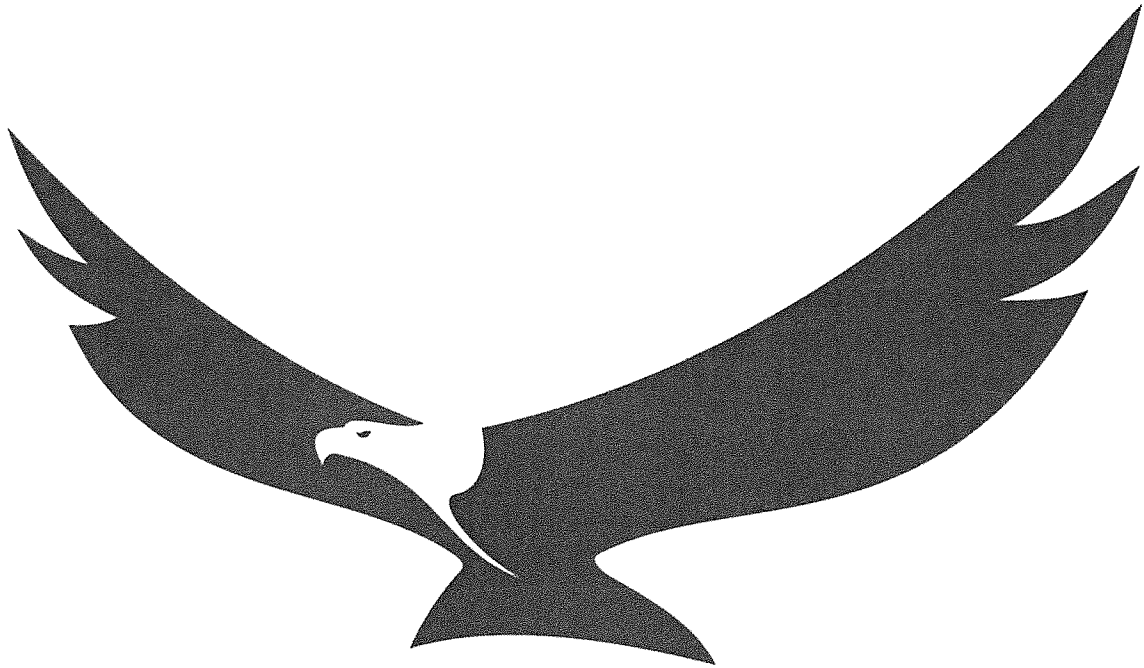


School Year: 2022-23



# RANCHO ELEMENTARY

## 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 Elementary School	21654176024582	October 11, 2022	November 15, 2022

# Educational Partner 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

The annual and ongoing engagement of stakeholders is a key part of the SPSA development process. The stakeholder groups individually and collectively worked to amplify the voices of the Rancho community and share the experiences of students, families, and staff. In preparing for the SPSA stakeholder engagement process Rancho determined that the new goals and actions must clearly reflect Rancho's commitment to equity. While historically, the School Site Council (SSC) and ELAC Committee played the most active role in providing input for the SPSA, this year the PTA and Rancho's Instructional Leadership Team (ILT) were consulted. The team's focus on equity and deep knowledge of Rancho's critical areas for growth provided an invaluable voice in the process. Meetings were held both in-person and virtually which had a positive impact on participation.

### Meetings

Spanish Interpretation was made available to participants and minutes were transcribed for all meetings. All stakeholder input was reviewed to understand the priorities of the community to guide plans for the future. Drafts of the document were shared via Google Docs throughout the process. Members shared thoughts and ideas via Zoom and in-person during Site Council, ILT, PTA and ELAC meetings.

