School Year: **2022-23**

Rodeo Hills 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
Rodeo Hills Elementary School	07616976003701	5/25/2023	6/7/2023

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

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.

The principal met with groups of teachers and staff to discuss the needs of our school, reviewed survey data from parents, students and staff and meet with the School Site Council to determine how the Title I funds will be allocated. The School Site Council also discussed and analyzed the effectiveness of the Title I programs in improving academic outcomes for students. The principal

also attends meetings with English Language Advisory Committee, Parent Advisory Committee, and Parent Teacher Association to inform parents, get input, and answer questions.

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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).

A survey was given to 3rd-5th grade students, staff, and families. The survey asked questions about the culture and climate of the school, leadership skills, and learning in order to understand our strengths and needs. (8 parents, 179 students, and 40 staff members took the survey. One of our strengths was our communication. Many parents and students reported that they had positive communication with our staff. If I have a question, problem, or concern I know who at school can help me. 50% answered yes all of the time and 43% said most of the time. We have worked hard as a staff to communicate with families through class dojo, emails, and a weekly newsletter through Smore.

Reading- We increased our classroom instruction in Orton Gillingham strategies for teaching reading. We are working to get all TK-2nd grade teachers trained in Orton Gillingham strategies. Approximately 120 students in grades K-5th were taught in reading intervention, which was four days per week for 45 minutes a day with a Wednesday booster group. Students were selected for reading intervention if they were more than one year below grade level according to data collected from ESGI and AR STAR. These students were taught with Leveled Literacy Instruction by Fountas and Pinnell. Staff and parents were asked about the effectiveness of reading intervention and it was the most effective program that was funded by the Title 1 Budget. We plan to continue the goal for every student to make at least one year's growth in reading level according to running record, ESGI data, and AR STAR scores.

Plan to improve Reading Instruction:
Reading Intervention
Full Time Reading Intervention Teacher
6 Hour Reading Intervention Paraeducator
3 Hour Reading Intervention Paraeducator

Language Arts Programs to Support Reading
Starfall
Accelerated Reader
RazKids
Imagine Learning

Assessments
ESGI (TK-2nd)
AR STAR test for reading
MAP Assessments
Running Records/ Fluency Reads

Math Fact fluency- Teachers created grade level goals in math fact fluency. We used Xtra Math to practice fact fluency.
Plan to improve Math Instruction:
Academic Growth

Goal Setting- Classroom and Grade Level WIGS

Math Programs:
ST Math
Xtra Math

Academic and behavior goals- 1st-5th grade teachers created academic goals in math and reading and posted regular data about their goals. Each grade level posted their data on a WIG (Wildly Important Goals) Walls outside of their classrooms and some also posted data in their classrooms. Kindergarten did not have posted goals this year. We would like to be consistent with this practice and regularly monitor growth data for reading and math.

Attendance- This year we had 30 out of 168 days with more than 93% attendance. We would like to continue to improve attendnace with 93% daily attendance as a goal.
What we have done to improve attendance:

We report attendance to parents each week.
Classes earn a perfect attendance pizza, ice cream, or dress up day by spelling out the word PERFECT ATTENDANCE. Each day they add a letter when the entire class is present at school.
Perfect attendance awards and necklaces passed out each month.

Parent Involvement Opportunities- We had at least one parent engagement opportunity in each month of the school year except September. One of the ideas that we had was to create a multicultural fair and host it in September, as well as continuing all of the family events that we did in the 2022-2023 school year.
Family Events
August 11- Popsicles with the Principal and Staff
August 24- Back to School Night
October 13- Family Math Night
October 28- Trunk or Treat
November 14-17 Parent Teacher Conferences
December 16- PTA Holiday Craft Fair
March 2- Family Reading Fair
March 16- Talent Show
April 12- Leadership Day
May 24- Open House
June 7- 5th Grade Promotion

There were many others ways for parents and families to get involved in school, including:
School Site Council
ELAC- for English Language Learners
PTA
District Parent Advisory Council

Increase Self-awareness in managing emotions- All students received mindfulness instruction in their classroom 20 minutes every week by our coach, Dana Murphy. Our student support assistant daily helps with keeping students in class by providing a safe place for breaks. She also helps with

restorative practices and belonging by talking through conflicts. We plan to provide additional training in restorative practices to support our students needing Tier 2 and Tier 3 support We worked with our PBIS coach, Patti Hershfeldt to train our staff, including our yard aides to provide positive behavior interventions and supports.

Discipline Data

As of May 20, 2023:
588 students
536 do not have a referral
17 students have one referral
17 students have 2-5 referrals
18 students have 6 or more referrals
These students are challenging to manage and often bring teaching and learning to a halt. It is our goal to provide restorative strategies to discipline issues and help students and staff build relationship, use empathy, and mindfulness as needed to manage big emotions.

Counseling Services
38 students receive one to one counseling services for one or two sessions per week.

What we have done to improve emotion management:
Protected Leader in Me time each Wednesday.
Second Step Lessons
Mindfulness and Rise Up groups
Class Meetings

Classroom Observations

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

There are amazing things that happen every day at Rodeo Hills. The principal and Teacher on Special Assignment do regular walkthroughs of classrooms at Rodeo Hills. This year we also had classroom visits by our PBIS coach, Patti Hershfeldt. These learning walks taught us about our standards of behavior and expectations and also learning. Newly credentialed staff also took part in peer observations through Peer Assistance and Review (PAR) and also Teacher Induction Program. The observations were important to learn about what was happening in academics and behavior throughout our school. Our Lighthouse Team and COST members also dis observations to help determine goals and opportunities for growth in all areas.

