School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Medanos Jr. High	07617886084966		

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
Additional Targeted Support and Improvement

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.

All schools receiving Title I funds operate as a schoolwide program. A comprehensive needs assessment is completed which include academic achievement, attendance and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve learning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

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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).

Each year, the admin team at Rancho engages in a rigorous process of gathering input from key stakeholders at the school. Based on this information, the Rancho Leadership Teams (i.e. the Department Chair and Team Lead Committees, and School Site Council, Parent Groups and Student Leadership) proposed work in these areas:

Developing a Multi-Tiered System of Supports (MTSS) in which data-based problem solving and decision-making is practiced across all levels of the educational systems to ensure that every student receives the appropriate level of supports in order to be successful through alignment of academic standards, behavioral expectations, and social emotional awareness in order for students to successfully reach their fullest potential.
School Culture: help the students to develop greater independence and "buy in" for their learning buy increasing student autonomy and voice
Classroom Practices and Instruction: Departments and Teams work together to develop a consistent, high quality learning experience for students from teacher to teacher
Data Analysis and Action Planning: Teachers review student performance data to see what is/isn't working with respect and make modifications as needed
Recruiting and Onboarding: Create an intensive induction and monitoring processes for new staff and check in on them at a higher frequency than veteran staff as we return to in person learning
Develop a plan to mitigate accelerated learning and the emotional impact to students (e.g. social skills, depression, anxiety, etc.) due to the extended shelter in place/remote learning

Key surveys administered in PUSD include:
- CA Healthy Kids Student, Parent & Staff Surveys – to capture self-reported ratings in areas of safety, health, school climate, learning supports and social emotional learning opportunities. Student surveys are administered to 7th graders. Parents and staff are also invited to take the surveys
- Staff Feedback Surveys on preferred professional development.
- ELAC Needs Assessments are administered annually to gauge services and support for English Learners
- Family engagement and interest survey and involvement questioners to see what areas of support are needed
- Student surveys and needs assessments administered based on MTSS framework

Key indicators from the CA Healthy Kids Survey are used as summary indicators in our LCAP as District Level Local Indicators, as follows:
CA Healthy Kids Student & Family Surveys – Safety & Climate
- Rancho's Overall School Climate Index (SCI) improved significantly from last year
2018 (204), 2019 (189), 2020 (213)

- Rancho's Overall Supports and Engagement improved modestly from last year
2018 (204), 2019 (189), 2020 (213)

- Rancho School Connectedness Scaled Score improved significantly from last year
2018 (212), 2019 (202), 2020 (215)

- Rancho Students' Perceived School Safety Scaled Score improved modestly from last year
2018 (223), 2019 (205), 2020 (214)

Based upon 2019 ELAC parent surveys, 92% of parents were satisfied. Based on the same surveys, the Rancho ELAC parents would like to see greater support for Reclassified students, and they would like for us to offer more opportunities for EL students to be reclassified.

Classroom Observations

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

Administrators observed every classroom during the 2022-2023 school year. The administrators along with secondary instructional coaches and department chairs, discussed school wide patterns of strengths and potential areas of growth for 2022-2023. As a result of the transition teacher and admin observations will continue to conduct walkthroughs and visiting classrooms on a regular basis. In order to build capacity and alignment of practices, Department Chairs and District Secondary Coaches will also be included in the walkthroughs and instructional rounds. Through the inquiry and data collection, we will continue to identify additional common strategies/research based practices in order to promote common values, classroom procedures and opportunities to build relationships within our school community.

In addition to our
In 2021-2022 classrooms will all have posters and promote the 5 Ps daily, in order to to encourage positive behaviors (and decrease problem behaviors) by positive recognition of students who are being respectful, responsible, safe, and good citizens during the school day. We will also continue school wide lessons and practices around the 5 Ps in order to increase a positive school community.

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)

State Assessments: Local Assessments:
CAASPP iReady (ELA and MATH)
CAST DIBELS
ELPAC ELA Writing Assessments
JHS Writing Assessments in History and Science
LAS Links (Spanish Assessment for DLI)
iReady Benchmark Assessments

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

Teachers use iReady scores in math and ELA to predict student performance on the Math and ELA CAASPP, respectively. In addition, we use iReady scores to create tutoring "invitation" letters that we mail home to parents of students who need additional time and support in math or ELA during the school day. We also use iReady scores in these subjects to monitor the impact of tutoring on students who attend our extended learning program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching.

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

All teachers are appropriately assigned and credentialed in the subject areas, and for the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

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

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students.

Examples of professional development opportunities offered to our teachers include: Reading Apprenticeship DEI (diversity, equity, and inclusion) training, Introduction to Understanding by Design, Science (textbook adoption), MARS tasks, Math Talks, and Re-engagement lessons, ELA Calibration of Rubric Alignment, Differentiation in the Secondary Classroom, SVMI, English Learner PD, AVID, Hatching Results (for counselors), iReady, Student-Centered Instructional Coaching in Math, Science, and English/ELD, Academic Conversations in all Subjects, Annotation and Close Reading in ELA & math, and Google Classroom.

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

PUSD offers instructional coaching support to secondary teachers focused on ELA/ELD, Math, Science, and History. Coaches implement a Student-Centered Coaching model, supporting teachers to develop student-centered, standards-based goals and learning targets focused on the guiding questions: "What opportunities do students have to see themselves and each other as powerful thinkers and learners in a given content subject? "How can we create more of these opportunities?" Coaches and teachers collaboratively develop learning plans, schedule observations, discuss student data (observational and performance data), and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content-specific topics based on needs that have been collaboratively identified by teachers and administrators.

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

Cross-curricular grade level teams meet after school on Mondays to discuss and troubleshoot concern areas pertaining to the students on their teams. Also, departmental grade level teams meet after school on alternating Wednesdays to plan lessons and discuss curriculum and instructional decisions pertaining to their subject and grade level. Finally, there are faculty meetings on alternating Wednesdays to discuss school wide problems and potential solutions.

Teaching and Learning

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

Mathematics:
McGraw Hill
California (2016)
Course 1, 2, & 3 & Algebra
Adopted May 2016

Science:
LabAids-
Grade 6- From Cells to Organisms
Grade 7-Geological Processes
Grade 8-Earth's Resources
Adopted July 2022

History / SS:
National Geographic Learning (2018)
Grade 6 – Ancient Civilizations
Grade 7 – Medieval & World History
Grade 8 – History to WWI
Adopted July 2019

English Language Arts:
Macmillan McGraw Hill
Studysync California (2017)
Adopted May 2017
ELD Macmillan McGraw Hill
Studysync California (2017)
National Geographic Learning Inside Fundamentals (2014)
Vol. 1 and Vol. 2

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

The school allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified ELs. This time is given priority and is protected from interruptions.

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

Rancho strives to create a master schedule that offers flexibility for all learners to receive the support they need to be successful. This includes providing classes in ELD, AVID, AVID for ELD (AVID EXCEL) as well as our Math and Literacy Success classes.

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

All PUSD students have sufficient access to standards-aligned instructional material and are enrolled in required core subject areas and a broad course of study.

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

Our ELD classes use class sets of "ELD Inside", v. A,B & C, "Inside Newcomers", v. 1 & 2, AVID EXCEL Curriculum, Rosetta Stone, and a class set of Spanish-English dictionaries
Our Dual Immersion Spanish literature teacher uses a class set of "501 Spanish Verbs", "Spanish Synonyms and Antonyms", "Cuaderno Espanol" (Grade 6), "Espanol Libro de Texto" (6, 7 and 8th grades) and a class set of Spanish-English dictionaries
Our Literacy Success classes use the "Leveled Literacy Intervention" program
Our math success teacher uses the core math textbook and supplements instruction with a variety of additional resources including Desmos
Our SPED ELA support classes use the "Leveled Literacy Intervention" (LLI) program
Our SPED math support classes use the "Transmath" program

Opportunity and Equal Educational Access

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

Rancho Medanos addresses the needs of students who are not performing at grade level by implementing a tiered strategy system. Tier 1 students are those who are performing at grade level or above, and who do not need intervention on a regular basis. Tier 2 students comprise those students who are 1-2 years below grade level in math and/or ELA. Students who are more than two years below grade level in math and/or ELA receive Tier 3 support classes in the appropriate subject. Furthermore, all Tier 2 and Tier 3 students are invited to participate in our Extended Learning Program (as needed) in math and/or ELA. Finally, Tier 2 and Tier 3 students are invited to participate in the ELD Extended Learning Program, which uses the "Imagine Learning" program

Evidence-based educational practices to raise student achievement

* Annotation in all ELA, history and science classes
* Close Reading in all ELA, history and science classes
* Annotation modified for math in all math classes
* Close Reading modified for math in all math classes
* Math talk strategy
* MARS tasks
* Reciprocal Teaching
* Think-Pair-Share strategy
* Collaborative Learning
* AVID strategies
* iReady in math and ELA
* Listenwise strategy for ELD students
* Imagine Learning for ELD students
* Leveled Literacy Intervention (LLI) program
* Transmath Intervention program
* Google Classroom
* Mindful Life Project (SEL)
*Charterer Strong SEL Curriculum

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. Evident by: parent involvement at School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), Parental African-American Achievement Collaborative Team (PAAACT), Parent Liaisons at each site, Parent-Teacher Conferences facilitated by site administrators/counselors,

Parent Portal to access student information to help support student academic success.
Imagine Learning can be accessed from home.

