

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho-Starbuck Intermediate School	19647666020218	May 27, 2021	June 14, 2021

Purpose and Description

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

Schoolwide Program
To outline actions to meet the needs of students based on analysis of data.

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

Rancho-Starbuck does not receive Title I funding.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, support staff, and parents spend time providing input on the needs of Rancho-Starbuck Intermediate School. An LCAP parent survey in the spring of 2021 generated responses and provided input into action steps for Rancho-Starbuck. The Rancho staff is pleased with the results of the parent survey. Out of 37 questions, nineteen of those resulted in answers above 90% of parents responding agree or strongly agree. Of the remaining 20 questions, the answer 'Don't Know' was the reason for a score less than 90%. The pandemic year had an effect on answers in those categories resulting in parents not having evidence that could help them answer the questions. We are very pleased to see the high percentages in many categories. For those questions under 90% that are relevant to this year's circumstances, there are several items to note. 24.9% of respondents did not know if students had the opportunity to work above grade level. 5.3% of parents disagree that students are provided an appropriate level of challenging coursework. 11.1% of parents did not know if the school provides intervention and academic support. 6.2% of parents did not feel that they receive timely feedback of assignments/homework. Again, some of those responses are a result of this unusual year. Along with the parent survey, the staff also responded. I am very pleased to record that 13 questions have a 100% response of agree or strongly agree. Of the other 23 questions, only 4 were below 90%. Two of those questions involved EL students, their understanding of material and staff understanding criteria of EL placement for students. One question under 90% related to opportunities to work above grade level. 86.6% of staff felt there were opportunities for students to work above grade level and 13.3% did not know. The other question under 90% agreement related to discipline being enforced consistently among all students. It is not clear whether that relates to all staff following the discipline plan or to those referred to the office for additional discipline. 86.7% agreed to rules being enforced consistently and 8.9% disagreed. The staff results showed a positive agreement for the current direction of Rancho-Starbuck. The data from these surveys will help direct the path for Rancho-Starbuck for the 2022 school year.

Classroom Observations

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

Frequent observations by the site administrators take place at Rancho-Starbuck. Informal observations take place throughout the school year. Formal observations of probationary teachers takes place on a regular basis. Each probationary teacher has three informal observations and two formal evaluations each year. Tenured teachers have a formal observation every third year after ten years. Each teacher has feedback regarding lessons taught and there is regular communication between the administration and the teaching staff. Staff members have the opportunity to observe

other teachers in their field and they are encouraged to do so. Informal walk throughs by the site administrators confirm the excellent job being done in the classroom by the teachers at Rancho-Starbuck.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local benchmarks and state data is used to assess and monitor student progress. Data is continually reviewed and adjusted.

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

Data is used to place students in intervention classes and special programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Rancho are highly qualified.

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

Teachers are trained on all adopted materials used on campus.

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

Through Professional Learning Communities, staff reviews materials and plans benchmarks that are aligned to standards.

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

Instructional coaches that assist teachers in strategies for instruction are in place to offer on-going assistance to teachers.

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

Rancho-Starbuck is a Professional Learning Community that allows teacher time within the school day for planning and collaboration.

Teaching and Learning

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

All curriculum is aligned to state standards. Pacing and planning is done with standards in mind at all times.

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

Rancho-Starbuck is within the allotted time for instructional minutes.

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

The Rancho-Starbuck master schedule has been planned to allow for the maximum of intervention time throughout the school day that we call our Flex program.

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

All materials are available to students.

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

Rancho-Starbuck uses state adopted and aligned materials. Each student has access to these materials.

Opportunity and Equal Educational Access

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

EL aide services, Special Ed Services, 504 plans, and interventions before and after school all help students succeed Math intervention and reading intervention courses are provided.

Evidence-based educational practices to raise student achievement

Explicit Direction Instruction, Project Based Learning, Math intervention, Read 180, Computer Science courses and ELL programs all are research based strategies used for student achievement. More strategies are listed in the plan.

Parental Engagement

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

Rancho-Starbuck has a multitude of interventions for at-risk students including but not limited to school counseling services, before and after school interventions, interventions during the school day and special classes for at-risk students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and DELAC evaluates the Con APP programs; however, Rancho Starbuck is not a Title I school.

