagement opportunities have included Parent Advisory Council meetings, surveys, feedback forms, and informal discussions with all stakeholder groups. Additionally, Proposition 28 funding is being utilized to ensure that all students have access to enrichment opportunities in the arts.</p> <p>Increased educational opportunity through the expansion of Art and music educational offerings:</p> <ol style="list-style-type: none"> <li>1. Provide music education classes through a certificated teacher in all classes.</li> <li>2. Provide band classes to 5th and 6th grade students.</li> <li>3. Provide classified staff to assist teachers with expanded Art opportunities in the classroom.</li> <li>4. Purchase of educational materials and supplies for music and art programs.</li> </ol>	<p>.6 FTE for a credential Music Teacher (29% of Prop 28 Funding) 25,143 Prop 28 1000-1999: Certificated Personnel Salaries 1/6 salary for 5th/6th Grade Band Students (19% of Prop 28 Funding) 18,609 Prop 28 3000-3999: Employee Benefits Employee Benefits for .6 FTE Music Teacher (14% of Prop 28 Funding) 25,407 Prop 28 2000-2999: Classified Personnel Salaries Two 3.5 hour part time Art Aides (19% of Prop 28 Funding) 1,838 Prop 28 3000-3999: Employee Benefits Employee benefits for 2 part time Art Aides (1% of Prop 28 Funding) 23,673 Prop 28 4000-4999: Books And Supplies Supplies for Art, Music, Media Arts (18% of Prop 28 Funding)</p>
--	--	--

# 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.

<p>Activity 1.1 – A. Alignment of Instruction with Content Standards</p> <ol style="list-style-type: none"> <li>1. All instruction is aligned with California State Standards as noted during informal and formal walk through's and observations.</li> <li>2. Grade-level teams continue to review, follow, and revise pacing guides, curricular plans, and essential standards.</li> <li>3. Effectiveness of the reading/language arts and mathematics programs is being improved by ongoing monitoring of both core and supplemental instruction, guided by pacing plans and essential standards.</li> <li>4. Instructional time in reading/language arts and mathematics is being monitored to ensure alignment with recommended guidelines.</li> <li>5. The district's standards-based curriculum is implemented with consistent monitoring across all classrooms.</li> <li>6. Staff are provided regular opportunities to collaboratively analyze student work and assess academic progress.</li> <li>7. Supplemental materials are purchased to support student engagement and access to grade-level curriculum.</li> </ol>
--

#### Key Actions and Outcomes:

- Rancho Vista purchased student planners and Nicky Folders to support instructional organization and academic monitoring.
- AVID implementation remains a central focus; strategies are consistently evaluated to ensure fidelity. Classrooms have fully adopted AVID practices, and data monitoring efforts have increased to assess the program's impact.
- Scholastic supplemental materials were used to enhance reading instruction across grade levels.
- Headsets were acquired for the computer lab, making the administration of NWEA, CAASPP, and benchmark assessments more efficient and accessible across grade levels.
- Parent engagement continues to be a priority. The school initiated a Family Leadership Program to train parents as liaisons for parent groups. This program is in its early implementation phase.

#### Activity 1.2 – B. Improvement of Instructional Strategies and Materials

1. Differentiated instruction and flexible grouping are utilized schoolwide.
2. Instructional materials and supplies are provided across all departments.
3. AVID strategies are implemented schoolwide to enhance academic achievement.
4. Materials, equipment, supplies, training, and release time are provided to expand teaching and learning opportunities.
5. Additional release time is provided to support teacher planning and collaboration.

#### Key Actions and Outcomes:

- Rancho Vista prioritized schoolwide expansion of AVID strategies. Two AVID coordinators were funded to support staff with implementation updates, action planning, and evaluation.
- Teachers from multiple grade levels attended the AVID Summer Institute to strengthen AVID implementation across the school. The program is in full implementation and continues to expand each year.

#### Activity 1.3 – C. Staff Development and Professional Collaboration

1. Professional development is provided in core curriculum areas, including MTSS and the Data Team process, with an emphasis on addressing learning loss.
2. New teachers are supported through a structured Induction program.
3. Collaboration among and between grade levels is strengthened to support underperforming students.
4. Site-level PLC structures are developed using data to inform instruction.
5. Staff and grade-level meetings include time to address ELA and math standards and effective instructional strategies.
6. Teachers attend workshops and conferences, and are provided release time or paid prep to develop common assessments and plan targeted interventions.
7. Ongoing professional development includes research-based best practices, differentiated instruction, equity-focused strategies, and effective learning techniques.