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)

We gave MAP assessments at the beginning of the school year and in winter during the 2023. 3rd, 4th, and 5th grade classes also completed FIAB assessments in math and reading and plan to incorporate these into their 2023-2024 pacing guide. Teachers also regularly assess students and we collect data in reading skills using Accelerated Reader STAR tests and ESGI tests that asses early literacy skills. We also use fluency assessments and running records. Teachers use data from ELPAC scores for placement in EL groups.

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

Teachers also regularly assess students and we collect data in reading skills using Accelerated Reader STAR tests and ESGI tests that asses early literacy skills. We also use fluency assessments and running records.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Not meeting performance goals- We are working on getting all teachers certified. Some teachers are in intern programs and others are attempting to pass tests.

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

Meeting performance goals

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

Staff has been trained to use multiple methods and collect evidence to meet the CCSS. Meeting Performance goals

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

The staff meets monthly as a group and twice a month in grade level teams. They also meet in a Cross-Grade-Level groups once a month which focuses on a topic such as building school climate, academics, and events. Progress towards meeting performance goals.

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

Teachers collaborate in grade level groups twice per month. Progress towards meeting performance goals.

Teaching and Learning

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

Curriculum and instructional materials are aligned to CCSS. Meeting performance goals

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

Meeting performance goals

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

Teachers plan lessons and pacing guides with grade level colleagues. Intervention and resource teachers work with staff to support learning. Progress towards meeting performance goals

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

Meeting performance goals

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

Teachers are using Wonders materials. Teachers use EnVision 2.0 for math instruction as well as supplemental materials and many are piloting other instructional materials including Reveal Math and Bridges. Teachers use Studies Weekly for Social Students education and Mystery Science Inspire Science for teaching next Generation Science Standards. Meeting performance standards

Opportunity and Equal Educational Access

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

Teachers in grades TK-3rd grade have all been trained in Orton Gillingham multisensory strategies for teaching literacy skills. Also, wonders materials are used for teaching underperforming and to instruct students in English Language Development. Teachers assign lessons and time during the day for online education from iRead, RazKids, Starfall, and Imagine Learning. Intervention Teachers are using Leveled Literacy Instruction.

Evidence-based educational practices to raise student achievement

TK-3rd grade teachers as well as intervention teachers have been taught Orton Gillingham strategies. Reading Intervention teachers and paraeducators teach from Leveled Literacy Intervention. Reading intervention is offered to students to students underperforming in reading. We also have supports for students in resource classes for students with IEPs and special day classes.

Parental Engagement

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

Rodeo Hills hosts a variety of family events. We also have an active PTA. We have five elected members of the school site council. We increased our participation in meeting such as ELAC, School Site Council, PTA, and District Parent Advisory Committees because we moved these meetings to zoom. Parents could join a meeting from the comfort of their home without having to secure a babysitter. This is something that we plan to continue for next year as well as providing more community events that bring the families together to celebrate and join together in unity.
Meeting performance standard

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)

NA

Funding

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

Orton Gillingham training for teachers, trauma informed practices training, Counseling services for students with trauma.

Fiscal support (EPC)

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

Parent, Student, and Staff surveys were sent out in February to get important information about current and upcoming goals and how we are doing as a school to engage and include all learners in academic content. Meetings were held to discuss current and future goals.

ELAC and PTA meetings

School Site Council Thursday, May 25, 2023 3:30-4:30. Three parents and four staff members were present for the meeting. Goals and budgets were discussed. We also reviewed the data from surveys and

A draft of the goals and the survey data was sent to the entire staff and reviewed by several staff members.

The site goals were approved by the school site council on May 25, 2023.

Resource Inequities

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

68.2% of our student population is socioeconomically disadvantaged. 22.9% of our population are English Language Learners. 13.9% of our population are students with disabilities. We have a diverse population of learners that require many resources. Our goal is to provide the resources that we need for all of our students to succeed.

According to the California Dashboard Rodeo Hills students are scoring below standard. We are 55.8 points below standard in ELA and 79 points below standard in math.

Fall MAP Data ELA
Kindergarten- 69% below standard
1st Grade- 83% below standard
2nd Grade- 72% below standard
3rd Grade- 75% below standard
4th Grade- 53% below standard
5th Grade 79% below standard

Fall MAP Data Math
Kindergarten- 60% below standard
1st Grade- 77% below standard
2nd Grade- 79% below standard
3rd Grade- 86% below standard
4th Grade- 78% below standard
5th Grade 88% below standard

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.64%	0.7%	1.17%	4	4	6
African American	15.34%	14.9%	13.67%	96	85	70
Asian	10.7%	10.5%	10.74%	67	60	55
Filipino	7.83%	9.0%	8.98%	49	51	46
Hispanic/Latino	37.86%	37.4%	37.30%	237	213	191
Pacific Islander	0.48%	0.5%	0.98%	3	3	5
White	13.74%	13.2%	13.87%	86	75	71
Multiple/No Response	12.94%	12.5%	11.52%	81	71	59
			Total Enrollment	626	569	512

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	87	89
Grade 1	100	97	75
Grade 2	108	92	83
Grade3	91	104	84
Grade 4	101	93	101
Grade 5	103	96	80
Total Enrollment	626	569	512

Conclusions based on this data:

1. We have the highest number of students who identify as Latino.
2. Enrollment has declined.
3. We have a very diverse population of students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	149	118	117	23.8%	20.7%	22.9%
Fluent English Proficient (FEP)	33	32	32	5.3%	5.6%	6.3%
Reclassified Fluent English Proficient (RFEP)	0	10		0.0%	8.5%	