Our parent liaisons have been instrumental in helping create vital connections with our parents and making them feel part of the school/district. Parents are equipped with the tools to advocate for their student's education.
Workshops offered to parents include:

- Parent Project – This series of parenting classes for guardians of adolescents. This series is recommended for parents of Junior High and High School students. The series covers difficult teen topics like bullying, understanding the teenage years, monitoring social media, talking with teens effectively, drug and alcohol prevention, gang prevention, suicide prevention, and tips for supporting mental health.
- Father Talk Series - This series covers building a positive co-parent relationship, the importance of father involvement, and the use of age appropriate parenting strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E). Family Support Center and is open to fathers and father figures with students enrolled in the Pittsburg Unified School District.
- Teen Triple P Parenting Series – This is a series of parenting classes designed to build parent confidence and effectiveness as well as foster healthy relationships between parents and their teens. This series is recommended for parents with students in Junior High and/or High School. The series covers strategies to talk to your teen, using assertive discipline for dealing with misbehavior, and planning ahead for challenging behavior.
- Medical Care Evaluation (MCE) Supporting Mental Health Series – This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through a partnership with La Clínica, a California Health Center.
- Loving Solution – This is a series of parenting classes for parents of children ages 10 years and younger. This series covers how to use proactive techniques to encourage positive behaviors, methods to redirect challenging behavior, setting developmentally appropriate goals, setting up an environment for success, exploring how children best learn, and enforcing family rules with consistency. This series is offered once in the Fall semester and once in the Spring semester.
- English as a Second Language (ESL) – These classes are offered to parents in the Pittsburg Unified School District who desire to build their English language skills throughout the school year.
- College Nights – Learn how to support habits of a scholar, how to prepare for college, the different types of colleges, college entrance requirements, and ways to pay for college. Each session features Pittsburg High School seniors and/or Pittsburg High School alumni.

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)

PUSD receives Title I, II, III, and IV federal funds. Sites receive Title I funds while Title II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee (ELAC) is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. The School Site Council (SSC) Annual Evaluation of School Plan for Student Achievement Services outlines all actions/services that support students using Title I funds. At the District level the District Advisory Committee (DAC) and District English Language Advisory Committee (DELAC) monitor Title I, II, III and IV funds

Funding

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

Rancho uses categorical funds to support a Media Aide position. The Media Aide provides instructional support by preparing and organizing Writing Assessments, Benchmark assessments in English Language Arts, Mathematics, Science and History, as well as the Essential Questions and Learning Objectives for each core department. The Media Aide prepares and organizes Scantron assessments and question-answer assessments for the English Language Arts, Mathematics, Science and History departments. The Media Aide prepares and organizes data reports and charts to inform instruction for ELA, Math, Science and History teachers. As departments develop lessons using data, and focus their efforts on improving instruction, the tasks surrounding printing, collating, and distributing materials for lessons and tests are assigned to the Media Aide. The Media Aide is responsible for maintaining the inventory of basic classroom supplies and ensuring that all teachers have the necessary materials to deliver high quality instruction.

Rancho uses categorical funds to support a bilingual Classroom Aide position to provide intervention for ELD students who are struggling with core instruction, and to assist students who are in the Dual Immersion program. The support is provided in a small group and in a one-on-one settings. Support is provided by working with students to bring up their basic academic skills in English (and with DI students, Spanish as well). Many of our EL students are low-income students who need academic help to catch up to their grade level peers; some are also SPED students. The bilingual classroom aide provides support in English language arts classes, DI history classes and DI Spanish literature classes. Due to the high number of El and DI students and families at Rancho, this supplemental support position is needed to ensure students have access to core instruction and to the overall educational program.

These categorically-funded programs also help under-performing students meet academic standards:
- Teacher training in research-based instructional strategies, particularly those emphasizing student academic discussions in the areas of literacy and mathematics.
- Leveled Literacy Intervention (LLI): Students who are the lowest skilled readers are enrolled in intervention classes using the LLI system
- Use of computer-based programs to supplement teacher instruction (e.g. iReady reading program, iReady math program, BigBrainz math program, Read Naturally literacy program, etc.)
- Opportunities for students to serve as school leaders (e.g. WEB, Leadership, Prep 3.5, etc.)
- AVID classes to prepare students for acceptance to and success in four year universities
- Placing students with interdepartmental teams to foster community among students and staff, and to provide greater oversight of students and accountability to implementing key initiatives with fidelity
- Use of Google Classroom and Zoom to deliver academic lessons

Fiscal support (EPC)

Barriers to improvement for these students include:
- A lack of fidelity and skill when it comes to implementing instructional strategies and programs.
- A lack of proficiency in English language among some EL students.
- Many students do not read outside of class or lack the necessary resources that will help them to "read to learn"
- Some of our math teachers lack the instructional strategies needed for students to perform well on the math CAASPP
- We have teachers at Rancho Medanos who are new to the profession and/or our school.
- A shortage of qualified teachers are available to fill vacancies in several teaching positions in the school.

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

Stakeholders have opportunities to review and update the SPSA through the following:
* At our annual Title 1 meeting in the Fall
* At monthly School Site Council meetings
* At faculty meetings
*Full Service Community Engagement Meetings
* During the Student Leadership class
* By request

Resource Inequities

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

In an effort to engage students, there has been increased collaboration with content areas, grade level teams and service providers to promote opportunities for student success. While the curricular foundation is present, we recognize that more work needs to be done to improve classroom instruction across core content areas to address the needs in accelerated learning.

Although Rancho Medanos Junior High typically has higher scores and academic progress within our district, there is still areas of growth to support specific subgroups of learners, particularly our English language learners, African American students, and Students with Disabilities. We recognize that further work needs to be done to implement a Multi Tiered System of Support (MTSS) program with fidelity. By ensuring we have various intervention programs to meet the diverse needs of learners, as well as expanding the behavior and social emotional supports for Tier I, Tier II and Tier III interventions. While we a have some intervention programs on site and a COST team that meets regularly to access student need and monitors student progress the need for additional socio-emotional support was sited by both students and parents as an area that they would like to see expand.

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	0.45%	0.5%	0.50%	4	4	4
African American	10.55%	8.9%	7.38%	94	74	59
Asian	3.14%	3.5%	3.00%	28	29	24
Filipino	4.71%	4.7%	3.63%	42	39	29
Hispanic/Latino	72.84%	73.0%	77.60%	649	607	620
Pacific Islander	1.57%	0.5%	0.13%	14	4	1
White	2.69%	4.6%	4.51%	24	38	36
Multiple/No Response	4.04%	4.1%	3.00%	36	34	24
			Total Enrollment	891	832	799

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	298	258	243
Grade 7	270	294	259
Grade 8	323	280	297
Total Enrollment	891	832	799

Conclusions based on this data:

1. Our 8th grade population was the largest group in 2021-2022.

2. Our demographic numbers have shifted from the previous year; we have a decrease in the number of African-American students (from 8.9% to 7.3%), and an increase in % of Hispanic/Latino students (from 73% to 77%)

3. The number of students enrolled in RMJH decreased by 33 students (less than 1%)

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	233	225	188	26.2%	27.00%	23.5%
Fluent English Proficient (FEP)	302	282	311	33.9%	33.90%	38.9%
Reclassified Fluent English Proficient (RFEP)	21	7		8.5%	0.80%	

Conclusions based on this data:

1. The percentage of English Learners at Rancho has remained fairly stable over the last three years (about 27%)

2. The percentage of Fluent English Proficient students at Rancho has remained fairly stable over the last three years (about 34%)

3. The number of Reclassified FEP students has decreased significantly in 20-21 school year (8.5% to 0.80%)

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 6	274	257	246	270	0	240	270	0	239	98.5	0.0	97.6
Grade 7	326	294	262	321	0	250	321	0	250	98.5	0.0	95.4
Grade 8	292	277	289	290	0	285	289	0	284	99.3	0.0	98.6
All Grades	892	828	797	881	0	775	880	0	773	98.8	0.0	97.2

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 6	2491.		2489.	13.70		9.62	22.22		25.10	24.44		30.13	39.63		35.15
Grade 7	2514.		2525.	5.92		14.80	30.22		30.40	30.84		23.20	33.02		31.60
Grade 8	2559.		2533.	9.34		9.86	41.87		32.04	28.72		25.35	20.07		32.75
All Grades	N/A	N/A	N/A	9.43		11.38	31.59		29.37	28.18		26.13	30.80		33.12

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 6	17.04		10.04	36.67		57.74	46.30		32.22
Grade 7	9.97		15.60	49.53		57.60	40.50		26.80
Grade 8	17.65		13.43	52.60		59.36	29.76		27.21
All Grades	14.66		13.08	46.59		58.29	38.75		28.63

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 6	12.59		7.53	48.52		52.72	38.89		39.75
Grade 7	13.71		19.60	54.52		51.60	31.78		28.80
Grade 8	19.72		10.92	63.32		53.52	16.96		35.56
All Grades	15.34		12.68	55.57		52.65	29.09		34.67

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 6	11.48		10.46	60.00		70.29	28.52		19.25
Grade 7	5.61		10.00	66.04		71.60	28.35		18.40
Grade 8	9.00		8.48	73.01		75.27	17.99		16.25
All Grades	8.52		9.59	66.48		72.54	25.00		17.88

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 6	20.74		11.30	44.07		68.62	35.19		20.08
Grade 7	15.58		15.60	54.52		62.00	29.91		22.40
Grade 8	25.61		20.49	52.94		61.84	21.45		17.67
All Grades	20.45		16.06	50.80		63.99	28.75		19.95

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. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: During the year 2021-2022, RMJH student's proficiency 40.65% to meet standards in ELA and 59.35% did not meet standards.