### Rancho School Site Council (SSC)

Participants: Parents, Certificated Staff, and Classified Staff

Meeting Dates: September 13, 2022. October 11, 2022

### Parent-Teacher Association (PTA)

Participants: Members from the PTA including Certificated Staff

Meeting Date: September 26, 2022

### English Language Advisory Committee (ELAC)

Participants: ELAC members including Certificated Staff

Meeting Date: October 10, 2022

### Instructional Leadership Team (ILT)

Participants: Teacher leader from each grade level team

Meeting Dates: September 27, 2022; October 11th, 2022

# 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

Culture of Caring

## LEA/LCAP Goal

Each school site will foster and maintain positive parent, student and community engagement to promote safe, inclusive, restorative and well-maintained campuses where all students feel a sense of belonging.

## Goal 1

Establish a culture of caring by expanding social-emotional and behavioral supports that support equity for all students in an inclusive and caring culture.

## Identified Need

Based on the results from the Youth Truth student survey, there is a need to focus on social-emotional supports and the students' sense of belonging and connection to their school while focusing on Hispanic students and students of two or more races. While overall, 93% of students feel like a part of their school community, when looking at the student groups, only 92% of Hispanic students feel included, and only 88% of students of two or more races feel a sense of belonging. There is a need to make sure all students feel connected to their school and community like they belong. 78 Restorative circles, were held, which are designed to support students in making better choices and repairing harm. Based on the data, Hispanic students attended restorative circles 3% higher than the school population and White students attended restorative circles 1% more than the school population. One way to address performance gaps is to focus on activities such as Running Club, WITS, Yoga, Day of Play, Eagle Nest, and multi-cultural celebrations that promote inclusion and belonging and where all students feel proud and connected to their school.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Do you feel like a real part of your school community?	2021-22 Student Responses: 93% of students feel like a part of their school community.  White - 96%, Hispanic 92%, Two more races 88% Asian - 100%	Increase Hispanic by 5%, Increase Two or more races by 5%
Youth Truth Survey - Do adults respect people from different backgrounds?	2021-22 Student Responses: 94% feel like adults respect people from different backgrounds.  White: 96% Hispanic: 100%	Increase Two or more races by 5%, Increase Asian by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Two or more races: 89%, Asian: 88%	
Restorative Circles	2021-2022: Percentage of students who participated in restorative circles compared to school demographics:  White: School 38.1% Circles 39.9%. Hispanic: School 39.3% Circles: 42.3% Two or more races: School 5.2% Circles: 0.9% Asian: School 12.9% Circles: 0.8%	Reduce the percentage of White and Hispanic students attending restorative circles by 5 %.
AERIES Attendance Data	Attendance Rate - Overall: 95.8% Attendance Rate Student Group:  White: 96.5% Hispanic: 94.9%	Increase overall attendance to 98% and Hispanic student group attendance to 97.4%

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 - with an emphasis on English Learners and Hispanic students

### Strategy/Activity

Continued implementation of restorative practices to increase students' feelings of inclusion and belonging while creating inclusive classroom cultures - including documentation of improved behavior based on restorative circles.

- Expand Eagles Nest Wellness & Community Center to be open the entire school day and continue integrating the Families Helping Families program that provides food and seasonal clothing for families who need it.
- Increase Restorative Practice Facilitator support to full-time circles and social skills groups
- Provide calm corners in classrooms and the Eagle's Nest.

**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	District Funded
	Centralized District Funds - ELO Grant (Eagle's Nest Wellness Hub - SEL Intervention/Support)
	Parent-Teacher Association (PTA)
	Wellness support materials - Eagle's Nest

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students - with an emphasis on English Learners and Hispanic students

**Strategy/Activity**

Continue activities that promote self-regulation, social-emotional well-being, and inclusion.

- Continue to implement Kimochi exercises in Kindergarten and 1st grade and the Second Step social-emotional learning program for 2nd-5th graders
- Classroom circles/meetings to increase their sense of belonging, and promote self-regulation and conflict management
- Expand the positive behavior interventions and supports (PBIS) that recognize students who are making good choices (Character Counts, Eagle Cards, Eagle Eyes, Positive Office Referrals)
- Implement "600 Seconds to Glory" program that promotes team building, individual and schoolwide goal setting, and builds camaraderie.
- Expand the yoga program to provide additional sessions for students 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)
13000	Site Based Gifts and Donations
	Lifetime Fitness Grant

5000	Parent-Teacher Association (PTA)
	Yoga - (PTA Support)
2000	Site Based Gifts and Donations
	Yoga (School Fuel - Tour of Novato)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners and Hispanic students

#### Strategy/Activity

Promote a sense of belonging through cultural and linguistic inclusion that encourages empowerment and ownership within the school community and document increased family participation.