Conclusions based on this data:

1. The number of students that are Fluent English Proficient has increased.
2. We need to work to reclassify more students as Fluent English Proficient.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	110	104	83	108	0	82	108	0	82	98.2	0.0	98.8
Grade 4	100	90	99	99	0	99	98	0	99	99	0.0	100.0
Grade 5	114	93	85	110	0	84	110	0	84	96.5	0.0	98.8
All Grades	324	287	267	317	0	265	316	0	265	97.8	0.0	99.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2373.		2374.	9.26		12.20	13.89		12.20	27.78		31.71	49.07		43.90
Grade 4	2427.		2416.	17.35		9.09	11.22		20.20	27.55		30.30	43.88		40.40
Grade 5	2471.		2448.	14.55		9.52	20.91		19.05	23.64		23.81	40.91		47.62
All Grades	N/A	N/A	N/A	13.61		10.19	15.51		17.36	26.27		28.68	44.62		43.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.26		9.76	44.44		59.76	46.30		30.49
Grade 4	15.31		2.02	38.78		72.73	45.92		25.25
Grade 5	18.18		5.95	46.36		64.29	35.45		29.76
All Grades	14.24		5.66	43.35		66.04	42.41		28.30

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	7.41		7.32	35.19		46.34	57.41		46.34
Grade 4	13.54		5.05	50.00		55.56	36.46		39.39
Grade 5	20.91		9.52	42.73		51.19	36.36		39.29
All Grades	14.01		7.17	42.36		51.32	43.63		41.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	10.19		2.44	56.48		81.71	33.33		15.85
Grade 4	10.20		5.05	68.37		71.72	21.43		23.23
Grade 5	14.55		7.14	55.45		75.00	30.00		17.86
All Grades	11.71		4.91	59.81		75.85	28.48		19.25

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.96		10.98	43.52		51.22	43.52		37.80
Grade 4	12.24		4.04	41.84		72.73	45.92		23.23
Grade 5	18.18		8.33	40.91		54.76	40.91		36.90
All Grades	14.56		7.55	42.09		60.38	43.35		32.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. About 71% of our students did not meet standard in overall achievement.
2. The MAP data that we received is similar to this data.
3. Our participation rate is high.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	110	104	83	109	0	82	109	0	82	99.1	0.0	98.8
Grade 4	100	90	99	99	0	99	99	0	99	99	0.0	100.0
Grade 5	114	93	85	112	0	85	112	0	85	98.2	0.0	100.0
All Grades	324	287	267	320	0	266	320	0	266	98.8	0.0	99.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2382.		2372.	9.17		7.32	18.35		13.41	19.27		29.27	53.21		50.00
Grade 4	2435.		2405.	8.08		2.02	21.21		17.17	32.32		33.33	38.38		47.47
Grade 5	2443.		2430.	8.04		4.71	14.29		9.41	22.32		20.00	55.36		65.88
All Grades	N/A	N/A	N/A	8.44		4.51	17.81		13.53	24.38		27.82	49.38		54.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	19.27		9.76	22.94		40.24	57.80		50.00
Grade 4	12.12		6.06	35.35		34.34	52.53		59.60
Grade 5	8.04		3.53	27.68		28.24	64.29		68.24
All Grades	13.13		6.39	28.44		34.21	58.44		59.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.84		10.98	37.61		46.34	49.54		42.68
Grade 4	10.10		4.04	50.51		50.51	39.39		45.45
Grade 5	9.82		3.53	37.50		47.06	52.68		49.41
All Grades	10.94		6.02	41.56		48.12	47.50		45.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.93		6.10	41.28		58.54	46.79		35.37
Grade 4	12.12		4.04	49.49		50.51	38.38		45.45
Grade 5	9.01		4.71	38.74		51.76	52.25		43.53
All Grades	10.97		4.89	42.95		53.38	46.08		41.73