2. Preliminary internal CAASPP data indicates: During the year 2021-2022, RMJH student's proficiency 26.% nearly meet standards in ELA and specifically .

3. Preliminary internal CAASPP data indicates: During the year 2021-2022, RMJH student's proficiency for ELD students grew to 6%

School and Student Performance Data

CAASPP Results
Mathematics (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 6	275	257	246	272	0	241	272	0	240	98.9	0.0	98.0
Grade 7	326	294	261	320	0	253	320	0	253	98.2	0.0	96.9
Grade 8	293	277	289	290	0	283	290	0	283	99	0.0	97.9
All Grades	894	828	796	882	0	777	882	0	776	98.7	0.0	97.6

Overall Participation for All Students

* 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 6	2466.		2451.	7.72		4.58	15.07		9.17	27.57		30.83	49.63		55.42
Grade 7	2471.		2475.	2.81		7.11	11.56		11.46	32.81		26.09	52.81		55.34
Grade 8	2493.		2483.	5.86		4.59	13.79		12.37	27.93		23.67	52.41		59.36
All Grades	N/A	N/A	N/A	5.33		5.41	13.38		11.08	29.59		26.68	51.70		56.83

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 6	12.87		5.00	27.94		40.00	59.19		55.00
Grade 7	5.31		8.30	29.69		37.55	65.00		54.15
Grade 8	6.21		4.24	34.48		47.70	59.31		48.06
All Grades	7.94		5.80	30.73		42.01	61.34		52.19

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 6	7.35		3.75	36.03		41.67	56.62		54.58
Grade 7	4.06		6.32	44.06		51.78	51.88		41.90
Grade 8	10.34		4.95	38.97		55.48	50.69		39.58
All Grades	7.14		5.03	39.91		50.00	52.95		44.97

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 6	9.56		5.00	41.54		59.17	48.90		35.83
Grade 7	6.25		8.30	53.13		58.10	40.63		33.60
Grade 8	7.59		5.65	50.34		57.95	42.07		36.40
All Grades	7.71		6.31	48.64		58.38	43.65		35.31

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. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates. During the 2021-2022 school year, students proficiency is as follows: 16.49% met or exceeds in mathematics, 83.51% did not meet standards.

2. Rancho's three year performance in math has been relatively "flat" and decreased overall in the 2021-2022 school year

3. In 2021, Rancho had a significant increase among AA students in math (2017-3%, 2018-5%, 2019-14%), and the following subgroups scored close to the overall school (overall: 18%): AA (14%), Hispanic (15%) and SED (17%). However, the EL subgroup scored very low in comparison to the rest of the school (overall: 18%; EL: 2%)

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
6	1529.9	1525.3	1547.3	1537.2	1530.2	1556.1	1522.0	1520.0	1538.2	84	65	60
7	1554.6	1550.8	1581.8	1567.2	1547.7	1607.5	1541.6	1553.3	1555.7	85	40	64
8	1569.9	1551.7	1590.5	1583.9	1556.0	1619.5	1555.5	1547.0	1560.9	73	72	55
All Grades										242	177	179

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
6	13.10	10.94	38.33	47.62	50.00	36.67	33.33	29.69	21.67	5.95	9.38	3.33	84	64	60
7	34.12	26.32	51.56	34.12	39.47	32.81	23.53	28.95	9.38	8.24	5.26	6.25	85	38	64
8	38.36	22.86	47.27	35.62	48.57	25.45	19.18	20.00	25.45	6.85	8.57	1.82	73	70	55
All Grades	28.10	19.19	45.81	39.26	47.09	31.84	25.62	25.58	18.44	7.02	8.14	3.91	242	172	179

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
6	45.24	29.69	55.00	41.67	56.25	38.33	8.33	12.50	5.00	4.76	1.56	1.67	84	64	60
7	48.24	31.58	76.56	31.76	55.26	18.75	12.94	7.89	4.69	7.06	5.26	0.00	85	38	64
8	52.05	34.29	58.18	32.88	50.00	34.55	10.96	12.86	7.27	4.11	2.86	0.00	73	70	55
All Grades	48.35	31.98	63.69	35.54	53.49	30.17	10.74	11.63	5.59	5.37	2.91	0.56	242	172	179

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
6	1.19	1.56	1.67	11.90	25.00	41.67	64.29	43.75	43.33	22.62	29.69	13.33	84	64	60
7	4.71	18.42	23.44	32.94	26.32	23.44	48.24	36.84	40.63	14.12	18.42	12.50	85	38	64
8	8.22	12.86	21.82	41.10	27.14	18.18	27.40	40.00	47.27	23.29	20.00	12.73	73	70	55
All Grades	4.55	9.88	15.64	28.10	26.16	27.93	47.52	40.70	43.58	19.83	23.26	12.85	242	172	179

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
6	14.29	9.38	25.00	69.05	79.69	70.00	16.67	10.94	5.00	84	64	60
7	21.18	23.68	23.44	57.65	65.79	67.19	21.18	10.53	9.38	85	38	64
8	19.18	17.14	27.27	65.75	71.43	60.00	15.07	11.43	12.73	73	70	55
All Grades	18.18	15.70	25.14	64.05	73.26	65.92	17.77	11.05	8.94	242	172	179

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
6	77.38	75.00	73.33	17.86	23.44	26.67	4.76	1.56	0.00	84	64	60
7	76.47	65.79	92.06	17.65	31.58	7.94	5.88	2.63	0.00	85	38	63
8	82.19	71.43	89.09	13.70	25.71	10.91	4.11	2.86	0.00	73	70	55
All Grades	78.51	71.51	84.83	16.53	26.16	15.17	4.96	2.33	0.00	242	172	178

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
6	1.19	3.13	0.00	35.71	39.06	63.33	63.10	57.81	36.67	84	64	60
7	11.76	23.68	23.44	48.24	36.84	45.31	40.00	39.47	31.25	85	38	64
8	21.92	25.71	21.82	41.10	28.57	25.45	36.99	45.71	52.73	73	70	55
All Grades	11.16	16.86	15.08	41.74	34.30	45.25	47.11	48.84	39.66	242	172	179

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
6	25.00	10.94	35.00	71.43	75.00	56.67	3.57	14.06	8.33	84	64	60
7	4.71	10.53	26.56	88.24	81.58	67.19	7.06	7.89	6.25	85	38	64
8	4.11	5.80	10.91	89.04	86.96	85.45	6.85	7.25	3.64	73	69	55
All Grades	11.57	8.77	24.58	82.64	81.29	69.27	5.79	9.94	6.15	242	171	179

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. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELPAC data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022.

2. Nearly 50% of our students scored at Level 1 or 2 on the Written Language Domain of the ELPAC, so our EL students struggle with WRITING

3. On the Reading Domain of the ELPAC, 46% of our students scored at the "Beginning" level, so our EL students struggle with READING

School and Student Performance Data
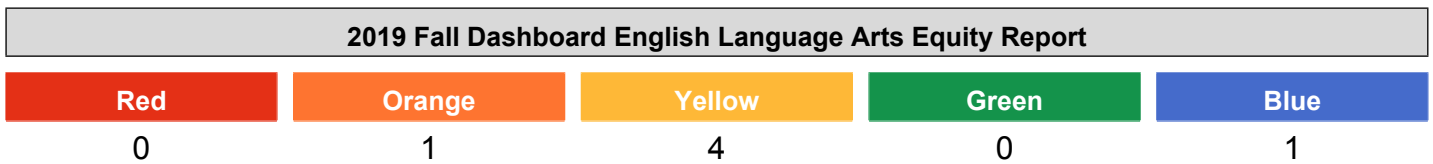
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
832	**82.0**	**27.0**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	225	27.0
Foster Youth	7	0.8
Homeless	10	1.2
Socioeconomically Disadvantaged	682	82.0
Students with Disabilities	97	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	74	8.9
American Indian or Alaska Native	4	0.5
Asian	29	3.5
Filipino	39	4.7
Hispanic	607	73.0
Two or More Races	34	4.1
Native Hawaiian or Pacific Islander	4	0.5
White	38	4.6

Conclusions based on this data:

1. Nearly a third of the students at Rancho are English Learners

2. By far, the largest ethnic group at Rancho is Hispanic/Latino (72%)

3. 80% of the students at Rancho are considered to be "Socioeconomically Disadvantaged" , Title 1