- Continue to promote a sense of cultural competency by empowering students and authentically integrate celebrations throughout the year. (Hispanic Heritage Month, Diwali, Dia De Los Muertos, Native American Heritage Month, Chanukkah, Lunar New Year, Black History Month, Asian American Pacific Islander Month, Ramadan)
- Continue to foster multiple ways to bring the school staff and Rancho students and their families together in order to build relationships and create a sense of belonging including: Family storytime nights, Weekly Community Time, Community Dance Parties, the Garden Club, student-led leadership activities, and other community-based events
- Continue to use Principal Coffees, PTA meetings and School Site Council meetings, ELAC, and the Eagle Newsletter, Friday Flag, flyers in Friday Folders, and Parent Square to inform parents of Rancho’s programs and policies, answer questions, and address concerns.
- Continue building communication and relationships to hear and understand each other - and provide opportunities for families to meet new people outside of their regular social groups. For example, authentically celebrate and share cultural holidays throughout the year that include but are not limited to Diwali, Lunar New Year, Hispanic Heritage Month, Asian American Pacific Islander Month, Ramadan, and Black History Month.

#### 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	Parent-Teacher Association (PTA)
	Multi-cultural celebrations and community events

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

- During the 2021-2022 school year students continued to use to Kimochis in TK, Kindergarten, and 1st grade. The Second Step social emotional learning program was introduced to our 2nd - 5th graders, and North Marin Community Service counselors were assigned to Rancho and worked with our students five days per week.
- Monthly character words were integrated into the Wednesday community time and recognitions were given to students who demonstrated strong character.
- The Zones of Regulation continued to be implemented as a common language to help students express their feelings and emotions and find ways to self-regulate.
- The restorative practice coordinator held restorative circles to help students through challenging social situations.
- Eagle's Nest Wellness Center was created to provide students with alternative recess opportunities and a Families Helping Families program was implemented to provide food and clothing to families in need.
- The outcome of the strategies showed an increase from 65% to 97% of students who reported they could be themselves with other students. Students who feel like they are part of the school community grew from 68% 2020-21 to 93% in the 2021-22 year. Students who felt safe at school increased from 77% to 94%.

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

- There were no major differences between budgeting and expenditures.
- Finding time for professional development for the Second Step SEL (Social Emotional Learning) program is still a challenge, and as a result, some teachers were able to implement the program with more consistency than others.
- We will continue to focus on monthly character words and recognition, and since we are back to in-person learning, we will be able to continue the Eagle Card and Eagle Eye positive reinforcement system.

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.

- By focusing on PBIS (Positive Behavior Interventions and Supports) we will create common language and expectations for all students, staff, and families. Building a new behavior matrix with stakeholders from teachers, classified staff, support staff, and families will develop continuity, consistency, and cohesion with the school community.
- The expansion of the Eagle's Nest Wellness center will provide time to hold restorative circles during the school day at Universal Access Time. This will help keep the Eagle's Nest open at recess and lunch because last year when circles were held, the Eagle's Nest had to close for the students to meet. This will also provide time to hold small social skills-building groups - providing a necessary Tier 2 intervention.
- We are also expanding the school Yoga program to offer 15 sessions for each class. Not only does this support the students, but teachers also learn mindfulness strategies to use in their classrooms.
- The addition of the 600 Seconds to Glory Running Club will build school spirit and camaraderie as well as provide health and well-being to the students.
- The switch to ParentSquare as a form of communication allows one single platform for families to access information and connect with each other.
- In addition to the above strategies and programs, progress monitoring towards wellness will be documented through monitoring restorative circle data, DESSA data, and community participation



# 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

Culture of Competence

## LEA/LCAP Goal

To support closing the achievement gap for English learners, Socioeconomically Disadvantaged Students, Students experiencing homelessness and Foster Youth in all areas, NUSD will leverage Multiple Tiered Systems of Supports (MTSS) to ensure coherence between student needs and system response.