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students struggled the most with concepts and procedures.
2. 81.9% of our students did not meet standard overall in math.
3. The MAP data that we received at the end of 2020-2021 school year is similar to this data.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1424.4	*	1388.9	1437.8	*	1407.8	1392.9	*	1344.6	29	5	25
1	1441.0	1468.9	1438.4	1460.2	1492.3	1458.1	1421.4	1445.1	1418.2	28	17	14
2	1475.2	1491.5	1483.7	1491.4	1510.7	1499.0	1458.5	1471.7	1467.7	23	15	19
3	1481.0	1490.4	1501.8	1481.6	1507.9	1515.5	1479.9	1472.4	1487.6	20	25	19
4	1519.1	1494.2	1517.5	1525.3	1507.2	1544.5	1512.4	1480.7	1490.2	28	19	27
5	1537.3	1562.3	1520.8	1535.3	1596.5	1539.0	1538.8	1528.1	1501.8	24	12	24
All Grades										152	93	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.34	*	4.00	37.93	*	24.00	41.38	*	40.00	10.34	*	32.00	29	*	25
1	10.71	5.88	0.00	21.43	58.82	42.86	53.57	23.53	35.71	14.29	11.76	21.43	28	17	14
2	8.70	20.00	5.26	47.83	33.33	63.16	39.13	46.67	15.79	4.35	0.00	15.79	23	15	19
3	5.00	4.17	15.79	50.00	41.67	57.89	30.00	50.00	21.05	15.00	4.17	5.26	20	24	19
4	28.57	5.26	29.63	53.57	31.58	40.74	10.71	52.63	25.93	7.14	10.53	3.70	28	19	27
5	29.17	41.67	25.00	41.67	25.00	25.00	25.00	33.33	41.67	4.17	0.00	8.33	24	12	24
All Grades	15.79	13.04	14.84	41.45	40.22	40.63	33.55	41.30	30.47	9.21	5.43	14.06	152	92	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.59	*	4.00	44.83	*	36.00	20.69	*	40.00	6.90	*	20.00	29	*	25
1	14.29	70.59	35.71	50.00	11.76	14.29	25.00	11.76	42.86	10.71	5.88	7.14	28	17	14
2	26.09	53.33	52.63	47.83	26.67	31.58	26.09	20.00	5.26	0.00	0.00	10.53	23	15	19
3	20.00	41.67	52.63	55.00	45.83	36.84	10.00	8.33	5.26	15.00	4.17	5.26	20	24	19
4	60.71	31.58	66.67	32.14	52.63	29.63	7.14	5.26	0.00	0.00	10.53	3.70	28	19	27
5	45.83	83.33	41.67	45.83	16.67	45.83	8.33	0.00	8.33	0.00	0.00	4.17	24	12	24
All Grades	32.89	51.09	42.19	45.39	34.78	33.59	16.45	9.78	15.63	5.26	4.35	8.59	152	92	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.90	*	0.00	24.14	*	4.00	55.17	*	44.00	13.79	*	52.00	29	*	25
1	10.71	5.88	7.14	14.29	35.29	0.00	35.71	29.41	42.86	39.29	29.41	50.00	28	17	14
2	0.00	13.33	5.26	26.09	33.33	36.84	52.17	26.67	26.32	21.74	26.67	31.58	23	15	19
3	0.00	0.00	5.26	15.00	12.50	21.05	55.00	58.33	57.89	30.00	29.17	15.79	20	24	19
4	10.71	0.00	0.00	25.00	5.26	29.63	46.43	47.37	29.63	17.86	47.37	40.74	28	19	27
5	8.33	0.00	4.17	33.33	33.33	4.17	45.83	41.67	62.50	12.50	25.00	29.17	24	12	24
All Grades	6.58	4.35	3.13	23.03	20.65	16.41	48.03	43.48	43.75	22.37	31.52	36.72	152	92	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	24.14	*	4.00	68.97	*	80.00	6.90	*	16.00	29	*	25
1	25.00	64.71	42.86	71.43	29.41	35.71	3.57	5.88	21.43	28	17	14
2	26.09	46.67	36.84	73.91	46.67	52.63	0.00	6.67	10.53	23	15	19
3	5.00	25.00	36.84	65.00	62.50	57.89	30.00	12.50	5.26	20	24	19
4	39.29	26.32	62.96	53.57	52.63	37.04	7.14	21.05	0.00	28	19	27
5	20.83	33.33	25.00	62.50	66.67	62.50	16.67	0.00	12.50	24	12	24
All Grades	24.34	36.96	34.38	65.79	53.26	55.47	9.87	9.78	10.16	152	92	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.03	*	20.00	55.17	*	48.00	13.79	*	32.00	29	*	25
1	17.86	52.94	14.29	71.43	41.18	85.71	10.71	5.88	0.00	28	17	14
2	17.39	46.67	47.37	82.61	53.33	47.37	0.00	0.00	5.26	23	15	19
3	70.00	70.83	78.95	25.00	25.00	15.79	5.00	4.17	5.26	20	24	19
4	71.43	73.68	66.67	28.57	21.05	29.63	0.00	5.26	3.70	28	19	27
5	79.17	100.00	75.00	20.83	0.00	20.83	0.00	0.00	4.17	24	12	24
All Grades	46.71	66.30	52.34	48.03	30.43	38.28	5.26	3.26	9.38	152	92	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.45	*	0.00	86.21	*	56.00	10.34	*	44.00	29	*	25
1	17.86	17.65	7.14	42.86	52.94	21.43	39.29	29.41	71.43	28	17	14
2	0.00	33.33	10.53	69.57	33.33	52.63	30.43	33.33	36.84	23	15	19
3	5.00	4.17	0.00	40.00	50.00	63.16	55.00	45.83	36.84	20	24	19
4	7.14	0.00	0.00	71.43	55.56	59.26	21.43	44.44	40.74	28	18	27
5	20.83	25.00	4.17	58.33	50.00	58.33	20.83	25.00	37.50	24	12	24
All Grades	9.21	13.19	3.13	62.50	50.55	53.91	28.29	36.26	42.97	152	91	128

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	31.03	*	4.17	37.93	*	41.67	31.03	*	54.17	29	*	24
1	7.14	11.76	7.69	64.29	58.82	69.23	28.57	29.41	23.08	28	17	13
2	8.70	6.67	5.56	82.61	73.33	77.78	8.70	20.00	16.67	23	15	18
3	0.00	4.17	10.53	90.00	70.83	84.21	10.00	25.00	5.26	20	24	19
4	7.14	0.00	15.38	78.57	78.95	61.54	14.29	21.05	23.08	28	19	26
5	20.83	0.00	0.00	75.00	91.67	70.83	4.17	8.33	29.17	24	12	24
All Grades	13.16	6.52	7.26	69.74	71.74	66.13	17.11	21.74	26.61	152	92	124