Funding

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

Computer-based program for ELD students is funded through Title III

Fiscal support (EPC)

Fiscal support is provided for programs on campus through District support and through site budget

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All stakeholders are involved in the process of creating the Single School Plan. Surveys for parents, students and teachers place a priority on needed areas based on survey results. The administrative team and the staff together analyze student data. During PLC meetings, departments create success goals based on data. Those goals are then presented to the staff and the members of the staff collaborate on the goals to include in the plan. Once the plan is created, the final adjustments are made by the Principal and the Leadership team. The plan is then presented to the School Site Council for review. After input from the School Site Council, the plan is presented to the Board of Trustees.

Resource Inequities

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

None are noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.12%	%	1	1	
African American	1.74%	1.61%	1.5%	13	13	12
Asian	4.02%	3.85%	3.8%	30	31	31
Filipino	0.94%	0.5%	1.0%	7	4	8
Hispanic/Latino	66.49%	69.19%	70.4%	496	557	575
Pacific Islander	0.4%	0.12%	0.2%	3	1	2
White	24.8%	22.36%	22.2%	185	180	181
Multiple/No Response	%	1.24%	0.4%		8	3
Total Enrollment				746	805	817

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	374	413	405
Grade 8	372	392	412
Total Enrollment	746	805	817

Conclusions based on this data:

1. As a school community, Rancho-Starbuck needs to be aware of the cultural needs of our Hispanic population. Rancho-Starbuck will need to address the ethnic backgrounds of those we serve.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	31	33	33	4.2%	4.1%	4.0%
Fluent English Proficient (FEP)	115	140	131	15.4%	17.4%	16.0%
Reclassified Fluent English Proficient (RFEP)	2	12	14	9.1%	38.7%	42.4%

Conclusions based on this data:

1. While our English Learner population is small, we will need to continue to monitor the growth of both our English Learners and our Reclassified (RFEP) students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	360	384	377	355	380	370	355	380	370	98.6	99	98.1
Grade 8	416	366	367	410	358	361	410	358	361	98.6	97.8	98.4
All	776	750	744	765	738	731	765	738	731	98.6	98.4	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2581.	2576.	2572.	21.13	23.68	24.05	46.48	39.21	37.30	21.13	21.05	21.89	11.27	16.05	16.76
Grade 8	2586.	2602.	2584.	17.80	24.86	24.10	40.49	43.30	35.18	26.59	20.39	20.22	15.12	11.45	20.50
All Grades	N/A	N/A	N/A	19.35	24.25	24.08	43.27	41.19	36.25	24.05	20.73	21.07	13.33	13.82	18.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	32.68	33.16	29.19	49.30	47.11	49.73	18.03	19.74	21.08
Grade 8	29.27	38.27	33.80	50.00	41.62	41.00	20.73	20.11	25.21
All Grades	30.85	35.64	31.46	49.67	44.44	45.42	19.48	19.92	23.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	36.90	32.63	34.86	50.14	51.32	49.19	12.96	16.05	15.95
Grade 8	30.98	38.27	30.19	52.93	48.04	50.69	16.10	13.69	19.11
All Grades	33.73	35.37	32.56	51.63	49.73	49.93	14.64	14.91	17.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	19.15	16.58	18.65	67.32	68.95	66.76	13.52	14.47	14.59
Grade 8	19.51	25.70	20.78	70.00	63.13	63.43	10.49	11.17	15.79
All Grades	19.35	21.00	19.70	68.76	66.12	65.12	11.90	12.87	15.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	40.00	42.11	35.14	50.14	45.79	51.08	9.86	12.11	13.78
Grade 8	30.73	43.30	37.40	51.22	44.69	42.38	18.05	12.01	20.22
All Grades	35.03	42.68	36.25	50.72	45.26	46.79	14.25	12.06	16.96

Conclusions based on this data:

1. Current data is not available due to lack of state testing in 2020. Prior to 2020, the Reading claim had the highest percentage of students below standard in both 7th and 8th grade. 8th grade dipped slightly below 7th grade in the percentage of students above or near standard, this will be an area of focus.
2. Current data is not available due to lack of state testing in 2020. Prior to 2020, Listening had 85.2% of students scoring above or at or near standard. That is the highest scoring claim area and one we focused on which helped us conclude our strategies worked.
3. Current data is not available due to lack of state testing in 2020. Prior to 2020, overall in the ELA claim areas, we continued to see strength in the claim areas of Research/Inquiry and Listening and Speaking with the highest percentage of students in the above or near standard band. Based on this data we continued practices in place in these areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	360	384	377	356	380	370	356	380	370	98.9	99	98.1
Grade 8	416	366	368	410	359	365	410	359	365	98.6	98.1	99.2
All	776	750	745	766	739	735	766	739	735	98.7	98.5	98.7

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2573.	2561.	2577.	24.72	25.53	29.46	29.21	23.16	25.14	29.78	28.42	27.84	16.29	22.89	17.57
Grade 8	2586.	2600.	2580.	27.56	35.10	27.12	27.07	23.40	24.11	25.61	21.17	23.29	19.76	20.33	25.48
All Grades	N/A	N/A	N/A	26.24	30.18	28.30	28.07	23.27	24.63	27.55	24.90	25.58	18.15	21.65	21.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	38.76	36.32	40.00	34.83	33.16	35.41	26.40	30.53	24.59
Grade 8	43.17	47.35	40.27	33.17	29.53	32.33	23.66	23.12	27.40
All Grades	41.12	41.68	40.14	33.94	31.39	33.88	24.93	26.93	25.99

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.16	22.89	25.68	58.71	51.32	50.00	17.13	25.79	24.32
Grade 8	25.37	33.15	25.75	48.54	46.80	44.93	26.10	20.06	29.32
All Grades	24.80	27.88	25.71	53.26	49.12	47.48	21.93	23.00	26.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	24.44	27.37	25.95	62.08	53.95	57.03	13.48	18.68	17.03
Grade 8	23.17	30.36	24.66	60.98	57.10	54.79	15.85	12.53	20.55
All Grades	23.76	28.82	25.31	61.49	55.48	55.92	14.75	15.70	18.78

Conclusions based on this data:

1. This year we lacked traditional data sources to form conclusions. Data will again be reviewed after release of SBAC data for 2020-2021

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1566.4	*	1543.1	*	1589.4	*	14	9
Grade 8	*	1552.8	*	1554.5	*	1550.8	*	11
All Grades							20	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	14	*
8	*	45.45	*	18.18		27.27	*	9.09	*	11
All Grades	*	45.00	*	20.00	*	30.00	*	5.00	20	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*		*	14	*
8	*	45.45	*	36.36		0.00	*	18.18	*	11
All Grades	*	55.00	*	35.00	*	0.00	*	10.00	20	20

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	*	*	14	*
8	*	18.18	*	27.27	*	36.36	*	18.18	*	11
All Grades	*	15.00	*	35.00	*	30.00	*	20.00	20	20

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	18.18	*	72.73	*	9.09	*	11
All Grades	*	15.00	65.00	80.00	*	5.00	20	20

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	54.55	*	27.27	*	18.18	*	11
All Grades	60.00	65.00	*	25.00	*	10.00	20	20

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*	*	*	14	*
8	*	27.27	*	18.18	*	54.55	*	11
All Grades	55.00	25.00	*	25.00	*	50.00	20	20

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*	14	*
8	*	0.00	*	90.91	*	9.09	*	11
All Grades	*	0.00	*	95.00	*	5.00	20	20

Conclusions based on this data:

1. Traditional data sources were not available and data will be again reviewed for 2020-2021 when data is available.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
805	37.3	4.1	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.1
Foster Youth	2	0.2
Homeless	15	1.9
Socioeconomically Disadvantaged	300	37.3
Students with Disabilities	91	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.6
American Indian	1	0.1
Asian	31	3.9
Filipino	4	0.5
Hispanic	557	69.2
Two or More Races	8	1.0
Pacific Islander	1	0.1
White	180	22.4

Conclusions based on this data:

1. Because of the unavailability of traditional data, it is difficult to draw accurate conclusions. Data will be reviewed once data is available.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Green		

Conclusions based on this data:

1. Based on 2019 data, student groups in orange in ELA were English Learners and Students with Disabilities. Targeted interventions were addressed to help those student groups grow. Hispanic students and SED students were in the green level and white students are in the blue level in ELA. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, RFEP students, needed to be a focus in ELA as they are 40.2 points below level 3. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
3. Based on 2019 data, Students with Disabilities were in the red performance area for Math. RFEP students who scored 78.3 points below level 3 in Math needed to be a focus. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