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** n/a	**Suspension Rate** Yellow
Mathematics Yellow	**Chronic Absenteeism** Red	

Conclusions based on this data:

1. The most recent CA Dashboard information reflects (2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022.

2. According to the 2019 dashboard, our performance on the math and ELA areas of the CAASPP were both "yellow"

3. According to the 2019 dashboard, our suspension rate was "yellow"

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	4	0	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
26 points below standard	47.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.7 points	Increased ++10 points	
		3
859	427	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
59.1 points below standard	31.4 points below standard	125.9 points below standard
Increased Significantly ++53.6 points	Increased ++9.7 points	Increased ++6.1 points
18	745	84

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	Blue
36.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	2.9 points below standard	54.1 points above standard
Increased Significantly ++37.5 points	4	Declined -14.8 points	Increased Significantly ++23.7 points
81		29	36
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
32.9 points below standard	13.9 points below standard	13.9 points below standard	1.6 points above standard
Increased ++7.9 points	Declined -14.6 points	Increased ++6.7 points	Increased ++11.9 points
630	34	19	26

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.8 points below standard	5.5 points above standard	21.4 points below standard
Increased ++8.6 points	Increased ++8.4 points	Increased Significantly ++17.2 points
230	197	329

Conclusions based on this data:

1. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:40.65% met or exceeded ELA standards on the 2021 CAASPP

2. In 2021, African American students demonstrated growth on the ELA CAASPP (increased by 2%)

3. In 2021, 39.87% of Hispanic students met or exceeded standards on the CAASPP

School and Student Performance Data

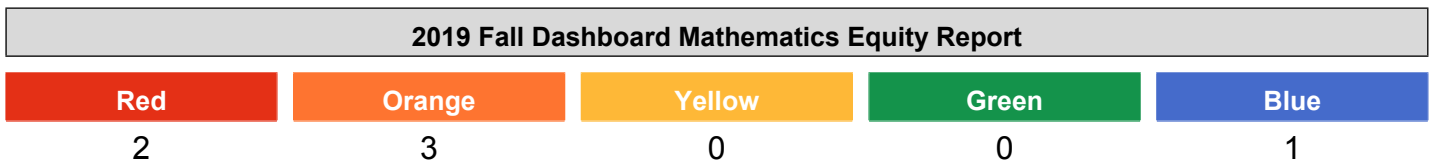## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
88.5 points below standard	102.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.2 points	Increased ++7 points	
		3
858	427	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Orange
124 points below standard	95.2 points below standard	188.8 points below standard
Increased Significantly ++41.9 points	Maintained ++2.3 points	Increased ++7.6 points
18	744	84

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	Blue
107.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	33.1 points below standard	3 points above standard
Increased Significantly ++26.5 points	4	Declined Significantly -20.6 points	Increased Significantly ++24.2 points
81		29	36
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
96.2 points below standard	81.8 points below standard	72.8 points below standard	49.9 points below standard
Maintained ++2.6 points	Declined Significantly -19.4 points	Increased ++9.4 points	Increased ++5.4 points
630	34	19	25

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
150.6 points below standard	46.5 points below standard	86.4 points below standard
Maintained -2 points	Increased ++14.7 points	Increased ++10.7 points
230	197	328

Conclusions based on this data:

1. CAASPP was suspended for 2019 -2020 school year. There is no new CAASPP data. It is expected to be administered in Spring 2021.
All students and significant subgroups in the school grew on the 2019 math CAASPP, between 2.3 points of growth among Socioeconomically Disadvantaged students and 26.5 points among African American students

2. Local data shows that 9.09% of our AA students met or exceeded CAASPP, and Hispanic students grew by14.21% of Latino students met or exceeded CAASPP Standards, both groups appeared "red" on our dashboard

3. On the 2019 math CAASPP, English Learners, African American students and Students with Disabilities all appeared "orange" on our dashboard

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
57.7 making progress towards English language proficiency
Number of EL Students: 234
Performance Level: High
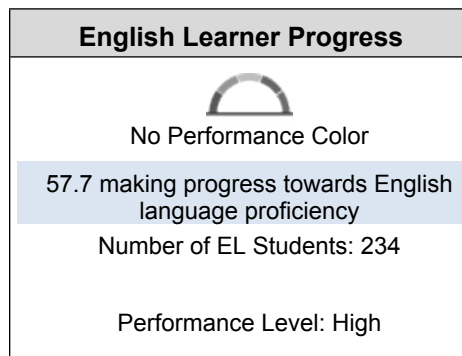
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9	27.3	7.6	

Conclusions based on this data:

1. 7.6% of our EL students maintained Level "4" on the ELPI.

2. 15% of our EL students decreased one level on the ELPI.

3. 27% of our EL students maintained a level below "4" on the ELPI

School and Student Performance Data
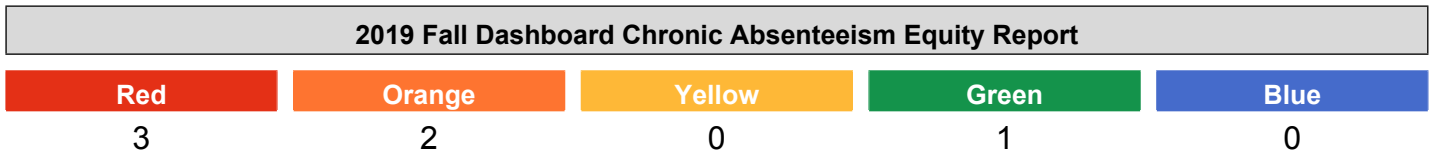
Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	1	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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
11	6.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.5	Increased +0.8	7
933	281	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
35	11.2	22.4
Declined -6.2	Increased Significantly +3.5	Increased +6.6
20	810	98

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	Green
24.3	Less than 11 Students - Data Not Displayed for Privacy	0	2.7
Increased +10.5	5	Maintained 0	Declined -2.2
103		31	37

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
8.8	22.9	5.3	27.6
Increased +2.1	Increased +11.7	Increased +5.3	Increased +8.8
674	35	19	29

Conclusions based on this data:

1. In 2019, chronic absenteeism at the school increased significantly (+3.5%), which translated to "red" on our dashboard.

2. In 2019, several significant subgroups showed increases in chronic absenteeism: Socioeconimically Disadvantaged students (+3.5%), Students with Disabilities (+6.6%) and African American students (10.5%) .

3. In 2019, the largest increase in chronic absenteeism was among African American students (+10.5%), appearing as "red" on our dashboard.

School and Student Performance Data

Conditions & Climate
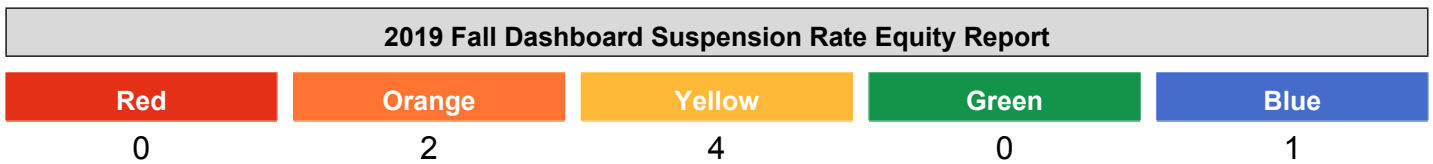## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
10.7	10.3	Less than 11 Students - Data Not
Declined Significantly -5	Declined Significantly -5.7	8
990	291	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
28.6	11	19
Declined -30.3	Declined Significantly -6.3	Declined -17.5
21	858	105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	Blue
24.1	Less than 11 Students - Data 5	0	0
Declined -18.2		Maintained 0	Declined -4.8
112		31	37
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
9.2	25	5.3	9.4
Declined Significantly -4.5	Increased +7.1	Declined -4.7	Declined -1.4
718	36	19	32

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	15.7	10.7

Conclusions based on this data:

1. Dashboard data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022.

2. in 2019, the suspension rate of every significant subgroup decreased, from a 1.4 point decrease among White students to an 18.2 point decrease among African American students .

3. Although the suspension rate DECREASED among African American students (-18.2) and Students with Disabilities (-17.5), both groups remain "orange" on our dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High Quality Instruction to Support Student Achievement

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

During the 2022- 2023 school year, student's proficiency (meets and exceeds standard) in Math and ELA will improve by 5% as demonstrated on CAASPP with growth for significant subgroups (EL.SWD.AA) .