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Most of our students fall in the Level 2 and Level 3 ranges, which was about 71%
2. The amount of students in the Level 1 for overall achievement increased in the past year.
3. The number of EL students tested also increased.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
512	**68.2**	**22.9**	**0.4**
Total Number of Students enrolled in Rodeo Hills Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	117	22.9
Foster Youth	2	0.4
Homeless	4	0.8
Socioeconomically Disadvantaged	349	68.2
Students with Disabilities	71	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	70	13.7
American Indian	6	1.2
Asian	55	10.7
Filipino	46	9.0
Hispanic	191	37.3
Two or More Races	59	11.5
Pacific Islander	5	1.0
White	71	13.9

Conclusions based on this data:

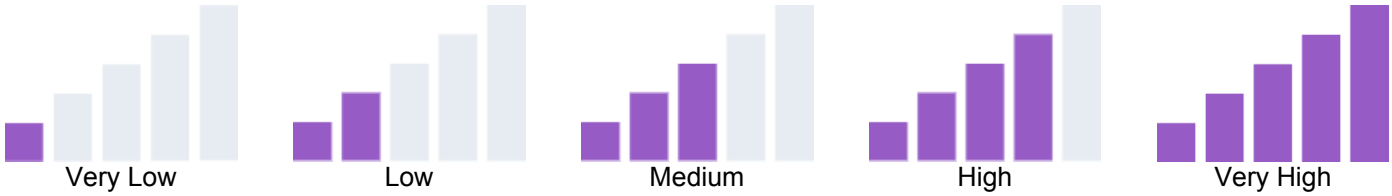
1. Rodeo Hills Elementary School has a high number of students (68.2%) who are socioeconomically disadvantaged.
2. There is a high number of students who are classified as students with disabilities (13.9%).
3. Our largest racial/ethnic student group is Hispanic at 37.3% of our student population, which is increasing.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: Medium
Mathematics: Low		
English Learner Progress: High		

Conclusions based on this data:

1. Rodeo Hills Elementary suspension rate is medium. We are working to find ways to be creative with alternatives to suspensions with support students staying in class where they are learning.
2. Chronic Absenteeism is very high. We have also noticed trends in this area and have studied it. Kindergarten attendance is a large struggle.

3. Both ELA and Math performance levels are low. English Learner progress is high.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

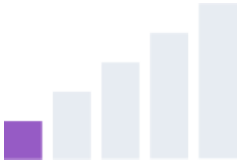
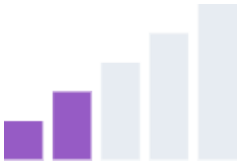
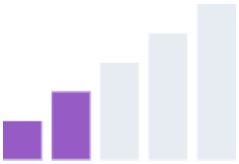
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	5	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
55.8 points below standard	66.0 points below standard	1 Student
251 Students	73 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	63.5 points below standard	108.4 points below standard
	201 Students	56 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Very Low	No Performance Level	Low	No Performance Level
95.7 points below standard	2 Students	59.0 points below standard	11.8 points below standard
35 Students		30 Students	25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Low	Low	No Performance Level	No Performance Level
66.8 points below standard	18.7 points below standard	3 Students	51.6 points below standard
91 Students	34 Students		28 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.0 points below standard	26.5 points below standard	54.7 points below standard
62 Students	11 Students	171 Students

Conclusions based on this data:

1. Our Students with Disabilities scored in the very low range. We need to put focus on achievement levels of students in resource and SDC.
2. Our African American learners are struggling in ELA.
3. We don't have any subgroups in the medium, high, or very high range.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

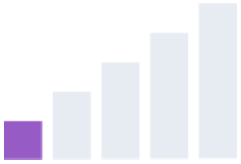
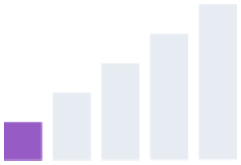
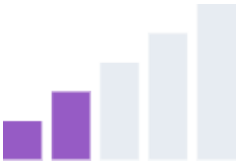
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	4	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
79.0 points below standard	86.9 points below standard	1 Student
251 Students	73 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
2 Students	84.1 points below standard	126.1 points below standard
	201 Students	56 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very Low 130.3 points below standard 35 Students	No Performance Level 2 Students	Low 55.1 points below standard 30 Students	No Performance Level 14.2 points below standard 25 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 97.0 points below standard 91 Students	 Low 63.9 points below standard 34 Students	No Performance Level 3 Students	No Performance Level 57.7 points below standard 28 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.8 points below standard 62 Students	48.1 points below standard 11 Students	77.9 points below standard 171 Students

Conclusions based on this data:

1. Hispanic and African American subgroups are very low in math.
2. Students with Disabilities are also very low.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

57.3 making progress towards English language proficiency

Number of EL Students: 75 Students

Performance Level: 4

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.

2022 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
9.3%	33.3%	5.3%	52.0%

Conclusions based on this data:

1. 52% of the students progressed at least one Level.
2. 33% of students maintained their level.
3. Instruction for English Language Learners is improving.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

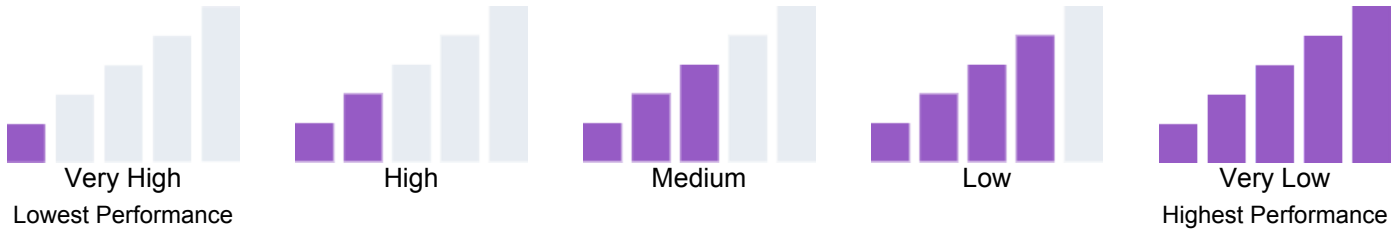
1. This data does not apply to Rodeo Hills Elementary School.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



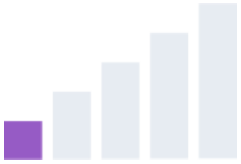
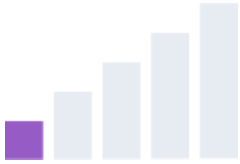
This section provides number of student groups in each level.