School and Student Performance Data

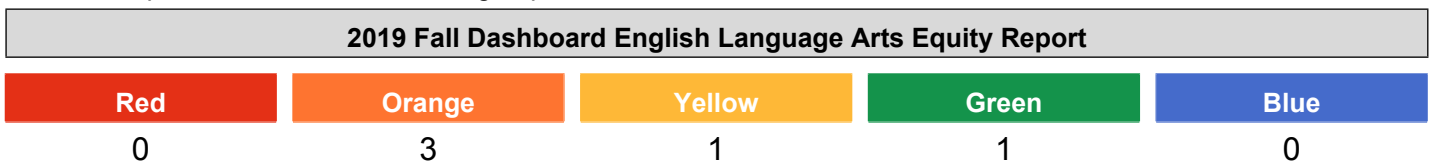
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>21 points above standard</p> <p>Declined -10.3 points</p> <p>717</p>	<p>English Learners</p> <p>Orange</p> <p>46.9 points below standard</p> <p>Declined -7.5 points</p> <p>78</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>4.3 points below standard</p> <p>Declined Significantly -31.7 points</p> <p>23</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>10.9 points below standard</p> <p>Declined -11.2 points</p> <p>271</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>91.9 points below standard</p> <p>Increased ++5.8 points</p> <p>84</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13.7 points below standard Declined Significantly -65.3 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 87.6 points above standard Increased Significantly ++28.5 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.2 points above standard Declined -12.8 points 475	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 44.7 points above standard Declined -7.9 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.6 points below standard Declined Significantly -30.9 points 16	32.3 points below standard Maintained -1.8 points 62	27.8 points above standard Declined -9.1 points 581

Conclusions based on this data:

- Based on 2019 data, Rancho-Starbuck English Language Learners are making progress in language acquisition but are not showing progress in developing skills in claim areas of Language Arts. School wide focus will need to be explored to help students in this group with data showing English Learners 39.9% below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, Students with Disabilities are performing at the lowest level in the orange performance level. Strategies will need to be explored to help students grow. Current data shows Students with Disabilities 77.5 points below standard. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
- Based on 2019 data, SED and Hispanic subgroups score in the green level and White students in the blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

School and Student Performance Data

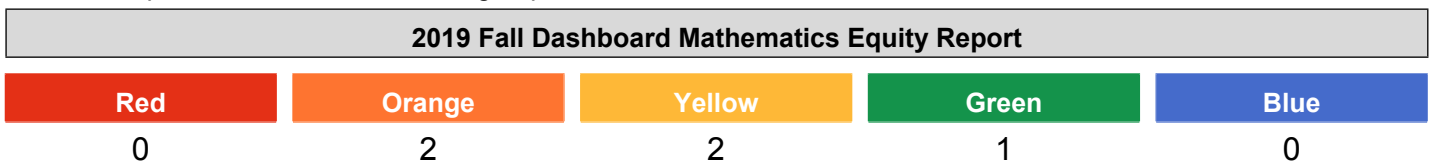
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green	 Yellow	 No Performance Color
5.2 points above standard Maintained -1.1 points	56 points below standard Increased ++10.4 points	Less than 11 Students - Data Not Displayed for Privacy
718	78	1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
33.1 points below standard Declined Significantly -51 points	27.5 points below standard Maintained ++2.2 points	116.6 points below standard Increased Significantly ++44.3 points
23	272	84

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 59.9 points below standard Declined Significantly -71.8 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 102.1 points above standard Increased Significantly ++18.3 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 11.5 points below standard Maintained -1.7 points 476	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 34.4 points above standard Maintained -1.7 points 179

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
134 points below standard Declined Significantly -28.2 points 16	36.1 points below standard Increased Significantly ++19.7 points 62	10.7 points above standard Maintained -0.6 points 582

Conclusions based on this data:

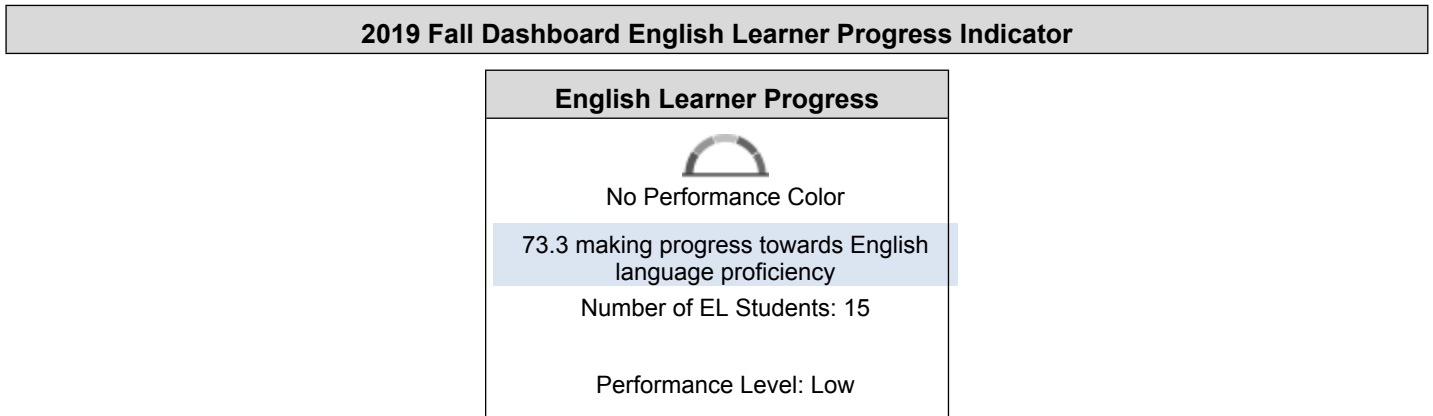
1. Data from 2019, showed that in almost all categories, Math subgroups increased. Only Asians and Two or More Races declined to grow. Both of those groups had less than 20 students each. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. A Math focus will be on our Students with Disability subgroup who perform in the red performance level should remain a focus. They are 131.6 points below standard based on 2019 data. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	26.6	6.6	66.6

Conclusions based on this data:

1. Data from 2019 showed that English Language Learners need support in transferring language skills to Language Arts curriculum. District wide, including Rancho-Starbuck, EL students need support in this area. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

School and Student Performance Data

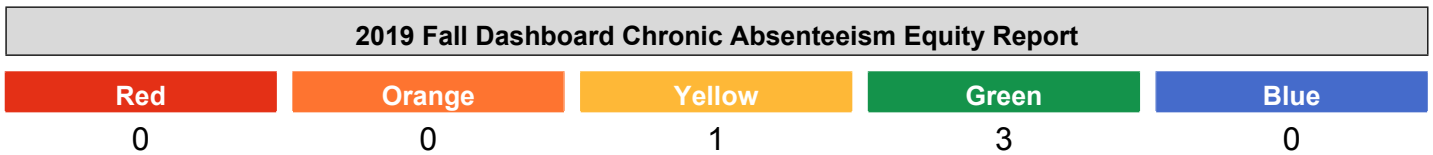
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>4.2</p> <p>Maintained +0.3</p> <p>768</p>	<p>English Learners</p> <p>No Performance Color</p> <p>13.9</p> <p>Declined -4</p> <p>36</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>11.5</p> <p>Increased +7.7</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.1</p> <p>Declined -0.7</p> <p>296</p>	<p>Students with Disabilities</p> <p>Green</p> <p>7.6</p> <p>Declined -6.5</p> <p>92</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 7.1 Increased +7.1 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Maintained 0 515	 No Performance Color 0 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 3.8 Increased +0.6 186

Conclusions based on this data:

1. According to the data from 2019, Rancho-Starbuck's absent rate declined by 1.2%. Overall we are pleased to be in the green level. 3.9% of students were chronically absent. White subgroup was in blue level. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. In 2019, Students with Disabilities was the only subgroup in the orange; thus, Rancho-Starbuck will place an emphasis on making sure we encourage attendance of our Students with Disabilities. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