#### Key Actions and Outcomes:

- Rancho Vista funded staff participation in the AVID Summer Institute, supporting professional development in ELA, math, and intervention strategies.
- Dedicated PLC time each semester enabled teams to analyze data, create common assessments, and enhance grade-level articulation. These sessions led to significant sitewide changes, such as a revised bell schedule to maximize instructional time and enhancements to the PBIS program to better support student social-emotional needs.
- PLC time has nearly doubled this year due to strategic use of allocated funds, enhancing collaboration and instructional planning across all grade levels.

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

Due to an increase in funding that was allocated midyear, not all funds for each action item were expended as originally planned. For example, the full amount allocated for after-school interventions was not needed, leading to a budgetary shift that redirected those funds toward professional development. Additionally, funds set aside for technology was purchased to refresh our IPAD's. Order is still pending. However, despite the reallocation, professional development opportunities remained primarily focused on AVID, and no significant professional development was provided outside of AVID-related training.

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

In the updated version of this document, there is a strategic shift in Goal 1 to place greater emphasis on Professional Development, Technology, and Interventions. Rancho Vista is outlining specific, research-based intervention models aimed at increasing student achievement. The revised plan includes the integration of technology to support small group instruction within classrooms. Supplemental materials will align with RTI and MTSS frameworks to ensure targeted academic support for all learners. Additionally, IXL licenses will be purchased to provide personalized practice in ELA and math, further supporting differentiated instruction. A committee is being established to guide the development and implementation of an enhanced PBIS framework. Professional Learning Communities (PLCs) will focus on Universal Design for Learning (UDL), AVID strategies, and specialized instructional practices for students with disabilities. Scheduled release time will prioritize consistent, data-driven collaboration to inform instruction and improve student outcomes. Activities supporting the arts and Prop 28 funding are added in Goal 1.

# 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.

#### **GOAL # 2 Improving Student Achievement providing Access to All**

Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.

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

LCAP goal to which this school goal is aligned.

GOAL #2: Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program  
(State Priorities: Basic(Conditions of Learning), Implementation of State Standards, Course Access, Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate, Parent Involvement)

### 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.

As a result of the WASC self study in April 2023, Goal 1 aligned with WASC goal Goal 2 to continue to refine current systems to monitor the impact of the implementation of academic differentiation and response to intervention using data from NWEA as a screening tool to identify students. In using the NWEA data as a benchmark to monitor student growth and achievement, there is a need to provide strong Tier 1 instruction and additional support with students in Language Arts and Math with targeted interventions. For most groups, ELA and Math continues to have the highest need with the student subgroup, Students with Disabilities and African American Students. There is a need to increase proficiency rates in all subjects specifically with the goal of student achievement at the 61st percentile or higher in ELA and Math on the NWEA Map Growth tests and increasing the percentage of students in Oral Reading as reflected in the NWEA Reading Fluency tests and progress monitoring for K-2 students in Reading and using Read 180 for grades 3-6 to help students below the 20th percentile in NWEA Map Growth in Reading. Specifically, our African American and Students with Disabilities need specific targeted interventions to increase proficiency.

### 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
Performance on District Benchmark type exams.	See data sheets with assessment results.	Increase in proficiency rates by 3% (of students meeting the 50th percentile of performance and above as shown in class reports while increasing the percentage to the 61st percentile.
CAASP interim assessments & State test scores for the prior year	See data sheets with assessment results.	Increase proficiency rates by 3% for each grade level
ELPAC Scores	ELPAC may be measured by the ELPI Dashboard indicator or the number of students meeting a 4 overall for reclassification.	Increase the percentage of students meeting a level 4
Classroom Grades	See classroom grades data	Students will maintain an overall "3" on standards-based grades or have options for supplemental instruction.

NWEA Assessment Results compared year over year and testing periods during the same year. Both Growth and projected growth will be reviewed with goal setting.	See data sheets with ELA and Math results.	Students will score at or near the 61st percentile on ELA and Math on the NWEA Family Report. Students will make growth and work with teachers on goal setting.
--	--	---