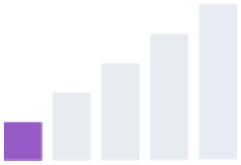
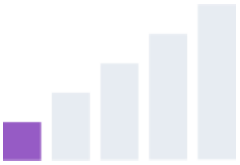
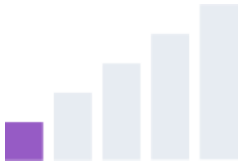
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
8	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
38.1% Chronically Absent	32.4% Chronically Absent	Less than 11 Students
549 Students	139 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	41.9% Chronically Absent	44.7% Chronically Absent
9 Students	422 Students	103 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	High	Very High
47.9% Chronically Absent	Less than 11 Students	17.5% Chronically Absent	20.4% Chronically Absent
73 Students	7 Students	57 Students	49 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
44.4% Chronically Absent	39% Chronically Absent	Less than 11 Students	38.2% Chronically Absent
205 Students	77 Students	5 Students	76 Students

Conclusions based on this data:

1. We have a significant number of our students in Chronic Absenteeism category across the board.
2. We need to improve attendance in all subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. This data does not apply to Rodeo Hills Elementary School.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

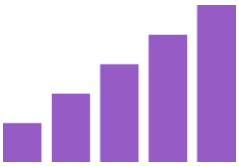
Very High	High	Medium	Low	Very Low
0	2	3	0	4

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
1.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
566 Students	142 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	High
Less than 11 Students	1.6% suspended at least one day	3.8% suspended at least one day
9 Students	435 Students	106 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
High	No Performance Level	Very Low	Very Low
3.9% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
76 Students	7 Students	61 Students	50 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Medium	Medium	No Performance Level	Very Low
1.4% suspended at least one day	1.2% suspended at least one day	Less than 11 Students	0% suspended at least one day
207 Students	82 Students	5 Students	78 Students

Conclusions based on this data:

1. The suspension rate for African American students is higher than other subgroups.
2. We need to reduce the amount of suspensions in African American, Two or More races, or Hispanic subgroups.

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

Goal 1: Academic Performance

LEA/LCAP Goal

To improve overall student academic performance, reduce the opportunity gap between the district's highest and lowest performing students, meet the needs of our English Learners, foster youth, and homeless students, and attend to the academic needs of students who were adversely impacted by school closures related to Covid-19.

Goal 1

All students will make one year's growth in reading level as measured by Running Records, Star Reading from Accelerated Reader, MAP growth assessments, and ESGI data.

Identified Need

Fall MAP Data ELA
Kindergarten- 69% below standard
1st Grade- 83% below standard
2nd Grade- 72% below standard
3rd Grade- 75% below standard
4th Grade- 53% below standard
5th Grade 79% below standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ESGI, Star Reading Assessments, Running Records, MAP Growth Assessments	We collected reading data for all students at the beginning of the school year.	Students will make one year growth in reading as measured by Running Records, Star Reading, ESGI and MAP Growth Assessments.

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

Reading Intervention- We will use one reading intervention teacher and 2 paraeducators trained in Leveled Literacy Instruction to reach students not performing to reading standards.

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)
165,000	Title I 1000-1999: Certificated Personnel Salaries Reading Intervention Teachers
97,145	Title I 2000-2999: Classified Personnel Salaries Reading Intervention Paraeducators

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

All teachers will teach Wonders curriculum including ELD instruction.

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)
5,000	District Funded 0000: Unrestricted Additional training in use of curriculum.

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

Students will have access to programs that support reading growth: Accelerated Reader, Starfall, ESGI, and RazKids.

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)
5,000	District Funded 0000: Unrestricted

	Technology

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All TK-2nd grade students and any 3rd-5th grade students in reading intervention or resource.

Strategy/Activity

RHES will train teachers and use regularly use Orton Gillingham teaching strategies.

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)
7,000	Title II Part A: Improving Teacher Quality Professional Development and growth

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 see growth in their reading intervention students.

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

We have increased the number of paraeducators to support our reading intervention students. We are training all TK-3rd grade teachers on Orton Gillingham multisensory strategies for teaching reading. We have been teaching Wonders curriculum and OG strategies. This includes instruction in ELD. We also use Leveled Literacy Instruction in Reading Intervention.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2: Academic Performance

LEA/LCAP Goal

Goal 1: To improve overall student academic performance, reduce the opportunity gap between the district's highest and lowest performing students, and attend to academic needs of students who were adversely impacted by school closures related to Covid-19.

Goal 2

All students will learn math facts appropriate for their grade level as measured by Xtra Math Practice or math fact practice to apply to grade level math problems.

Identified Need

Students are struggling with basic skills necessary to apply to math problems.

Fall MAP Data Math
Kindergarten- 60% below standard
1st Grade- 77% below standard
2nd Grade- 79% below standard
3rd Grade- 86% below standard
4th Grade- 78% below standard
5th Grade 88% below standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Xtra Math or math fact sheets	To be determined at the beginning of the year.	Students will make one year's growth according to math fact goals.