School and Student Performance Data

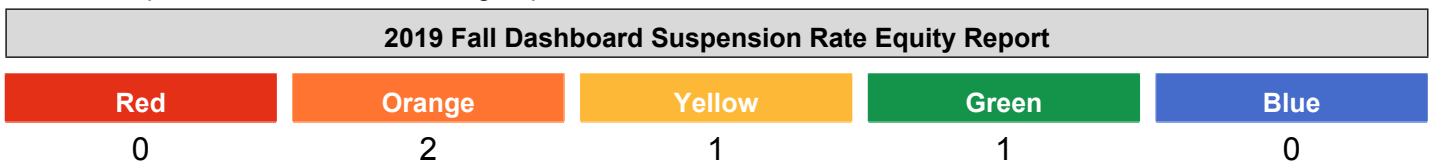
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6</p> <p>Increased +0.7</p> <p>781</p>	<p>English Learners</p> <p>No Performance Color</p> <p>7.9</p> <p>Increased +0.8</p> <p>38</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>3.8</p> <p>Maintained +0.1</p> <p>26</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.4</p> <p>Increased +0.7</p> <p>298</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>11.7</p> <p>Declined -2.2</p> <p>94</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.3 Increased +7.6 14	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 31	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.9 Declined -0.6 523	 No Performance Color 0 Maintained 0 12	 No Performance Color Less than 11 Students - Data 3	 Orange 6.3 Increased +2.8 189

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.3	6

Conclusions based on this data:

1. Socioeconomically Disadvantaged, Hispanic and White students comprised the group in the orange level on the suspension report in 2019. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.
2. Based on 2019 data, Students with Disabilities were in the red level. Rancho will continue to explore alternate ways to provide necessary interventions for students in lieu of suspension. Current data sources are not available for 2020 but will be reviewed again once up to date data is available.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/Math

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

By next reporting time, all students in the English Learner subgroup will demonstrate growth in ELA and Math by an increase in 10 points toward level 3 as measured by their performance on the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

English Language Learners scored well below their peers on the last available state test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/CA Dashboard SBAC Data	Students in the English Learner subgroup perform significantly lower than their peers. In ELA and Math there is a 50% gap. Only 8th grade ELA showed a slight increase.	All English Language Learner students will move by a scale score of 10 toward level 3 in ELA and Math.
Benchmark test results	2021 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Staff will analyze SBAC and benchmark data to determine target areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis
	Site Formula Funds 3000-3999: Employee Benefits Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Flex time will be used to provide additional instruction for English Learners as part of MTSS (Multi-Tiered System of Supports).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Donations 4000-4999: Books And Supplies student rewards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,000.00	District Funded 1000-1999: Certificated Personnel Salaries ELD support class using Read 180
4,362.00	District Funded 3000-3999: Employee Benefits ELD support class using Read 180

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Additional instructional time will be offered through Saturday School and after school enrichment

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	District Funded 1000-1999: Certificated Personnel Salaries Saturday School
600.00	District Funded 3000-3999: Employee Benefits Saturday School intervention hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learner subgroup will be a focus in the classroom with additional classroom strategies and through a school wide initiative focusing on academic language. Due to Covid 19 we were not able to complete this action.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.
400.00	Site Formula Funds 3000-3999: Employee Benefits Conference fees for teachers to learn about additional best practices and MTSS intervention strategies.

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. When traditional instruction continues on campus, Flex time will be used to increase support offered to ELD students. READ 180 continues to support ELL students in an ELD class setting.

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

A budgeted expense for teachers to attend conferences on IAB implementation and MTSS were not used nor was a school-wide use of academic language addressed this year due to the change in instruction during distance learning and hybrid instruction.

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.

The goals will change based on formative assessments to determine gap areas due to distance learning and as determined by our ability to teach in-person in a traditional schedule that is not hybrid or distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Students with Disabilities in ELA & Math Content Areas

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

Students with Disabilities will demonstrate growth in ELA and Math as measured by results on the California Assessment of Student Performance and Progress (CAASPP).