Identified Need

Data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates:

Student performance on 2021 CAASPP demonstrated that student proficiency remains at or near 40%; similar trends were observed on the iReady diagnostic assessments
Among the various subgroups, EL students have shown the greatest need on the 2021 CAASPP 6% and Students with Disabilities SWD (2%) met or exceeds standards.
Student performance on 2021 CAASPP has a trend of positive growth in ELA; the overall ELA proficiency of our students on the 2021 CAASPP was 40%
Student performance overall on the Math CAASPP demonstrates that 84% of students did not meet proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC All Students	2021-22 ELA Meets and exceeds:40.65% and 26.06% Nearly met in ELA 2021-22 Math Meets and exceeds: 16.49% and 30.18 Nearly met in Math	2022/2023 Met or Exceeds 43% Meets and Exceeds in ELA 20% Meets or Exceeds in Math 2022/2023 Met or Exceeds All: 43%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2021/2022 Met or Exceeds All: 40.65%	
SBAC, ELA Grade Students	2021 CAASP Data: All students Meet or Exceeds on ELA CAASPP: 40.65%; CAASPP Exceeded/Met 40.65% 6th grade Exceeded/Met 35% 7th grade Exceeded/Met 45% 8th grade Exceeded/Met 42% All students Meet or Exceeds on Math CAASPP 16% 6th grade Exceeded/Met 14% 7the grade Exceeded/Met 18% 8th grade Exceeded/Met 17%	All students 30 pts below standard on ELA CAASPP 2022/2023 Met or Exceeds 43% Meets and Exceeds in ELA 20% Meets or Exceeds in Math
SBAC, Significant subgroup: EL Students	In ELA 6% Met and Exceeds CAASPP In Mathematics 1% Meets and Exceeds	43% Meets and Exceeds overall/ 20% Meets or Exceeds in Math In ELA 8% Met and Exceeds CAASPP for EL In Mathematics 3% Meets and Exceeds CAASPP for EL
SBAC, Significant subgroup African American Students	In ELA 21.82% met or exceeds In mathematics 9.1 % Met and Exceeds CAASPP	43% Meets and Exceeds overall/ 20% Meets or Exceeds in Math In ELA 25% met or exceeds for AA In mathematics 12 % Met and Exceeds CAASPP for AA
SBAC, Significant subgroup SWD	Rancho Medanos Junior High CAASPP SWD Meets/exceeds 2% overall ELA SWD Meets/exceeds 1% overall Math	43% Meets and Exceeds overall/ 20% Meets or Exceeds in Math 3% Meets/exceeds overall in Math and ELA for SWD

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)

Extended Learning in math and ELA

Strategy/Activity

In order to effectively reach all of the students who need support, the following supports will be provided to students and families:
- Students will be invited to attend math and ELA tutoring sessions
- We will set up class libraries and preferred online reading subscriptions with rich and diverse texts that represent all students
- We will actively reach out to parents on a consistent basis to ensure that families can assist in monitoring student progress
- Students will receive SEL activities to help students cope as a result of the pandemic
- Students identified as Level 1 & 2 on the iReady math or ELA diagnostics will be invited to attend the math and/or literacy success class and extended learning in math and/or ELA
- Additional instructional support in math and ELA will be given to EL, AA students
- Students will participate in bi-weekly iReady lessons in math and Desmos supplemental curriculum
- Additional rewards, incentives and materials for students who have shown growth in their academic progress
- Additional electronics materials will be purchased to replace those that are broken or obsolete
- Rent/Lease/Repair of Copy Machines to produce supplemental lessons and assessments
- Additional after school bus transportation for extended learning and tutoring
- Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one 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)
5000	3010 Title I AA Extended Learning-Teacher and Staff Salaries
912	9500 LCFF EL/FEP Extended Learning-Teacher and Staff Salaries
1000	3010 Title I

	All Materials and Supplies; Postage; copy machine materials
1000	9500 LCFF All Engaging students and families progress monitoring
5000	9500 LCFF All transportation for participation to /from extended learning opportunity

Strategy/Activity 2

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

Research Based Academic Strategies to Promote Engagement and Achievement in Tier 1 Universal Strategies, (Implementation of Annotation, Close Reading, Reciprocal Teaching, and Understanding by Design in All Core Classes)

Strategy/Activity

In order to effectively reach all of the students who need support, the following supports will be provided to students and their families:
- The school will purchase materials and supplies that support literacy.
- The school will purchase materials and supplies that promote "deep learning" and real-world, project-based learning (i.e. UbD, Accelerated Learning, Reading Apprenticeship)
- We will offer teachers Instructional coaching that supports literacy and mastery of core content
- Strategies that are conducive to literacy and success in the common core will be promoted in every literacy-based teacher's classroom
- An instructional coach will work extensively with all math teachers to increase the level of mathematical discourse in each math class
- Media aide to copy plans, assessments and instructional materials
- Maintain the equipment needed for lesson design, (Rent/Lease/Repair of Copy Machines to produce standards-based lessons and assessments, purchase elmos, projectors, and portable charging stations for computers)
- Students will receive SEL activities to help students cope with depression and anxiety
- Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one 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)
7000	3010 Title I All Instructional materials/supplies

9332	9500 LCFF All Instructional materials/supplies
1000	9500 LCFF All Classroom coaching and observations; Release time/subs (as needed)
50000	9500 LCFF All Media aide
500	9500 LCFF All Copy Machines and technology (projectors, headphones, computer maintenance, elmos, etc)
1000	3010 Title I All Copy Machines and technology (projectors, headphones, computer maintenance, elmos, etc)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Bilingual aide works closely with EL, LTEL and DI students

Strategy/Activity

English learners will be appropriately placed according to their ELPAC scores and receive systematic ELD instruction aligned to CCSS literacy and CA ELD standards.
Dual Immersion Students will focus on biliteracy with an emphasis on reading, writing, speaking and listening in dual language instruction
* Bilingual aide to work with EL students and EO DI Students
* Materials and supplies for EL students and EO Di Students
* Literacy materials for ELD teachers and EO DI Students
*Engagement for students and families to promote biliteracy and learn the strategies/extension activities to support culturally relevant pedagogy
*Calls parents and families to increase communication and share progress of students growth

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)
25000	3010 Title I EL/FEP

	Bilingual aide provides direct services to scholars in the DI and EL program supporting EL/LTEL/SWD/AA and SED students
3000	3010 Title I All Instructional materials and supplies; materials for strategies/extension activities to support biliteracy and culturally relevant pedagogy in the Spanish Dual Immersion Classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students will receive High Quality Instruction

Strategy/Activity

To ensure that students receive high quality instruction, the district's PD focus and coaching plan will target the integration of CCSS and behavior standards, the CA ELD standards, and formative and summative assessements. Training may include Number Talks, Close Reading, Annotation, Reciprocal Teaching and other research-backed instructional strategies. Teachers working with SpEd students will be provided professional development known to help students with disabilities.
* Research-supported trainings/consultants/ workshops which support student achievement for AA. EL, and SpEd students
* Research-supported trainings/consultants/ workshops which support effective classroom management
* AVID training for staff
*MTSS Support on tiered intervention
* NGSS trainings/consultants/ workshops for science teachers
*Professional trainings/consultants/ workshops in Tier 1 Research based strategies and/or Close Reading.
* Professional development for all ELA/history and science teachers around effective literacy strategies
* Professional development for all math teachers on math strategies that promote student discourse with mathematical concepts
* Intensive professional development for the "Math Success" teacher on strategies promoting student discourse around mathematical concepts
* Instructional coach will work extensively to train all math teachers in strategies promoting student discourse around mathematical concepts
 • Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one 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)
2000	3010 Title I

	All Instructional materials and supplies
5000	3010 Title I All Training and Consultants
5000	9500 LCFF All Release time/ subs/ extra hours for teachers and staff development
1000	9500 LCFF AA Research-supported trainings/consultants/ workshops and release time/teacher subs/ extra pay which support student achievement for AA.
1000	9500 LCFF SWD Research-supported trainings/consultants/ workshops which support student achievement for SpEd students
1000	9500 LCFF EL/FEP Research-supported trainings/consultants/ workshops which support student achievement for EL

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Engagement and Rigorous Teaching and Learning

Strategy/Activity

Teachers will be provided frequent opportunities to meet collaboratively to focus on integration of CCSS into their lesson-planning and instruction, to observe each other in reciprocal teaching, close reading, Number Talks, and to provide high quality feedback on improving instruction for under-served students. Teachers will meet regularly in teams to collaborate on how to analyze formative assessment data using a common data protocol process for lesson-planning and effective instructional delivery.
* Extra time for teachers to meet and collaborate beyond the contracted work day
* Materials and supplies for lessons and data analysis process
*Supplemental academic materials, electronic software programs, and project based learning materials
*Professional development or coaching for teachers, staff and administrators
*Parent training and engagement on teaching and learning practices
*Academic Competitions
*Academic field trips
*Supplemental support for other subjects specifically related to ELA and Math Goals (art, PE, Drama, and music)

- Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one 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)
3000	3010 Title I All teacher release time/ subs/ extra hours for staff development
1500	9500 LCFF All Supplemental academic materials, electronic software programs, and supplies
30691	3010 Title I All Academic Competitions, Project Based Learning and Field Trips
5000	3010 Title I All Supplemental support (training and materials) for other subjects specifically related to ELA and Math Goals (art, PE, Drama, and music)

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.

Students were able to maintain implementation with iready, which supported strategies to support students in ELA/Math success classes and expanded learning programs, however improvement of implementation of the program with fidelity is an area of growth

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

Technology has increased since the return to in person learning, and the expenditures due to technology use has increased, specifically professional development around technology use and strategies to engage students in the classroom with technology. More teaching land learning is needed to promote the appropriate use and application of technology in the classroom.