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

Students and teachers will use the Leader in Me 4 Disciplines of Execution model to set goals to monitor progress 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)
8,150	Title I 5800: Professional/Consulting Services And Operating Expenditures Leader in Me Academic Coach
0	Other None Specified
0	
0	

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

Students will use Xtra Math, an online math fact fluency program.

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 0000: Unrestricted Xtra Math Fact Fluency program

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 give regular practice in applying basic mathematical and critical thinking skills to solve problems using strategies taught. Students will solve a Problem of the Month three times per 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)
0	

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 used Xtra Math and math fact fluency practice to practice math facts. Teachers asked students to use their math fact fluency to solve word problems regularly. Teachers in 3rd-5th grades started using FIAB assessments to analyze instruction and make improve 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.

We are adding a schoolwide practice of using Xtra Math to support student learning and regular school-wide Problem of the Months to support our students with applying math.

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.

We will be applying what we know about goal setting learned from 4 Disciplines of Execution and our Leader in Me academics to help with students learning math concepts. Students in all grades will set learning goals in math fact fluency and regularly monitor progress in this area.

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

Goal Setting

LEA/LCAP Goal

Goal 1: To improve overall student academic performance, reduce the opportunity gap between the district's highest and lowest performing students, and attend to academic needs of students who were adversely impacted by school closures related to Covid-19.

Goal 3

All students will set personal WIGS (Wildly Important Goals) in reading and math and monitor progress on goals.

Identified Need

Student test scores report that students are not meeting standards in math or ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students will make progress towards goals in reading and math.	To be set at the beginning of the school year based on collected data from MAP skills tests, running records, and ESGI.	By following the 4 Disciplines—Focus on the Wildly Important; Act on Lead Measures; Keep a Compelling Scoreboard; Create a Cadence of Accountability—we expect that our students will make breakthrough results in reading and math scores.

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

Students will set goals in math and reading and then monitor their progress throughout the school 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)
0	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Teacher

Strategy/Activity

Teachers will develop a WIG wall and help students monitor progress by using a Leadership Binder.

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)
3,500	Title I 5000-5999: Services And Other Operating Expenditures Professional Development- Leader in Me
4,670	Title I None Specified Leader in Me website and membership
2,500	LCFF - Supplemental 0000: Unrestricted Binders and dividers for all students, Leader in Me workbooks for all students.

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.

All teachers set academic goals for their grade level and monitored progress on these goals for reading and math. 1st-5th grade teachers had WIG walls to display their Wildly Important Goals.

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

Teachers and staff will learn the 4 Disciplines—Focus on the Wildly Important; Act on Lead Measures; Keep a Compelling Scoreboard; Create a Cadence of Accountability- to have an impact on reading and math skills. We will set learning goals again and all students in grades TK-5th grade will use leadership binders to track progress.

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.

We will regularly inspect leadership binders and ensure that all teachers are implementing them in their classrooms. Grade level teachers will have time during meetings to plan and prepare items for binders.

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

Attendance

LEA/LCAP Goal

Goal 3: To increase the number of students who graduate ready to enroll in two- or four-year colleges, pursue other post-secondary training programs, receive acceptance to the U.S. Military, or transition successfully to the workforce by providing support to district students in grades TK through 12.

Goal 4

Increase the percentage of students that attend school each day to 93%.

Identified Need

Students are not attending school regularly and we have a high rate of chronic absenteeism. This is according to our California Dashboard.
After 167 days we have had 30 days with 93% attendance or above. The average percentage is 90% attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Absent lists	After 167 days we have had 30 days with 93% attendance or above. The average percentage is 90% attendance.	Increase the percentage of students that attend school each day to 93%.

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

Consistent monitoring of attendance and regular phone calls home to engage students and families. Regularly posting of daily attendance percentages.

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)
0	None Specified

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

Incentives and awards for attendance and improvement in attendance.

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)
2,000	Unrestricted Attendance Incentives

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.

We discussed being at 90% for this year and having 30 days this year at 93%. We discussed increasing the individual days at 93% for next year.

What we have done to improve attendance:

We report attendance to parents each week.
Classes earn a perfect attendance pizza, ice cream, or dress up day by spelling out the word PERFECT ATTENDANCE. Each day they add a letter when the entire class is present at school.
Perfect attendance awards and necklaces passed out each month.

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

We want to provide incentives and rewards to students that are attending regularly and families that make school a priority.

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.

We will now focus on positive daily attendance and encourage attendance with regular incentives. We will report the daily attendance weekly.

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

Student Support and Mental Health

LEA/LCAP Goal

Goal 4: To increase student engagement through CCSS-aligned instruction, and the offering of enrichment programs, and enhancement of school climate through increased campus supervision and safety, and parental awareness/participation

Goal 5

Students will increase self-awareness of their emotions, recognizing peers or even characters in stories exhibiting similar emotions and learn emotion management techniques using mindfulness, strategies from Leader in Me, and restorative practices.

Identified Need

Students and staff have suffered a due to the COVID 19 pandemic and mental health needs and students with increased behavior needs have increased over the past year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
COST referral data, behavior data, and data from surveys	8% of our students have repeat office referrals and almost 2% of our students have 6 or more office referrals.	We will decrease the number of repeat discipline referrals.

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

Each student will participate in a 20 minute mindfulness lesson in their classroom. The mindfulness coach will also help with small groups and students needing additional support.