Identified Need

Students with Disabilities increased their scores overall in 2019. However, we still saw a gap of 42%-52% in both ELA and Math which will again be reviewed based on current data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results in Math	Students with Disabilities were 42% below peers in 7th grade Math and 52% behind their peers in 8th grade Math.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in Math.
CAASPP results in ELA	Students with Disabilities placed 41% lower than their peers in 7th grade ELA and 50% lower than 8th grade peers in ELA.	All Students with Disabilities will improve by an increase of 10 points toward level 3 in ELA.
Benchmark Data	2020 results on formative and summative assessments.	Targeted instruction will be tracked by current data related to skill progress with an outcome of growth on skills.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Staff will analyze SBAC data and benchmark data to determine target areas of need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Expenditure to attend SBAC data conference for IAB use and SBAC summative analysis

200.00

Site Formula Funds
3000-3999: Employee Benefits
Expenditure for leadership team to attend SBAC data conference for IAB use and SBAC summative analysis

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Site Formula Funds
4000-4999: Books And Supplies
student rewards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Professional development for teachers in differentiation strategies using our language arts curriculum will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development for teachers
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development for teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Strategies in the classroom and a school initiative focusing on vocabulary will be initiated in all classrooms including academic words of the week. Additional strategies will be explored that highlight best practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Professional development of site teacher leaders in best practices for Students with Disabilities.
200.00	Site Formula Funds 3000-3999: Employee Benefits Professional development of site teacher leaders in best practices for Students with Disabilities.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

All staff will continue to meet quarterly for a "Monday Chat" with the special education team to focus on the needs of Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Due to distance learning and hybrid instructional model during 2020-2021, implementation of strategies was not completed. Flex time was not used to provide additional instruction to Students with Disabilities. In addition, professional development was not this year on differentiation strategies using the language arts text due to the changes based on distance learning and hybrid instruction.

Briefly 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 distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Quarterly chats with special education team was not realized; however, special education teachers will begin implementation as we return to instruction in the fall of 2021.

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.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Strategies will be put in place to have a more systematic communication between special education and general education teachers to address student need as well as a more strategic plan for special education teachers to participate in instruction in the general education classroom when returning in the fall of 2021.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Culture

LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environment: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued and respected. We foster culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 3

It is the goal of Rancho-Starbuck to increase student engagement by continuing to create a positive, safe and nurturing school culture.

Identified Need

Based on student surveys in 2019, needs were identified in several areas including recognition of good behavior and behavior in classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student survey	12.1% of students strongly agree with statement "I always like school" and 42.8.% respond positively to "I often like school."	60% of students will agree with statement " I like school either always or often.
Student survey results	12.5% strongly agree that students always treat each other well and 54% says students often treat each other well.	70% of students will agree that peers treat each other well always or often.
Student survey results	24.3% of students strongly agree that students are always recognized for good behavior. 39.9% agree that students are often recognized for good behavior.	70% of students will agree that students are recognized for good behavior always or often.
Student survey results	7.9% of students say students always behave in class. 45.5% say often students behave in class.	55% of students will report that students always or often behave in class so teachers can teach.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

There will be a focus on increasing student recognition in classrooms and on campus to reward positive behavior through Starbuck rewards, Student of the Month recognition including new home yard signs, the Rancho-Starbuck website, Social Media and other recognition opportunities with ideas provided by students during Trojan Chats.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Prizes and rewards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Counselor intern program provides more social-emotional support to students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

84000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.

1680

District Funded
3000-3999: Employee Benefits
Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Student assemblies and activities geared at peer to peer kindness and classroom lessons will be initiated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And Operating Expenditures
Consulting services for development of peer to peer relationships.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Rancho-Starbuck will focus on consistency in following school wide discipline policies to promote positive classroom behavior. Student "Trojan Talks" will be implemented to encourage student voice in implementation decisions regarding student behavior expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Purchase of materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Nights will be continued and student assemblies to promote social-emotional well being and Digital Citizenship will be initiated.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Donations
4000-4999: Books And Supplies
Expenditures related to parent university

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Mindful Monday and Thoughtful Thursday will continue to take place for students to help reduce stress and set goals for the week along with promoting positive attitudes and attendance and teacher training on SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

800

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Purchase of materials for SEL related materials.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Olweus Bullying Prevention Program will be implemented to increase student kindness on campus. Program implemented by our counselor through a grant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
awards for use of Reach Record and Flex logs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Digital Citizenship lessons will be taught by the counselor in every Social Studies class and PE classes consistently throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

A Best Buddies program is being implemented this year to encourage friendships and foster understanding among students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Donations

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. However, plans to implement this goal in the fall of 2021 will include ideas such as Mindful Monday, Digital Citizenship lessons, yard sign recognition, increased social media to families, kindness assemblies, Trojan Talks by our counselor to all students, parent nights and a

Best Buddies program for general education students and special education students provided by the counselor. With the addition of new counseling staff, plans will be reviewed in the fall of 2021. Counselor interns will continue on campus in 2021 as they did during hybrid in spring of 2021. Olweus Bullying program will resume when all students are on campus in a traditional schedule.