## Goal 2

Expand the multi-tiered system of behavioral, academic, and social-emotional support to maximize resources and ensure sufficient support to all students by specifically focusing on providing supports for English Learners and Hispanic students.

## Identified Need

Based 2021-2022 CAASPP, GALILEO, ESGI and ELPAC data, there is a need to support our English learners, Hispanic students, socioeconomically disadvantaged students and students experiencing homelessness. None of the English Learners met standards on the 2021-22 CAASPP ELA assessment, and only 34% of the Hispanic students met standards. In the 2021-22 CAASPP Math Assessment, 23% of English learners and 36% of Hispanic students met standards.

The English Only and White students met and exceeded standards at more than double the rate of the EL and Hispanic students, which demonstrates a need to focus on and provide supports for our English Learners and Hispanic students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Smarter Balanced English Language Arts (ELA)	2021-22 Percent of students meeting or exceeding ELA standards:  English Learners - 0% English Only Students - 69%  Hispanic Students - 34% White Students - 82%  Socioeconomically Disadvantaged Students - 38%	Increase each student group by 10%
GALILEO ELA - End of Year	2020-21 End of Year percent of students meeting or exceeding standards:  English Learners - 19%	Increase each student group by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Only Students - 74%	
	Hispanic Students - 36%	
	White Students - 84%	
	Socioeconomically Disadvantaged Students - 37%	
CAASPP - Smarter Balanced Mathematics	2020-21 Percent of students meeting or exceeding math standards:	Increase each student group by 10%
	English Learners - 23%	
	English Only Students - 69%	
	Hispanic Students - 40%	
	White Students - 86%	
	Socioeconomically Disadvantaged Students - 41%	
GALILEO Math - End of Year	2020-21 End of Year percent of students meeting or exceeding math standards:	Increase each student group by 10%
	English Learners - 21%	
	English Only Students - 68%	
	Hispanic Students - 36%	
	White Students - 82%	
	Socioeconomically Disadvantaged Students - 34%%	
English Language Proficiency Assessment for California (ELPAC)	2020-21 percent of EL students scoring moderate/well developed - 54%	Increase students scoring moderate/well developed by 5%

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 - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

### Strategy/Activity

Continue to use measures and screeners to identify students for appropriate academic support and create small learning group interventions.

- DataMatters
- Galileo
- CAASPP
- Writing Benchmarks
- Running Records
- ELPAC

Continue to utilize the Data Specialist (TOSA) to support teachers with data cycles

- Modify the PLC model to give teachers time with their grade level team and the Data TOSA every 6 weeks to analyze data, set goals for each student, discuss instructional strategies, and implement interventions. At Data Team Meetings, provide data disaggregated by race and ethnicity, and facilitate discussions about solutions for performance gaps.

### 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

Centralized District Funds - Data Specialist

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

### Strategy/Activity

Continue to use the screeners and data to utilize Universal Access Time for small groups of students to work with adults for differentiated and targeted instruction in reading, math, and social-emotional support to ensure supports are individualized to students' needs:

- Reading Para Educator (continued)
- ELD Para Educator (increased time)
- Math Intervention Teacher (New 2022-2023)
- Restorative Practice Facilitator during UA (increased time)
- NMCS Counseling 5 days/week (continued)
- Classroom Teacher Small Group (continued)

### 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
	Centralized District Funds - Reading Para Educator - ELO Grant
	District Funded
	Centralized District Funds - Math Intervention Teacher - ELO grant
	District Funded
	Centralized District Funds - Restorative Practice Facilitator (Eagle's Nest Wellness Hub Navigator)
	District Funded
	Centralized District Funds - NMCS Counselors-LCFF Supplemental

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

**Strategy/Activity**

Continue to utilize the Community Liaison to work with over 80 families throughout the school year to provide resources and support with enrollment, integration and connection with school activities, connections with outside agencies., and provide translation services to non-English speaking families.