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)

5,000	District Funded Training for Restorative Practices

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

Students will participate in weekly Leader in Me lessons and activities in Second Step that focus on Emotion Management. Teachers will also implement regular lessons from Base 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)
1,000	District Funded 0000: Unrestricted Second Step Curriculum
22,000	District Funded None Specified Base Education Subscription

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students as needed

Strategy/Activity

We would like to ensure that students have the access to mental health services, as needed. We also would like to provide ALL students with techniques that will help them to manage their emotions.

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)
30,000	District Funded 1 full time counselor and 4 interns from BACR
30,000	Title I Student Support Assistant (partially Funded)

20,000	Extended Learning Opportunity Student Support Assistant (partially Funded)

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.

This year all students TK-5th grade participated in weekly mindfulness lessons and approximately 30 students participated in small group mindfulness lessons as part of a small group.

588 students
536 do not have a referral
17 students have one referral
17 students have 2-5 referrals
18 students have 6 or more referrals

Counseling Services
38 students receive one to one counseling services for one or two sessions per week.

Our student support assistant helped to support students and get them back to class when they were having a hard time. We also used a buddy class class system. Students used Think Sheets in buddy classrooms.

What we have done to improve emotion management:
Protected Leader in Me time each Wednesday.
Second Step Lessons
Mindfulness and Rise Up groups
Class Meetings

We need additional Tier 2 and Tier supports for students with more than 2 behavior referrals. Although this is a small percentage of our population, they distract students from student learning. We are going to work to build our PBIS system to support the needs of these students.

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

Student Support Assistant, Mindfulness coach (not currently funded for 2023-2024), Leader in Me, Second Step Lessons, and Base Education online lessons.

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.

Base Education lessons will be introduced in the classrooms and also students will participate in these lessons as a part of Tier 3 behavior support. These restorative practices will be a part of a system providing intervention to change behavior and restore relationships. We will introduce other Tier 2 and 3 strategies for behavior including Hands-off Academy and regular practice of the expectations for students not meeting them. We will also train staff in restorative practices including class meetings.

This is our implementation plan for the 2023-2024 school year.
Universal SEL- Second Step and Leader in Me
Develop implementation plan over summer 2023.

Class Meetings
Training for all staff, including new teachers. August 2023

Classroom Systems
Classroom Systems were reviewed by Grade Level Teams (February 2023)Classroom Behavior Supports
New Matrix
2022-2023: Rodeo Hills Behavior Matrix

Review Data
March 2023- Staff Meeting
Attitude of repairing relationship when something has been done wrong
Empower Teachers
March 2023- Staff Meeting

PBIS Review
April Staff Meeting
Develop additional Tier 2 supports (ongoing with Lighthouse Team)
Implement- Check in Check Out System (April 2023)
Hands Off Academy
Develop a Hands Off Academy with 8 Sessions that repeat. Students will be assigned to these classes for hands-on behavior. This will be a 30 minute session in the afternoon once every week and taught by the Student Support. (Summer 2023)

We are also adding counseling services with one full time counselor and 4 intern counselors that will see students at Rodeo Hills.

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$408,465.00

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 ($)
Title I	$308,465.00
Title II Part A: Improving Teacher Quality	$7,000.00

Subtotal of additional federal funds included for this school: $315,465.00

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

State or Local Programs	Allocation ($)
	$0.00
District Funded	$68,500.00
Extended Learning Opportunity	$20,000.00
General Fund	$0.00
LCFF - Supplemental	$2,500.00
None Specified	$0.00
Other	$0.00
Unrestricted	$2,000.00

Subtotal of state or local funds included for this school: $93,000.00

Total of federal, state, and/or local funds for this school: $408,465.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	200,000	-108,465.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	68,500.00
Extended Learning Opportunity	20,000.00
General Fund	0.00
LCFF - Supplemental	2,500.00
None Specified	0.00
Other	0.00
Title I	308,465.00
Title II Part A: Improving Teacher Quality	7,000.00
Unrestricted	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	14,000.00
1000-1999: Certificated Personnel Salaries	165,000.00
2000-2999: Classified Personnel Salaries	97,145.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	8,150.00
None Specified	26,670.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	35,000.00
0000: Unrestricted	District Funded	11,500.00
None Specified	District Funded	22,000.00
	Extended Learning Opportunity	20,000.00
	General Fund	0.00
0000: Unrestricted	LCFF - Supplemental	2,500.00
	None Specified	0.00
None Specified	Other	0.00
	Title I	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	165,000.00
2000-2999: Classified Personnel Salaries	Title I	97,145.00
5000-5999: Services And Other Operating Expenditures	Title I	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,150.00
None Specified	Title I	4,670.00
	Title II Part A: Improving Teacher Quality	7,000.00
	Unrestricted	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	279,145.00
Goal 2	8,650.00
Goal 3	10,670.00
Goal 4	2,000.00

Goal 5	108,000.00

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 Other School Staff

4 Parent or Community Members

Name of Members	Role
Tricia Isayi	Principal
Lucia Nardone	Parent or Community Member
	Parent or Community Member
Jenn Creed	Other School Staff
Michelle Ryan	Other School Staff
Viviana Lopez- Carrillo	Other School Staff
Kathleen Higginbotham	Parent or Community Member
Desiree Clay	Parent or Community Member
Ana Lucia Campos	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

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 5/25/2023.

Attested:

Principal, Tricia Isayi on 5/28/2023

SSC Chairperson, on 5/28/2022

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.

Educational Partner 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.

Educational Partner 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 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 Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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/

Developed by the California Department of Education, January 2019