## 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	<p>A. Professional Development and Collaboration</p> <p>Rancho Vista Elementary school values professional development opportunities to equip our teachers and staff to increase student achievement. Professional development will be provided to give staff time, resources and structures to help better address the specific needs of the students.</p> <p>This activity can include:</p> <ul style="list-style-type: none"> <li>*Professional development through conferences and trainings related to RTI, MTSS, UDL, PLC/data teams.</li> <li>*Professional development is using district adopted curriculum</li> <li>*Professional development for classified with PBIS, and/ or Reading support.</li> <li>*Professional development through conference and trainings focused on special education best practices.</li> <li>*Professional development through conferences related to cultural relevancy in programs like AVID.</li> <li>*Targeted collaboration time in staff meetings and release time.</li> <li>*Any supplies or materials needed to support the completion of the items listed above.</li> <li>*Managing and analyzing data to build targeted interventions, set up student/teacher goal setting activities with release time or progress monitoring with grade level.</li> <li>*Release time to analyze student work in order to ensure progress.</li> <li>*Managing and analyzing data for sitewide AVID Implementation.</li> </ul> <p>This strategy and its related activities will also be in Goal 1, 2 and Goal 3. Funding for this activity will be under Goal 1.</p>	All students who are underperforming, with a focus on Students with Disabilities and African American students	<p>0 Title I 1000-1999: Certificated Personnel Salaries *Funding Under Goal 1- Salaries and costs (including registration, travel, hotel, meals, etc) for teachers to participate in professional development in trainings or conferences. Substitute coverage.</p> <p>0 Title I 3000-3999: Employee Benefits *Funding under Goal 1- Coverage for additional employee benefit for teachers to participate in professional development through conferences and trainings.</p> <p>0 Title I 4000-4999: Books And Supplies *Funding found it Goal 1-Any supplies or materials needed to support ongoing development for teachers and professional development attended.</p>
1.2	<p>C. Targeted Interventions</p> <p>Rancho Vista Elementary School staff understands that targeted, strategic interventions need to be in place, before, during and after the school day for students to reach academic proficiency. The opportunities for interventions, enrichment, and</p>	All students, with a focus on Students with Disabilities, African-American,	<p>0 Title I 1000-1999: Certificated Personnel Salaries *Funding found Goal 1- Teacher salary or hourly costs to provide interventions.</p>

	<p>remediation. Development of these interventions require use of data driven decision making along with collaboration time to increase student proficiency in Math and ELA.</p> <p>These interventions and required supports may include:</p> <ul style="list-style-type: none"> <li>*Release time provided by substitute teachers for grade level collaboration to align pacing guides, essential standards, common assessments or analysis of student data and trends to inform instruction.</li> <li>*Extended learning programs before, during or after school to provide targeted interventions provided by classified or certificated staff.</li> <li>*Additional support staff during school hours in reading or math to provide interventions.</li> <li>*Managing and analyzing school wide data for AVID Elementary implementation and monitoring quality of program.</li> <li>*Extra duty time for MTSS team to plan and prepare interventions based on data identifying student needs.</li> </ul> <p>This strategy and its related activities will also be included in Goal 1.</p>		<p>0</p> <p>Title I 3000-3999: Employee Benefits *Funding found Goal 1: Statutory benefits cost 0</p> <p>Title I 2000-2999: Classified Personnel Salaries Funding under Goal 1- Additional hours to salary pay to provide extended learning. 0</p> <p>Title I 3000-3999: Employee Benefits Funding found under Goal 1- Statutory Benefits cost.</p>
<p><b>1.3</b></p>	<p>D. Supplemental Resources</p> <p>In order to support instruction, supplemental curriculum resources will be purchased to provide greater level of student engagement and opportunities in all grade level classrooms.</p> <p>Examples may include the following:</p> <ul style="list-style-type: none"> <li>*Student planners to support AVID Implementation and home to school communication.</li> <li>*Supplemental curriculum materials to support EL and identified students achieving below standard in Math or ELA.</li> <li>*Supplemental materials to provide interventions and enrichment including but not limited to a Scholastic Subscription.</li> <li>*Supplemental curriculum to support instruction with Students with Disabilities, African American along with socio-economically disadvantaged.</li> </ul>	<p>All students, with a focus on ATSI students with Disabilities, foster youth, homeless, students of two or more races and ELL students.</p>	<p>10,000</p> <p>Title I 4000-4999: Books And Supplies Student Planners and Nicky Folders 5,000</p> <p>Title I 4000-4999: Books And Supplies Digital, physical or classroom materials and curricular supplies to support the core curriculum, interventions and enrichment. 300</p> <p>Title I 4000-4999: Books And Supplies Registration for academic competitions.</p>
<p><b>1.4</b></p>	<p>E. English Language Development Program services implemented for all English Language Learners to increase proficiency with all content standards.</p> <p>In order to increase ELL student achievement and increase of ELPI levels for student success, the following services and actions will be provided:</p>	<p>English Learners</p>	<p>0</p> <p>No cost</p>