**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
	Centralized District Funds - Community Liaison - LCFF Supplemental

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

## English Language Learners

### Strategy/Activity

Continue to use high-impact ELD strategies in small groups and provide push-in support for integrated and designated EL learning by using resources from Imagine Learning, Fontas and Pinnell ELD Guided Reading, the Language and Literacy Intervention curriculum, and the Sunday system.

- Provide before and after-school support for EL students that are individualized to address the needs of students who are acquiring English. (Group by ELPAC levels in order to provide appropriately targeted language instruction)
- Provide a before-school Newcomer Academy four mornings per week for students who have been here for a year or less.
- Create a Before School Academy for children and families to share experiences and learn from each other how to thrive in a new school community
- Increase ELD paraeducator hours from 2 hours/day to 4 hours/day

### 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)

25000

Source(s)

LCFF - Supplemental

ELD Support paraeducator

District Funded

Centralized District Fund - Before and after school Intervention classes - ELO Grant

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students - with an emphasis on English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students

### Strategy/Activity

Continue to provide access for online programs, including online support at home, by utilizing Imagine Reading and Imagine Math, Galileo, Mystery Science, Social Studies Weekly, and Accelerated Reader for reading intervention, extension, and ELD.

### 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)

4000

Source(s)

Lottery: Instructional Materials

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

During the 2021-2022 school year, the Data Assessment TOSA supported teachers with implementing small group data cycles. By providing professional development on how to use Imagine Learning to create individualized plans for children and create mini-assessments to measure progress, the Galileo data showed student growth in both ELA and Mathematics. The focus on Imagine Learning and Galileo and the fact that the assessments were given three times per year provided students with a familiarity of the assessments that resulted in measurable growth. The lack of growth on the CAASPP Language Arts assessment for EL students shows a need to provide opportunities and access to the high level of rigor of the test.

The protected UA (Universal Access) time allowed students to receive small group instruction at their level. During this time students worked in small groups with their classroom teacher, worked with intervention teachers, saw counselors, received speech and resource services, and received ELD 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.

LCFF funds were used to support the ELD para educator. Due to the ELD para educator resigning early in the school year and the inability to fill the position, there was a surplus of funds that was not spent.

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

For the 2022-23 school year:

- A math intervention teacher will be added to the list of supports available during the UA (Universal Access) time
- The hours for the ELD Para Educator have doubled in time from 2 hours per day to 4 hours per day.
- Before and after school intervention supports will be offered to English Language Learners and a Newcomer group will be established to support students who have been in the United States for less than one year.



# 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

Culture of Excellence

## LEA/LCAP Goal

Through proficiency-based learning all students will demonstrate mastery of the desired learning outcomes, as NUSD ensures all students gain the skills, abilities, and knowledge necessary to be successful in college, career and civic life.

## Goal 3

Implement clearly articulated proficiency-based education and school-wide structures to enhance "culture of excellence" and provide opportunities for all students to meet academic standards.

## Identified Need

Based CAASPP, GALILEO, ESGI and ELPAC data, there is a need to support our English learners, Hispanic students, socioeconomically disadvantaged students and students experiencing homelessness. None of the English Learners met standards on the 2021-22 CAASPP ELA assessment, and only 34% of the Hispanic students met standards. In the 2021-22 CAASPP Math Assessment, 23% of English learners and 36% of Hispanic students met standards.