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

The full implementation of Olweus was delayed due to distance learning and hybrid instruction.

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.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. Once returning to all students on campus and not in hybrid, there will also be a focus on cultural awareness , acceptance and staff training that will be provided through Olweus implementation. A Universal Screener was used in the Spring of 2021 to identify students in need of support.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/All content areas

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 4

To increase student proficiency in reading comprehension and provide teachers with new strategies to better support student success at high levels in all content areas.

Identified Need

State test scores indicate a need for this goal to be addressed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students in both 7th and 8th grade ELA had drops in state scores in 2019.	59% of 8th grade students scored in the Standard Nearly Met or Standard Met category. 61% of 7th grade ELA students feel in the same groups.	Students in 7th and 8th grade ELA will increase state test scores by 10%.
Staff indicated on Schools to Watch survey that they desire more grade level articulation time to provide more cross content area activities.	Currently only ELA and 8th Social Studies have a connection to curriculum taught that will provide reading comprehension strategies across content areas.	Departments will create at least one cross content area project with an emphasis on informational text.
Thinking Maps and Write from the Beginning will continue to be used across all content areas.	Thinking maps has been introduced in all classes.	On observation and through products, all subjects will use thinking maps.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will attend professional development in depth and complexity and use of district textbook.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And
Operating Expenditures
Consultant services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will be provided time to collaborate in order to create activities and projects that will strengthen cross content area use of informational text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries

400

Site Formula Funds
3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will participate in Learning Walks to share strategies used in classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries
400	Site Formula Funds 3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers will focus on using different types of informational text and literary text and will assist students in developing skills that will enable them to better comprehend text.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Individual test conferences will be provided for each student to review areas of strength and growth areas so students can make goals and reflect on their own learning. Students will also complete a goal sheet and a reflection sheet after each IAB benchmark.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed.

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

Conferences with students to discuss test results and learning walks for teachers did not happen due to distance learning for the majority of the year and hybrid instruction in the spring.

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.

Due to distance learning and hybrid instruction during 2020-2021, implementation of strategies was not completed. No test data was available for individual student conferences nor for grade level meetings. Assessment data and format for collection of that data is being discussed including use of new assessment tools district wide.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,242.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Funded	\$120,642.00
Donations	\$1,500.00
Parent-Teacher Association (PTA)	\$2,000.00
Site Formula Funds	\$28,100.00

Subtotal of state or local funds included for this school: \$152,242.00

Total of federal, state, and/or local funds for this school: \$152,242.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	120,642.00
Donations	1,500.00
Parent-Teacher Association (PTA)	2,000.00
Site Formula Funds	28,100.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	131,000.00
3000-3999: Employee Benefits	8,442.00
4000-4999: Books And Supplies	4,300.00
5800: Professional/Consulting Services And Operating Expenditures	8,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	114,000.00
3000-3999: Employee Benefits	District Funded	6,642.00
	Donations	500.00
4000-4999: Books And Supplies	Donations	1,000.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2,000.00

1000-1999: Certificated Personnel Salaries	Site Formula Funds	17,000.00
3000-3999: Employee Benefits	Site Formula Funds	1,800.00
4000-4999: Books And Supplies	Site Formula Funds	1,300.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	8,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,862.00
Goal 2	4,100.00
Goal 3	97,480.00
Goal 4	12,800.00

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
- 4 Parent or Community Members

Name of Members	Role
Linda Takacs	Principal
Mrs. Andrade	Parent or Community Member
Mrs. Edna Tristan	Parent or Community Member
Mrs. Arlene Anaya	Parent or Community Member
Mr. Kim	Parent or Community Member
Miss Goss	Classroom Teacher
Mr. Anderson	Classroom Teacher
Mrs. Pagano	Classroom Teacher
Mrs. Bullard	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 05/27/2021.

Attested:

Principal, Linda Takacs on 05/27/21

SSC Chairperson, Mrs. Andrade on 05/27/21

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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