	<p>*Supplemental professional development is provided on the use of ELLevation*</p> <p>*Supplemental professional development may be provided to support evidence-based language acquisition strategies to increase academic achievement for ELs and Long-Term English Learners</p> <p>*Progress monitoring is conducted by both teachers and administrators for all EL and RFEP students not meeting grade level standards</p> <p>*Progress and language acquisition communicated to parents through PowerSchool grade reports, conferences, mail and email.</p> <p>*All EL students receive both integrated and designated ELD as part of the Structured English Immersion Program</p> <p>*Designated and Integrated ELD time monitored by school administrators.</p> <p>*Goals for EL students are developed and documented in the ELLevation program and communicated to parents.</p> <p>*EL students participate in intervention programs to support social emotional development, behavior, and academic achievement</p> <p>*Students meeting reclassification requirements are recognized for their achievement</p> <p>*EL students have access to the standard instructional program</p>		
<p><b>1.5</b></p>	<p>F. Involvement of staff, parents and community:</p> <p>* Utilize Parent Nights to present information on standards, goals, expectations, etc. to better facilitate parent student work and home to school communication, such as an orientation for parents to learn about online security with their students, to learn about the upcoming grade level expectations and or how to utilize curricular resources online at home.</p> <p>* Provide resources needed to encourage parents to become involved in site and district decision making such as SSC, District Advisory, ELAC and DELAC.</p> <p>* Encourage parents, students, and staff to participate in PTA, WAVE, etc.</p> <p>*Communicate with parents when students are at risk of failing.</p> <p>*Maintain a computer located in office for parent access to PowerSchool. (District Funded)</p> <p>*Review and update school disaster preparedness plans.</p> <p>*Review school discipline policy and communicate to parents via online postings.</p> <p>*Support site and district recognition of students' achievement and successes to encourage parents and families to become actively engaged in school activities.</p> <p>*Provide parent training in the use of PowerSchool, computer access at sites for those parents who do not have a home computer and translation</p>	<p>All students, with a focus on African American, Two or More Races, Socioeconomically Disadvantaged Students and Disabilities.</p>	<p>1500 Title I 2000-2999: Classified Personnel Salaries Additional hourly or salary pay to provide translation 500 Title I 3000-3999: Employee Benefits Statutory benefits cost</p>

	<p>resources as needed. Display information using an updated projector for parent university events.</p> <p>*Conduct an annual parent/community needs assessment</p> <p>*Parents learn about the ELD program, support for English learners, and reclassification processes through letters home, ELAC, and at parent-teacher conferences.</p> <p>This strategy and its related activities will also be included in Goal 4.</p>		
--	--	--	--

# 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.

**GOAL #2**  
 Ensure all students have equitable access to a high-quality instructional program and the research-based supports they need to engage fully and meaningfully with learning.

**Activity 1.1 – A. Improvement of Instructional Strategies and Extended Learning Time**  
 Implement differentiated instruction and flexible grouping across grade-level teams.

\*Provide after-school and in-school tutoring for students requiring additional support, including at-risk, socioeconomically disadvantaged, foster, and English Learner (ELL) students. Formal invitations are sent to all Title I students to encourage participation.  
 \*Utilize instructional aides to assist with tutoring beyond the regular school day.

**Progress and Outcomes:**  
 Rancho Vista continues to face challenges in offering extended learning opportunities outside the regular school day. However, assessment support was provided during recess and within the school day as needed. PLC time was consistently made available to staff to enhance targeted intervention strategies for at-risk students.  
 \*Math intervention was implemented for one quarter in the upper grades and two quarters in the lower grades, though limited capacity meant only a small group of students could participate. Increasing the number of intervention sections, particularly in math, is a priority for the upcoming school year.  
 \*District-led Extended Reading Intervention (ERI) was available for seven weeks each quarter but only included upper grades during the fourth quarter. To increase the effectiveness of ELA support, more sessions across all grade levels will be necessary moving forward.  
 \*A dedicated PLC workday was held for both classified and certificated staff, leading to major sitewide decisions that will be implemented in 2024–25. Instructional blocks were clearly delineated, and both academic and behavioral intervention models were developed in early implementation stages.

**Activity 1.2 – B. Extended Learning Time**  
 Provide additional support during the school day through access to instructional aides.

\*Utilize recess, lunch, and tutoring periods—such as the Learning Lab—staffed by instructional aides to provide targeted support.

**Progress and Outcomes:**  
 Rancho Vista allocated funds to begin a new Family Leadership Training Program designed to empower families in supporting their children academically. The training was attended by various families led by our School Counselor. As the program is in its initial phase, no impact data is currently available. However, additional funding may be necessary in the next school year to sustain and expand the program.

### Activity 1.3 – C. Involvement of Staff, Parents, and Community

Host Parent Nights to present information on standards, goals, expectations, and student progress.

\*Provide necessary resources to promote parent involvement in site and district decision-making bodies such as SSC, ELAC, DELAC, and District Advisory.

\*Encourage participation in PTSA, WAVE, and other school-community partnerships.

\*Maintain regular communication with parents of students at risk of academic failure.