The English Only and White students met and exceeded standards at more than double the rate of the EL and Hispanic students, which demonstrates a need to focus on and provide supports for our English Learners and Hispanic students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced English Language Arts (ELA)	2021-22 Percent of students meeting or exceeding ELA standards:  English Learners - 0% English Only Students - 69%  Hispanic Students - 34% White Students - 82%  Socioeconomically Disadvantaged Students - 38%	Increase each subgroup by 10%
GALILEO ELA - End of Year	2020-21 End of Year percent of students meeting or exceeding standards:  English Learners - 19%	Increase each subgroup by 10%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Only Students - 74%  Hispanic Students - 36% White Students - 84%  Socioeconomically Disadvantaged Students - 37%	
CAASPP Smarter Balanced Mathematics	2020-21 Percent of students meeting or exceeding math standards:  English Learners - 23% English Only Students - 69%  Hispanic Students - 40% White Students - 86%  Socioeconomically Disadvantaged Students - 41%	Increase each subgroup by 10%
GALILEO Math - End of Year	2020-21 End of Year percent of students meeting or exceeding math standards:  English Learners - 21% English Only Students - 68%  Hispanic Students - 36% White Students - 82%  Socioeconomically Disadvantaged Students - 34%%	Increase each subgroup by 10%

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 - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

Strategy/Activity

Utilize the district-wide essential standards, learning maps, and proficiency scales to foster academic achievement and growth by continuing to integrate resources from NUSD Teach to support Proficiency Based Education

**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 2**

**Students to be Served by this Strategy/Activity**

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

**Strategy/Activity**

Continue to implement the district-wide Learning Maps and Proficiency Scales with staff and students, particularly focusing on teachers who are new to NUSD or in

- Continue to use learning maps and proficiency scales in staff meetings so staff feels knowledgeable and confident in sharing them with families
- Continue to integrate the learning maps and proficiency scales in classrooms so students take ownership of their learning and can communicate where they are on the learning journey
- Continue messaging to families about learning maps and proficiency scales

**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 3**

**Students to be Served by this Strategy/Activity**

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

**Strategy/Activity**

Continue teacher professional learning committees to provide teachers time to collaborate and develop strategies for implementation of the learning maps.

- During Team Time, explore multiple instructional strategies (ex: math games, small group work, outdoor learning opportunities, physical movement - cross body counting, yoga)
- During Team Time, reflect on practices and revise as necessary

**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 4**

**Students to be Served by this Strategy/Activity**

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

All Students - with an emphasis on English Learners, Hispanic, and Socioeconomically Disadvantaged Students

**Strategy/Activity**

Continue to engage with NUSD Teacher Leadership Team (TLT) to lead professional development. Each TLT member will lead and facilitate one team with the focus area of:

- Equity
- Proficiency Based Education (PBE)
- Positive Behavior Intervention Supports (PBE)
- Wellness/Equity

**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 5**

**Students to be Served by this Strategy/Activity**

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

3rd - 5th Grade Students

**Strategy/Activity**

Implement Smarter Balanced Interim Assessments as formative assessments for students in Math and English Language Arts

**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: 2021-22**

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.

Teachers displayed and referred to the essential standards and learning maps daily. Depending on the grade level, some teachers had the standards displayed on the board for everyone to see, while others created "essential standard" booklets for each student. Learning maps were implemented and students worked to identify which standards they were proficient at and where they needed to grow.

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

While learning maps and essential standards are becoming more accessible, teachers are still working together with their district peers to develop common assessments for each essential standard.

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

For 2022-2023, Learning Maps will continue to be shared with families. Using Proficiency Based Education (Essential Standards, Proficiency Scales & Learning Maps) will provide teachers, students and families a shared understanding of expectations regarding what students need to learn and what it means to be proficient. It will promote student ownership over their learning and allow them to reflect on what they know, what they need to learn, and what strategies and skills are needed for students to create a path for success.

# 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

High Quality Data Based Decision Making

## LEA/LCAP Goal

NUSD will expand training and access for the use of DataMatters, the district's data management system in order to implement targeted, time bound data cycles to monitor and improve student outcomes.

## Goal 4

Enhance the accuracy of collecting, recording and analyzing academic and behavior data to be utilized within the problem-solving process

## Identified Need

Based on academic outcomes (CAASPP, Galileo, ESGI) of English Language Learners, Hispanic Students, and Socioeconomically Disadvantaged students, a focus on data, goal setting, and data cycles needs to be implemented to support students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 - but with a focus on English Learners and Socioeconomically Disadvantaged students.