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.

Tier 1/ Universal High Quality and Rigorous Instruction remains the focus of the academics in the MTSS at Rancho Medanos, including training, PD and lesson studies to implement research based strategies across departments and professional learning teams.

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

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the opportunity gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

During the 2022-2023 school year, there will be a 5% increase in the percentage of class minutes that students engage in authentic interactions with peers using the language of the lesson

Identified Need

Over the course of the last two years, classroom data demonstrates that students in class only interact-using the language of the lesson-about 11% or the time. Student performance on 2021 CAASPP demonstrated that student proficiency remains at or near 40% in ELA; similar trends were observed on the iReady diagnostic assessments. Among the various subgroups, EL students have shown the greatest need on the 2021 CAASPP 6% and Students with Disabilities SWD (2%) met or exceeded standards.
Student performance on 2021 CAASPP has a trend of positive growth in ELA; the overall ELA proficiency of our students on the 2021 CAASPP was 40% .Student performance overall on the Math CAASPP demonstrates that 84% of students did not meet proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Classroom observations	11% average among core classes	16% average among core classes

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)

In order to provide more Equity, access and Success for ALL students, teachers will engage in ongoing professional development in the following areas:

- Multi Tiered System of Support to focus student academic, social-emotional, and behavioral needs through ongoing universal screening, progress monitoring and tiered intervention and supports
- Implementation of Social, Emotional learning, mindfulness and meditation techniques in class and integrate curriculum for advisory or other periods
- Expanded Learning opportunities for students to teach core academic skills, content and pedagogy
- Training for teachers and ongoing professional development around expanded learning
- Expanding/Diversifying classroom libraries
- Ingenuity , Paper, and other online academic support and intervention curriculum as needed
- Professional Development Culturally Proficient curriculum and practices

Ongoing professional development to increase implementation of key academic support strategies
In order to meet this goal, the school will do the following:
*Support New to Rancho Teachers (first two years at Rancho) in ongoing collaboration and professional development.
- The admin team will use minimum days, extended Wednesday meetings and mandatory PD days to teach and refine the key instructional priorities
- Department meetings will in part be geared toward reviewing, planning and implementing the key instructional priorities
- AVID training
- Purchase technology as needed
- Photocopy lessons and assessments
- Provide teachers additional training as needed
- Outside trainers/consultants as needed

Strategy/Activity

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

3000	3010 Title I All Instructional Materials and Supplies
500	9500 LCFF EL/FEP Instructional Materials and Supplies
1500	3010 Title I All Trainers/consultants/Contracts
1516	3010 Title I All Technology
3500	3010 Title I All

	AVID training and related costs

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Members of the School's Leadership Team will engage in an ongoing cycle of inquiry to increase the level of implementation of key instructional priorities and research based strategies and to meet the three LCAP goals

In order to meet this goal, the school will do the following

- A small planning group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning.
- The VPs will present recommendations to the Steering Committee (comprised largely of the school's department heads and other school leaders), and take suggestions from the Steering Committee
- Plans will be communicated to the larger staff at Faculty meetings

Members of the School's Leadership Team will engage in ongoing data collection, training and observations to gauge progress in teachers implementing key instructional priorities in master scheduling and course offerings in order to see if all students have access to academic supports, interventions and opportunities.

In order to meet this goal, the school will do the following:

- A small group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning
- Members of the School Leadership Team will determine areas of focus and schedule focus groups to determine specific needs assessments for academic supports, interventions and opportunities
- Data of observations will be recorded and communicated to the Leadership Team as well as the larger staff at Faculty meetings, to students and families as well
- Additional Training and Support to review master schedule course offerings, sections and outside consulting if needed

Strategy/Activity

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

5000	3010 Title I All Extra time for teacher meetings, release time for subs
500	9500 LCFF All Food and materials for meetings
1500	3010 Title I All

	Materials and Supplies for meetings

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Members of the School's Equity Committee will engage in ongoing data collection, training and observations to gauge progress in teachers implementing key instructional priorities supports, interventions and opportunities.
In order to meet this goal, the school will do the following:
- A small group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning around equity topics and priority areas
- Data of observations will be recorded and communicated to the Leadership Team as well as the larger staff at Faculty meetings, to students and families as well
- Additional Training and Support to review master schedule course offerings, sections and outside consulting if needed

Strategy/Activity

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

5000	9500 LCFF All Materials/supplies
1000	3010 Title I All Teacher Release time/subs
	All

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Multi Tiered System of Support for ALL students (Tier I, Targeted Intervention for TIer II and Tier III students

Strategy/Activity

Coaching in how to fully implement the Pittsburg Behavior Learning Model will be provided to administrators, teachers and support staff. This MTSS training will include how staff can support the needs of students with behavioral challenges. Each site will ensure that students are instructed in the 3 B's of appropriate and expected behavior and that sites exhaust all means of support and intervention prior to exploring alternative programs or placements. Restorative justice training will be scheduled and implemented at all school sites.
In addition the school will provide the following resources:
* Restorative Justice training and workshops.

*Lincoln Center Services provided to students with social-emotional concerns.
*Clear COST Referral and SST Process to enhance services
* Parent-student events that take place during the school day or after-hours.
* Staffing, materials and supplies for clubs and programs that promote student efficacy and student leadership (e.g. Sports elective, WEB, etc.)
* Materials and supplies to create "community" within each "village" and interdisciplinary "team"
* Student incentives and rewards for good academics, behavior and social emotional wellness.
* Research-supported trainings/consultants/ workshops that support students who struggle with behavior.
* Research-supported trainings/consultants/ workshops on classroom management
* Extra time for staff to conduct home visits outside of the contracted work day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	9500 LCFF All trainings, workshops and extra time/hours for staff development
5000	3010 Title I All awards and incentives for student success, including supplies, printing materials and certificates,
1500	9500 LCFF All food and incentives for parent engagement - student events

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Focus on Inclusion and Access for Students with Disabilities

Strategy/Activity

Accelerated outcomes for Students with Disabilities to support more opportunities for equity, access and inclusion to academic achievement:
training for staff around universal design and understanding by design and other research based practices
collaborative planning time between special education service providers and general education to promote inclusion
family engagement for parent education, services and training workshops
additional materials to support students with disabilities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	3010 Title I SWD staff training/ extra time collaboration/ and professional development
1500	3010 Title I SWD additional materials and supplies

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.

School created school wide lessons and positive behavior supports called Cougar Community Days to support community and the Cougar Code (5Ps/3Bs)

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

staff professional development was lead by Restorative Justice trainers with the John Muir Health Foundation

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.

MTSS Professional Development and Collaboration will focus on data dives to support implementation of Tier 1,2 and 3 with fidelity

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 and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

Goal

During the year 2022-20212 we will increase family and parent engagement and SEL supports , by promoting a safe learning environment and positive school climate that fosters communication, collaboration and community building to become a Full Service Community School.

Identified Need

there is a need for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for students and families, particularly for title 1 schools

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism among All Students	11	10.5
Rate of Chronic Absenteeism among African American Students	24.3	23.1
Rate of Chronic Absenteeism among Socioeconomically Disadvantaged Students	11.2	10.6
Rate of Chronic Absenteeism among Students with Disabilities	22.4	21.3
Healthy Kids Survey		
Site Based Needs assessment Data		

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)

Core Teams for Students. Students will be grouped into teams that share the same four core teachers; each team of core teachers will be responsible for mentoring and guiding the students on their team
In order to meet this goal, the school will do the following:
- Create a schoolwide reward/recognition system for students with excellent and improved school attendance
- Provide teams with a budget to create a system of rewards and incentives for the students on their team, including students with excellent/improved attendance
- Provide each team with key data on their students, including attendance
- Create schoolwide "challenges" on key behaviors (including attendance) to inspire friendly competition between teams
- Each team will share the same Remind account for students and parents from their team
- The school will dedicate regular meeting time for each team to meet and discuss students

Strategy/Activity

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

5000	9500 LCFF All Team, village rewards and incentives
5000	3010 Title I All Materials and supplies
3000	3010 Title I All additional hours/planning time for teacher and staff development

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

The school will communicate, teach, reward and monitor student progress toward mastery of the school values, or Cogar Code with the 5 Ps/ 3Bs.
In order to meet this goal, the school will do the following:
- All staff will teach and reinforce the "5 Ps" to students: Positivity, Productivity, Politeness, Preparedness and Promptness and 3 Bs: Be Safe/Responsible/Respectful
- The school will create quarterly "challenges" around the Cougar Code (by Village),
- The school will reward individual students on each team who demonstrate proficiency in one or more of the Cougar Code of Conduct
- The school will create increased communication on of the Cougar Code

- The school will recruit parents/guardians to increase the implementation of the Cougar Code among students

Strategy/Activity

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

500	9500 LCFF AA Student rewards and Incentives
500	9500 LCFF All Postage, communication and informational materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Increasing communication to school community by ensuring school safety and promoting a positive learning environment

Strategy/Activity

- The school will monitor and supervise the campus to ensure that all students, parents and staff remain both safe and accountable