\*Provide parent access to PowerSchool through a designated computer station in the front office (district-funded).

\*Review and update the school's disaster preparedness plan annually.

\*Communicate the school discipline policy clearly through online platforms and parent meetings.

\*Support both site and district efforts to recognize student achievement and encourage family engagement.

\*Offer parent training in the use of PowerSchool and provide translation services and technology access for families lacking home resources.

\*Conduct an annual needs assessment to gather input from families and community stakeholders.

\*Share information on the ELD program, supports for English Learners, and reclassification criteria through multiple platforms, including ELAC meetings, letters home, and parent-teacher conferences.

#### Progress and Outcomes:

Rancho Vista held several parent events throughout the year; however, attendance—outside of the Fall Festival—was lower than anticipated. To enhance the quality of presentations, funds were used to upgrade technology in the multipurpose room to better support visual aids and multimedia during Parent Nights.

Looking forward, the school plans to diversify its offerings to boost parent engagement by adding events such as Science Nights, Math Centers, and more flexible scheduling to accommodate families' availability.

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

Rancho Vista was able to provide more PLC time to staff to develop existing programs and evaluate data for student growth. Each meeting included data analysis and intervention next steps. We were not fully able to spend all the monies for this Goal as about 10,000 still remain. We would have scheduled out more consistent PLC opportunities for staff and enlisted assistance from staff to add more extended learning opportunities for students, especially in the upper grades.

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.

Goal 2 continues into the 2024–25 school year with updates that include five targeted activities designed to expand equitable access to high-quality instruction for all students.

Activity 1 focuses on acquiring the necessary supplies and materials to support effective instruction and intervention.

Activity 2 provides structured release time and PLC opportunities for staff, and includes extended learning opportunities when staff are available to offer support outside of regular school hours.

Activity 3 ensures that all students receive planners, a key organizational tool aligned with our AVID program to support academic readiness and self-management.

Activity 4 addresses extended learning opportunities specifically for English Learners, primarily funded through district resources.

Activity 5 strengthens parent involvement by expanding orientation sessions and increasing access to academic resources to better support student learning at home.

# 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.

#### **GOAL #3 for Improving Student Achievement with Active and Responsible Citizenship**

Rancho Vista Elementary will develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

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

LCAP goal to which this school goal is aligned.

GOAL #3: Westside Union School District will develop and implement programs that support students' academic, behavioral, and social-emotional growth and success in order for students to be active and responsible citizens. (State Priorities: Pupil Achievement, Other Pupil Outcomes, Pupil Engagement, School Climate and Parent Involvement)

### 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.

Goal 3 was refined following the WASC self-study conducted in April 2023. It is now closely aligned with the WASC recommendation to continue improving the overall climate and culture at Rancho Vista Elementary School. The goal focuses on enhancing the current Positive Behavioral Interventions and Supports (PBIS) framework by aligning it with schoolwide learner outcomes, developing a comprehensive system for behavioral interventions, increasing student and staff mental health supports, and improving student attendance.

#### Chronic Absenteeism – California Dashboard (Academic Engagement)

Data from the California Dashboard indicates that 24% of all students at Rancho Vista are chronically absent. One student subgroup was identified in the “Red” performance level, meaning they fall two levels below standard: Homeless students: 42.7% chronically absent—18% higher than the overall student rate. This represents a 15% increase from the previous year.

Suspension Rates – California Dashboard (Conditions and Climate) Under the "Conditions and Climate" indicator, 3.9% of all students were suspended at least once—placing the school in the “Orange” performance level with a .8% increase over the prior year. However, one student subgroups was performing in the “Red” performance level due to significantly higher suspension rates: African American students: 15% suspended at least once—3.7% increase.

#### California Healthy Kids Survey – Student and Staff Responses (2024)

Results from the 2024 California Healthy Kids Survey highlight several areas for improvement in school culture and student engagement: Meaningful Participation: Only 24% of 5th graders and 22% of 6th graders felt they had meaningful opportunities to participate in school activities, indicating a need to increase student voice and engagement. Student Behavior: Just 16% of 5th graders and 22% of 6th graders agreed that students are generally well-behaved, highlighting the need for more intentional implementation of PBIS and greater student understanding of schoolwide learner outcomes. Respect: Positively, 74% of 5th graders and 78% of 6th graders felt they are treated with respect. Staff Perspectives – California Healthy Kids Survey Staff responses reflected similar concerns: Only 28% of staff felt that there are strong, caring relationships between students and staff. Just 20% believed students have meaningful opportunities to participate in school life. Only 17% felt there is strong parent involvement at Rancho Vista. Participation rates for the survey were: Staff: ~70% Parents: 18% Students: 31%

### 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
Suspension/Expulsion Data from PowerSchool.	___#Suspensions in Semester 1/ 0 Expulsions ___#Suspensions in Semester 2/ 0 Expulsions	Reduce suspension / expulsion rates by 1-2% as reported in PowerSchool.
Truancy report and attendance report in PowerSchool.	___# Students with Chronic Absenteeism out of 900/ ___# students were categorized as Severe Chronic Absenteeism	Increase school attendance rates by .25% as reported in PowerSchool.