### Strategy/Activity

Access the site Data Specialist (teacher on special assignment) to support teachers in identifying student needs, setting goals, and implementing interventions

- Continue to utilize the site Data Specialist to support teachers during PLC time to help identify student areas for growth in Language Arts and Math as well as specific intervention strategies to implement for each group.
- Provide release time for grade levels to meet with the Data TOSA five times throughout the year. At the end of each data cycle, grade-level teams will have 45 minutes of release time to meet with the Data Tosa, talk about the data and plan new goals.
- At Data Team Meetings, provide data disaggregated by race and ethnicity, and facilitate discussions about solutions for performance gaps.

- Provide release time for "Safety Net Days" where teachers will individually meet with the Data TOSA, Principal, Math Intervention Teacher, Reading Intervention Para Educator, and the RSP Teacher to talk about student concerns and interventions.

**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)
2,204	Title II Part A: Improving Teacher Quality
	Teacher release time

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students - but with a focus on English Learners and Socioeconomically Disadvantaged students.

**Strategy/Activity**

Continue to use an At a Glance online "binder" for each teacher with ELPAC, Galileo, Running Records, MARS, and CAASPP data.

- Provide each teacher with a hard copy of the essential standards and the learning maps.

**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)
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**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All Students - with emphasis on Hispanic Students, English Language Learners, and Socially Economically Disadvantaged Students.

**Strategy/Activity**

Create a school equity team that analyzes student group data, explores instructional practices, and monitors progress through data cycles

- Create school equity goals based on Anthony Muhammad's Equity Report
- Engage in Book Study - Overcoming the Achievement Gap Trap
- Develop the ability to get comfortable with conversations addressing race and personal biases
- Engage in professional development with Anthony Muhammad

### **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: 2021-22**

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.

During the 2021-22 school year, the data specialist supported the implementation of data cycle work with each grade level. A template was created for teachers to give a pre-assessment, look at data for each student, create a plan and action steps and give a post assessment. Time was then provided at staff meetings for teachers to analyze/study the new data create a new plan and action steps. The PDSA (Plan, Do, Study, Act) format was implemented in six week cycles.

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

While hard copy data binders were created, an online school wide document was also introduced to help teachers track growth over time. Online resource will allow teachers to see data (Galileo, CAASPP, DESSA, Attendance, Restorative Circles) over time and will provide more consistency from year to year.

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

For the 2022-23 school year, in order to better support teachers with looking at data and planning as a grade level, rather than trying to implement this in a staff meeting, the data specialist will meet with each grade level during the school day. For the Data Cycle Meetings, a roving substitute will be hired to release teachers to meet as grade level teams with the data specialist. This will happen in 6 week cycles throughout the school year.

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Catherine Nam	Principal
Amy Bondanza	Classroom Teacher
Erin Hart	Classroom Teacher
Shilpa Velkur	Other School Staff
Lupita Ocon	Parent or Community Member
Cornelia Taylor	Parent or Community Member
Meilssa Santos	Parent or Community Member
Emma Jimenez	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



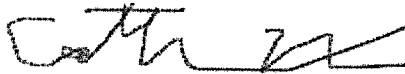
English Learner Advisory Committee

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

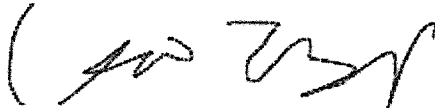
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 11, 2022.

Attested:



Principal, Catherine Nam on 10/17/22



SSC Chairperson, Cornelia Taylor on 10/21/2022

## Budget Summary - Rancho Elementary 2022-23

Federal	Approved Budget
Title II	\$2,204
Funds provided to the school through the Consolidated Application	\$2,204
<b>State and/or Local</b>	<b>Approved Budget</b>
Unrestricted	\$14,790
Elementary Yard Duty	\$42,988
LCFF Supplemental	\$23,708
Lottery - Instructional Material	\$12,180
PTA	\$16,473
Library Book Replacement	\$13
General Donation	\$16,097
Lifetime Foundation	\$13,070
Total State/Local funds for this school	\$139,319
<b>Total federal, state, and/or local funds for this school</b>	<b>\$141,523</b>