Maintain the training and upkeep of current cameras
Purchase additional cameras for areas that are currently not able to be accessed on cameras
Maintenance and purchase of additional school radios for support staff to communicate in need of emergencies to ensure safety
Upkeep and maintenance for school's golf cart to reach students in case of emergencies, as well as the use to upkeep facilities and supervise students,
Training for staff to focus on safety and emergency preparedness including CPR, CPI, and other trainings to support safety
Safety Committee with meet regularly to communicate the collective efforts to promote safety on campus

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)

1500	9500 LCFF All Training for staff to focus on safety and emergency preparedness / extra hours
5000	9500 LCFF All additional radios, cameras and communication materials for safety

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

The school will regularly communicate with parents and guardians about school events, students attendance and other important school matters through a variety of mediums:

- Text-messaging/Auto Dialing systems like and Parent Square
- Personal phone calls from the Parent Liaison, Counselors, Teachers and Administrators
- Mailings and post cards
- Directly at parent events like Parent's Club meetings, ELA and SSC meetings, PAACT, Back-to-School Night, Parent Conference Night and other parent nights

Sites will provide timely two-way communication in a format and language that is understandable to parents/families and community members about student achievement, academic expectations, accountability requirements, and how parents can support their students' academic success. Policies and practices will be implemented to enhance matriculation between grade spans, including meetings with incoming 6th graders, DI students and their families, and transitional meetings for SpEd students.
* Services or technology that enable timely communication between school and parents
* Extra time for staff to attend certain parent events outside of the contracted work day (as appropriate)
* English-Spanish translation services

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

500	3010 Title I All Postage, Materials and supplies
5000	3010 Title I All Food/catering for parent events
	3010 Title I All

2000	9500 LCFF EL/FEP Translation services

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Restorative Justice and Social Emotional Mental Health Behavior Supports

Strategy/Activity

In order to support Students and Family Assets, the school will regularly incorporate restorative practices, Social Emotional Mental Health Behavior Supports such as:
providing school wide training to students, staff, and families on restorative practices
creating safe spaces on campus that promote wellness and social emotional support (ie. Wellness Center)
Assist staff members in training around trauma informed research based practices including restorative Justice, Tutoring & Engagement, Counseling ,Coaching & Mentoring.
Creating school wide lessons, interventions and activities to support the reentry to in person learning for staff, parents and students with additional curriculum
Expanding the Mindful Life Project SEL Curriculum to the 6,7,8 and coaching for students, teachers and families in tier I,II and II supports

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

Amount(s)	Source(s)
10000	3010 Title I All materials and supplies that promote social emotional, restorative practices , wellness and safety
35000	3010 Title I All direct service programming for SEL provide excellent programming for your youth, staff and families as well as trainings for staff to implement mindfulness daily.

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.

Communication and training increased on Parent Square last year, however due to COVID parents were not able to visit campus and low attendance occurred on virtual trainings, meetings and workshops.

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

Mindful Life Project is currently in all PUSD K-5 schools and will be piloted at Rancho for 6-8 curriculum and staff development at the junior high level

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

Goal 5 from the 21-22 school year, has been moved to goal 3. Communication and collaboration has increased with the purchase of the golf cart at Rancho was completed in the 2021 school year. We are able to utilize the golf cart for emergency needs, such as transportation of injured staff/students to the office, monitoring supervision around campus and near the perimeter of the school and expedite the ability to get to situations faster The cameras and radios assisted us in increased communication to main a safe school environment.

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

Recruit and retain high quality and diverse staff

LEA/LCAP Goal #4

Goal 4: Recruit and retain high quality and diverse staff (Goal addressing State Priority 1)

PUSD will recruit and retain highly qualified diverse staff. Teachers are appropriately assigned, fully credentialed in the subject areas and pupils they are teaching.

Goal

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

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	$271,451.00

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 ($)
3010 Title I	$171,207.00

Subtotal of additional federal funds included for this school: $171,207.00

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 ($)
9500 LCFF	$100,244.00

Subtotal of state or local funds included for this school: $100,244.00

Total of federal, state, and/or local funds for this school: $271,451.00

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
3010 Title I	171,207	0.00
9500 LCFF	112,244	12,000.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	171,207.00
9500 LCFF	100,244.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	6,500.00
All	231,539.00
EL/FEP	29,412.00
SWD	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
AA	3010 Title I	5,000.00
All	3010 Title I	138,207.00
EL/FEP	3010 Title I	25,000.00
SWD	3010 Title I	3,000.00
AA	9500 LCFF	1,500.00
All	9500 LCFF	93,332.00
EL/FEP	9500 LCFF	4,412.00

SWD	9500 LCFF	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,935.00
Goal 2	33,516.00
Goal 3	73,000.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Vanessa Fortney	Principal
Pam Butler Harris	Classroom Teacher
Patricia "Shelly" Bascomb	Classroom Teacher
Mary Robillard	Classroom Teacher
Renee Heitzman	Classroom Teacher
Veronica Martinez	Other School Staff
Dulce Bernal (Parent)	Parent or Community Member
Silvia Portillo	Parent or Community Member
Susana Sudieh (Parent)	Parent or Community Member
Marcelo Navarro (Student President)	Secondary Student
Alfonozo Contreras Bernal (Student Vice President)	Secondary Student
Loveleen Bahan (Student Treasurer)	Secondary Student
LaDreaMiles (Student Secretary/Alternate)	Secondary Student
Liz Espinza (alternate / other school staff)	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, on 10/29/2020

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

Annual Evaluation: School Plan for Student Achievement Title I Actions/Services

School Name: Rancho Medanos	Year: 2022 - 2023	Principal: Fortney

LCAP Goal #1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

School Goal #1
During the 2022- 2023 school year, student's proficiency (meets and exceeds standard) in Math and ELA will improve by 5% as demonstrated on CAASPP with growth for significant subgroups (EL.SWD.AA) .

Area of Need:
Student performance on 2021 CAASPP demonstrated that student proficiency remains at or near 40% in ELA; similar trends were observed on the iReady diagnostic assessments. Among the various subgroups, EL students have shown the greatest need on the 2021 CAASPP 6% and Students with Disabilities SWD (2%) met or exceeded standards.
Student performance on 2021 CAASPP has a trend of positive growth in ELA; the overall ELA proficiency of our students on the 2021 CAASPP was 40% .Student performance overall on the Math CAASPP demonstrates that 84% of students did not meet proficiency.

Student groups to participate in this goal:
All students, (including SWD, ELL, AA,)

Actions taken to reach LCAP Goal #1:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Activity 1: **In order to effectively reach all of the students who need support, the following supports will be provided to students and families:** • Students will be invited to attend math and ELA tutoring sessions	iReady Benchmarks and District Diagnostic assessments Recommended Diverse Literacy Lists	

• We will set up class libraries and preferred online reading subscriptions with rich and diverse texts that represent all students	ELD Family Nights to review ELPAC Scores and iREADY data	
• We will actively reach out to parents on a consistent basis to ensure that families can assist in monitoring student progress	Mindful LIfe Project Data Report	
• Students will receive SEL activities to help students cope as a result of the pandemic	Support Class Rosters and iReady	
• Students identified as Level 1 & 2 on the iReady math or ELA diagnostics will be invited to attend the math and/or literacy success class and extended learning in math and/or ELA	iReady	
• Additional instructional support in math and ELA will be given to EL, AA students	Instruction	
• Students will participate in bi-weekly iReady lessons in math and Desmos supplemental curriculum	Awards Assemblies by Quarter	
• Additional rewards, incentives and materials for students who have shown growth in their academic progress		
• Additional electronics materials will be purchased to replace those that are broken or obsolete	print grades and progress reports to communicate with families	
• Rent/Lease/Repair of Copy Machines to produce supplemental lessons and assessments		
• Additional after school bus transportation for extended learning and tutoring	Professional Development Feedback, Surveys, Walk through Data Collection	
• Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one instruction		
$5000, Title 1 extra time for teacher salaries 1,000 postage		

Activity 2: Research Based Academic Strategies to Promote Engagement and Achievement in Tier 1 Universal Strategies, (Implementation of Annotation, Close Reading, Reciprocal Teaching, and Understanding by Design in All Core Classes) In order to effectively reach all of the students who need support, the following supports will be provided to students and their families: • The school will purchase materials and supplies that support literacy. • The school will purchase materials and supplies that promote "deep learning" and real-world, project-based learning (i.e. UbD, Accelerated Learning, Reading Apprenticeship) • We will offer teachers Instructional coaching that supports literacy and mastery of core content • Strategies that are conducive to literacy and success in the common core will be promoted in every literacy-based teacher's classroom • An instructional coach will work extensively with all math teachers to increase the level of mathematical discourse in each math class • Media aide to copy plans, assessments and instructional materials • Maintain the equipment needed for lesson design, (Rent/Lease/Repair of Copy Machines to produce standards-based lessons and assessments, purchase elmos, projectors, and portable charging stations for computers) • Students will receive SEL activities to help students cope with depression and anxiety • Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one instruction	Recommended Diverse Literacy Lists and Board approved supplemental texts PLTW Curriculum, Additional annotation and organizational materials such as planners, All new PUSD teachers have a coach, ELA Support teachers have a coach with LTEL focused academic strategies Math Coach to focus on academic discourse in the classroom Annual evaluation of technology by Technology Dept to assess school needs Mindful LIfe project Tier 1, Tier 2, and Tier 3 supports Meeting agendas and PD from Tier 1 Strategies Supplemental materials and supplies used add detail, background, or context to the current curriculum	