## 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	<p>A. Professional Development and Collaboration</p> <p>Rancho Vista Elementary school values professional development opportunities to equip our teachers and staff to increase student achievement. Professional development will be provided to give staff time, resources and structures to help better address the specific needs of the students.</p> <p>This activity can include:</p> <ul style="list-style-type: none"> <li>*Professional development through conferences and trainings related to RTI, MTSS, UDL, PLC/data teams, PBIS,</li> <li>**Professional development for classified with PBIS, and/ or Reading support.</li> <li>*Professional development is using district adopted curriculum</li> <li>*Professional development through conference and trainings focused on special education best practices.</li> <li>*Professional development through conferences related to cultural relevancy in programs like AVID.</li> <li>*Targeted collaboration time in staff meetings and release time.</li> <li>*Any supplies or materials needed to support the completion of the items listed above.</li> <li>*Managing and analyzing data to build targeted interventions, set up student/teacher goal setting activities with release time or progress monitoring with grade level.</li> <li>*Release time to analyze student work in order to ensure progress.</li> <li>*Managing and analyzing data for sitewide AVID Implementation.</li> </ul> <p>This strategy and its related activities will also be in Goal 1 and Goal 3. Funding for this activity will be under Goal 1</p>	<p>All students, with a focus on ASTI Students with Disabilities, foster youth, homeless, students with two or more races and ELL students. Students with challenging behaviors and social skills that may be the result of trauma.</p>	<p>0 Title I 1000-1999: Certificated Personnel Salaries *Funding under Goal 1- Salaries and costs (including registration, travel, hotel and meals, etc) for teachers to participate in professional development through conferences and trainings. Substitute coverage. 0 Title I 3000-3999: Employee Benefits *Funding Under Goal 1- Coverage for additional employee benefits for teachers to participate in professional development through conferences and trainings. 0 Title I 4000-4999: Books And Supplies *Funding under Goal 1-Any supplies or materials needed to support ongoing development for teachers 2500 Title I 1000-1999: Certificated Personnel Salaries Salaries and cost (Including registration, travel, hotel and meals, etc) for counselor to participate in additional</p>

			<p>professional development conference.</p> <p>1500</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Materials and Supplies to support positive social emotional systems on campus</p>
1.2	<p><b>G. Social Emotional Supports</b></p> <p>To foster high levels of positive behaviors and support, as well as increase student connectedness, materials and resources are needed.</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>*Tangible supplies needed to continue the implementation of PBIS and school wide learner outcomes for example, banners for common areas</li> <li>*Materials needed to support the counseling program, Playworks and PBIS to meet the academic, social emotional needs of students.</li> <li>*Assemblies focused on topics such as leadership development, anti-violence and peer relationships.</li> <li>*Awards to recognize academic growth, achievement and College and Career Readiness standards.</li> <li>*Awards to recognize student growth in foundational reading.</li> <li>*Support for playground activities and games that are specific to teaching engaging structured play aligned with physical education.</li> <li>*Social Emotional interventions for after school or Saturday school.</li> </ul>	<p>All students, with a focus on ATSI Students with Disabilities, foster youth, homeless, students with two or more races and ELL students. Students with challenging behaviors and social skills that may be the result of trauma.</p>	<p>10000</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Assemblies/programs for students to increase achievement and attendance and reduce behavior/discipline.</p> <p>3,080</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies for awards, games, Attendance and PBIS</p> <p>2500</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Hourly or salary pay for teachers to support social emotional interventions after school or Saturday.</p> <p>1000</p> <p>Title I</p> <p>3000-3999: Employee Benefits</p> <p>Statutory Benefits.</p>
1.3	<p><b>H. Parent Engagement</b></p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>*Parent trainings to build leadership among parents</li> <li>*Materials and supplies needed to support parent engagement nights, events and activities.</li> <li>*Materials and supplies needed to support English Language Learner families as well as provide extra hours for bilingual staff to provide translation services at school wide events, such as Kindergarten round up, Title 1 Meetings, etc.</li> <li>*Parent/ Family nights such as AVID, STEM or Math activities.</li> </ul>	<p>All students, with a focus on ATSI Students with Disabilities, foster youth, homeless, students with two or more races and ELL students. Students with challenging behaviors and social skills that may be the result of trauma.</p>	<p>2000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Materials and supplies needed to establish and maintain parental involvement in engagement nights, events and activities.</p> <p>2000</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Additional hourly or salary pay to provide extended learning opportunities and engagement with parents.</p> <p>800</p> <p>Title I</p> <p>3000-3999: Employee Benefits</p> <p>Statutory Benefits</p> <p>800</p>

			Title I 2000-2999: Classified Personnel Salaries Additional hourly or salary pay to provide extended learning opportunities and engagement with parents.
1.6			

# 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.

**GOAL #3:** Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

Activity 1.1 Improvement of Instructional Strategies and Materials: 1) Students will receive training about various topics from the classroom teachers, counselor, and on site assemblies (BMX Assembly on Leadership), 2) Students will have added opportunity to learn social emotional skills and working with others who don't look like them, 3) Students will receive training on general rules and school procedures, School Plan for Student Achievement (SPSA) Page 51 of 69 Rancho Vista Elementary, 4) Work with programs like "The Great Kindness Challenge", "Red Ribbon Week", etc.

- Rancho Vista IPADs and headphones for younger students and other students who have a more difficult time with a regular device to be able to operate programs and assessments. We also were able to provide assemblies related to leadership and citizenship for all grades. We implemented a PBIS after school intervention section that will need to be refined for the following school year.

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

Rancho Vista purchased more technology equipment across the grade levels. We were able to provide on site assemblies because we have struggled to pay for busing to off site field trips in the past with the assistance of our other site funds.

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.

Goal 3 While assemblies and social-emotional learning will remain part of the extended learning opportunities provided to students, only about half of the previously allocated funds will be required for these activities in the upcoming school year.

Rancho Vista also received a recommendation from WASC to embed Student Learner Outcomes (SLOs) into all aspects of school life. As a result, dedicated funds will be allocated to support the integration of SLOs across instructional practices, school events, and classroom routines.

Additionally, Playworks, a newly adopted program at our site, will require ongoing development and monitoring to ensure effective implementation. The program aims to improve student interactions during playtime through structured games, which are expected to contribute positively to school-wide discipline data and behavior outcomes. Extended learning opportunities will continue to be offered after school and on select Saturdays to support academic growth and enrichment. Finally, Rancho Vista will launch its Family Leadership Training Program in August, providing parents with tools and resources to become more active partners in their children's education.

# 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.

**GOAL #4 For Student Achievement- Promoting Community Partnerships.**

Rancho Vista Elementary School will create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.

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

LCAP goal to which this school goal is aligned.

This is a proposed goal for the LCAP Goal 4 Create opportunities for community engagement to increase student attendance and communication as well as identify barriers to school success.

(State Priorities: Pupil Achievement, Pupil Engagement, School Climate, Parent Involvement)

### 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.

As a result of the WASC self study in April 2023, Goal 4 aligned with WASC goal Goal 3 to continue to improve Rancho Vista Elementary school's climate and culture by refining the current PBIS program and aligning it to student school wide learner outcomes, develop a system for behavior interventions, student and staff mental health support, and increase student attendance.

**Chronic Absenteeism – California Dashboard (Academic Engagement)**

Data from the California Dashboard indicates that 24% of all students at Rancho Vista are chronically absent. One student subgroup was identified in the “Red” performance level, meaning they fall two levels below standard: Homeless students: 42.7% chronically absent—18% higher than the overall student rate. This represents a 15% increase from the previous year.

**Suspension Rates – California Dashboard (Conditions and Climate)** Under the "Conditions and Climate" indicator, 3.9% of all students were suspended at least once—placing the school in the “Orange” performance level with a .8% increase over the prior year. However, one student subgroups was performing in the “Red” performance level due to significantly higher suspension rates: African American students: 15% suspended at least once—3.7% increase.

**California Healthy Kids Survey – Student and Staff Responses (2024)**

Results from the 2024 California Healthy Kids Survey highlight several areas for improvement in school culture and student engagement: Meaningful Participation: Only 24% of 5th graders and 22% of 6th graders felt they had meaningful opportunities to participate in school activities, indicating a need to increase student voice and engagement. Student Behavior: Just 16% of 5th graders and 22% of 6th graders agreed that students are generally well-behaved, highlighting the need for more intentional implementation of PBIS and greater student understanding of schoolwide learner outcomes. Respect: Positively, 74% of 5th graders and 78% of 6th graders felt they are treated with respect. Staff Perspectives – California Healthy Kids Survey Staff responses reflected similar concerns: Only 28% of staff felt that there are strong, caring relationships between students and staff. Just 20% believed students have meaningful opportunities to participate in school life. Only 17% felt there is strong parent involvement at Rancho Vista. Participation rates for the survey were: Staff: ~70% Parents: 18% Students: 31%

Within the WASC self study in April 2023, Category A noted a growth area for continuous improvement for Organization: Vision and Purpose, Governance, Leadership, Staff and Resources recommended that there needs to be a refinement of Mission, Vision and Student Learner outcomes as it relates to school culture. Understanding the importance of community engagement, there is a need to increase parent participation and engagement. In order to increase attendance and positive behavior interventions, parents and guardians are key stakeholders.

**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
Suspension/Expulsion Data	<u>          </u> #Suspensions in Semester 1/ 0 Expulsions <u>          </u> #Suspensions in Semester 2/ 0 Expulsions	
Parent Attendance and Participation at events	No Baseline, intent will collect data to show more parent engagement for the 25-26 school year.	
California Healthy Kids Survey results	See attached data sheets.	

## 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	<p>H. Parent Engagement</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>*Parent trainings to build leadership among parents, such as Calm and Kind families and/or other SEL curriculum</li> <li>*Parent/Family Nights such as AVID, STEM, Math activities</li> <li>*Parent training for SSC, PTA, and other committees</li> <li>*Improved communications with Parents and guardians</li> <li>*Principal Advisory or Coffee with the Principal to discuss school topics and goals quarterly.</li> <li>*Attendance conferences and meetings to address barriers</li> <li>*Behavior support meetings to address barriers</li> <li>*Materials and supplies needed to support parent engagement nights, events and activities.</li> <li>*Materials and supplies needed to support English Language Learner families as well as provide extra hours for bilingual staff to provide translation services at school wide events, such as Kindergarten round up, Title 1 Meetings, etc.</li> </ul>	<p>All students, with a focus on ASTI Students with Disabilities, foster youth, homeless, students with two or more races and ELL students. Students with challenging behaviors and social skills that may be the result of trauma.</p>	<p>5000</p> <p>Title I Part A: Parent Involvement</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Training for parents to build parent leadership.</p> <p>500</p> <p>Title I Part A: Parent Involvement</p> <p>4000-4999: Books And Supplies</p> <p>Materials and Supplies in order to support and extend learning from trainings</p>

## 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.

Fifteen parents successfully participated in the Parent Leadership Training provided by the school counselor. This training aimed to empower families with strategies and resources to support student learning, foster stronger home-school connections, and build leadership capacity within the school community. Participants engaged in meaningful discussions, developed advocacy skills, and are now better equipped to serve as liaisons between the school and broader parent community.

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

The training was implemented as planned. More parent participation will be a goal moving forward.

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 changes will be made at this time. This is in the early stages of building parent capacity to become community leaders.

# 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	\$140,917.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,102.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$135,417.00
Title I Part A: Parent Involvement	\$5,500.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$140,917.00**

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

State or Local Programs	Allocation (\$)
	\$0.00
Prop 28	\$133,185.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$133,185.00**

Total of federal, state, and/or local funds for this school: **\$274,102.00**

# 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
----------------	--------	---------

### Expenditures by Funding Source

Funding Source	Amount
	0.00
Prop 28	133,185.00
Title I	135,417.00
Title I Part A: Parent Involvement	5,500.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	120,583.00
2000-2999: Classified Personnel Salaries	30,707.00
3000-3999: Employee Benefits	30,047.00
4000-4999: Books And Supplies	77,765.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Prop 28	63,658.00
2000-2999: Classified Personnel Salaries	Prop 28	25,407.00
3000-3999: Employee Benefits	Prop 28	20,447.00

4000-4999: Books And Supplies	Prop 28	23,673.00
1000-1999: Certificated Personnel Salaries	Title I	56,925.00
2000-2999: Classified Personnel Salaries	Title I	5,300.00
3000-3999: Employee Benefits	Title I	9,600.00
4000-4999: Books And Supplies	Title I	53,592.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	225,122.00
Goal 2	17,300.00
Goal 3	26,180.00
Goal 4	5,500.00

# 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
- 0 Secondary Students

Name of Members	Role
Justin Holtfreter	Principal
Melody Steves	Classroom Teacher
Scotland McCraw	Classroom Teacher
Stephan Lopez	Classroom Teacher
Tiffany Cass	Other School Staff
Maria Salguero	Parent or Community Member
Erik Granados	Parent or Community Member
Ebony Brown	Parent or Community Member
Megan Taggart	Parent or Community Member
John Belcher	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 06/03/2025.

Attested:

	Principal, Justin Holtfreter on 06/03/2025
	SSC Chairperson, Melody Steeves on 06/03/2025

# 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](mailto: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](mailto: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](mailto: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