7000 Title 1 Materials and Supplies
1000 Title one for Copy Machines

Activity 3: Bilingual aide works closely with EL, LTEL and DI students
English learners will be appropriately placed according to their ELPAC scores and receive systematic ELD instruction aligned to CCSS literacy and CA ELD standards.
Dual Immersion Students will focus on biliteracy with an emphasis on reading, writing, speaking and listening in dual language instruction
* Bilingual aide to work with EL students and EO DI Students
* Materials and supplies for EL students and EO Di Students
* Literacy materials for ELD teachers and EO DI Students
*Engagement for students and families to promote biliteracy and learn the strategies/extension activities to support culturally relevant pedagogy
*Calls parents and families to increase communication and share progress of students growth
25000 Bilingual Aide
3000 DI Instructional Materials

Activity 4: All Students will receive High Quality Instruction
To ensure that students receive high quality instruction, the district's PD focus and coaching plan will target the integration of CCSS and behavior standards, the CA ELD standards, and formative and summative assessments. Training may include Number

The Two-Way Bilingual Immersion (TWBI) program in PUSD integrates language minority (English Learners) students and language majority (English proficient) students for the purpose of developing bilingualism, bi-literacy, and bi-culturalism.

Instruction is delivered in both Spanish and English , 1/3 of the day is in Spanish and 2/3 is in English.

The Bilingual aide supports the program by direct service to students; communication with teachers, staff and parents; evaluation of curriculum development and adaptation.

Data collected includes the iReady BenchMark Data, ELPAC reclassification support, push in schedule to support DI Students and phone logs to students and families

Professional development has focused on Multi Tier Systems of Support, specifically focusing on Tier 1 Universal instriton.

Talks, Close Reading, Annotation, Reciprocal Teaching and other research-backed instructional strategies. Teachers working with SpEd students will be provided professional development known to help students with disabilities. * Research-supported trainings/consultants/ workshops which support student achievement for AA. EL, and SpEd students * Research-supported trainings/consultants/ workshops which support effective classroom management * AVID training for staff *MTSS Support on tiered intervention * NGSS trainings/consultants/ workshops for science teachers *Professional trainings/consultants/ workshops in Tier 1 Research based strategies and/or Close Reading. * Professional development for all ELA/history and science teachers around effective literacy strategies * Professional development for all math teachers on math strategies that promote student discourse with mathematical concepts * Intensive professional development for the "Math Success" teacher on strategies promoting student discourse around mathematical concepts * Instructional coach will work extensively to train all math teachers in strategies promoting student discourse around mathematical concepts • Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one instruction 2000 Instructional materials	This includes trainings on Engagement Strategies to support all learners. The site has also had District Training with EPOCH Consulting that focus on Equity and Education. Staff participates in AVID Training and Curriculum mapping for the new Science curriculum to plan units to align NGSS Standards. Tier II Training has also been offered in areas of SEL Support including the Mindful Life Project and Character Strong Curriculum. The math department will attend Conferences and bring back common strategies to promote academic discourse in the classroom. MTSS Coach supports Rancho with strategies and ways to build a positive school culture that promotes learning and success.	

5000 for consultants

Activity 5: Engagement and Rigorous Teaching and Learning
Teachers will be provided frequent opportunities to meet collaboratively to focus on integration of CCSS into their lesson-planning and instruction, to observe each other in reciprocal teaching, close reading, Number Talks, and to provide high quality feedback on improving instruction for under-served students. Teachers will meet regularly in teams to collaborate on how to analyze formative assessment data using a common data protocol process for lesson-planning and effective instructional delivery.

* Extra time for teachers to meet and collaborate beyond the contracted work day
* Materials and supplies for lessons and data analysis process
*Supplemental academic materials, electronic software programs, and project based learning materials
*Professional development or coaching for teachers, staff and administrators
*Parent training and engagement on teaching and learning practices
*Academic Competitions
*Academic field trips
*Supplemental support for other subjects specifically related to ELA and Math Goals (art, PE, Drama, and music)
• Additional professional development for staff on strategies to promote rigorous teaching and learning for universal tier one instruction

agendas, sign in sheets for collaboration for Departments (Tier 1) and Teams (Tier 2)

Supplemental materials, such as Desmos math curriculum to support the learning

Breakthrough coaching for admin to increase time in classrooms

Academic Field Trips that enhance classroom instruction on academic standards, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own

Academic field trips are particularly important for Title 1 students, as they provide students with unique opportunities that give diverse and financially-in-need students equal opportunity to experience things outside the classroom that their families may not be able to attend. More importantly it creates a school community

1500 33000 teacher release time for planning and PD 5000 Supplemental support (training and materials) for other subjects specifically related to ELA and Math Goals (art, PE, Drama, and music)	experience to help students learn from each other and build deeper understanding. CPI and Character Strong Training to teach skills to help students feel welcomed and empowered to promote whole child learning in the classroom	

LCAP Goal #2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

School Goal #2 During the 2022-2023 school year, there will be a 5% increase in the percentage of class minutes that students engage in authentic interactions with peers using the language of the lesson.

Area of Need: Over the course of the last two years, classroom data demonstrates that students in class only interact-using the language of the lesson-about 11% or the time. Student performance on 2021 CAASPP demonstrated that student proficiency remains at or near 40% in ELA; similar trends were observed on the iReady diagnostic assessments. Among the various subgroups, EL students have shown the greatest need on the 2021 CAASPP 6% and Students with Disabilities SWD (2%) met or exceeded standards.
Student performance on 2021 CAASPP has a trend of positive growth in ELA; the overall ELA proficiency of our students on the 2021 CAASPP was 40% .Student performance overall on the Math CAASPP demonstrates that 84% of students did not meet proficiency.

Student groups to participate in this goal:
All students, (including SWD, ELL, AA,)

Activity 1: Actions taken to reach LCAP Goal #2: In order to provide more Equity, access and Success for ALL students, teachers will engage in ongoing professional development in the following areas:	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities

•Multi Tiered System of Support to focus student academic, social-emotional, and behavioral needs through ongoing universal screening, progress monitoring and tiered intervention and supports • Implementation of Social, Emotional learning, mindfulness and meditation techniques in class and integrate curriculum for advisory or other periods • Expanded Learning opportunities for students to teach core academic skills, content and pedagogy • Training for teachers and ongoing professional development around expanded learning • Expanding/Diversifying classroom libraries • Ingenuity , Paper, and other online academic support and intervention curriculum as needed • Professional Development Culturally Proficient curriculum and practices Ongoing professional development to increase implementation of key academic support strategies In order to meet this goal, the school will do the following: *Support New to Rancho Teachers (first two years at Rancho) in ongoing collaboration and professional development. • The admin team will use minimum days, extended Wednesday meetings and mandatory PD days to teach and refine the key instructional priorities • Department meetings will in part be geared toward reviewing, planning and implementing the key instructional priorities • AVID training • Purchase technology as needed • Photocopy lessons and assessments	MTSS Committee is meeting regularly to continually analyze school wide data (academic iread/caasp) behavior (discipline/referral), SEL (tool tbd) and come up with an action plan to support areas of growth for the school Rancho is piloting Mindful Life Program, a direct service, comprehensive mindfulness programming. We offer a whole class and whole school program, known as Mindful Community, and a small group intervention program, called Rise-Up. MLP Coaches, who are on site 4-5 days a week, also offer mindfulness for staff and families after school to support the wellness of the whole ecosystem. About one third of Rancho's teaching staff is new to their position this year. There is a group of 8-12 teachers who are new to Rancho and/or new to teaching, including student teachers who are working on campus. The New2Rancho team meets weekly to address the needs to develop into educators able to teach to today's high standards. Departments meet bi-weekly to plan and align units to meet curriculum standards as well as implement key instructional standards that support MTSS strategies for engagement. AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. This year we have expanded the AVID to 6-8th grade curriculum to continue to support skills needed for High School and Beyond.	

• Provide teachers additional training as needed • Outside trainers/consultants as needed **3000 materials and supplies** **1500 trainers/consultants** **1516 technology** **3500 AVID Training and related costs** **Activity 2:** Members of the School's Leadership Team will engage in an ongoing cycle of inquiry to increase the level of implementation of key instructional priorities and research based strategies and to meet the three LCAP goals In order to meet this goal, the school will do the following • A small planning group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning. • The VPs will present recommendations to the Steering Committee (comprised largely of the school's department heads and other school leaders), and take suggestions from the Steering Committee • Plans will be communicated to the larger staff at Faculty meetings Members of the School's Leadership Team will engage in ongoing data collection, training and observations to gauge progress in teachers implementing key instructional priorities in master scheduling and course offerings in order to see if all students have access to academic supports, interventions and opportunities. In order to meet this goal, the school will do the following: • A small group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning	Rancho's Leadership Team is composed of the Department Chairs, Grade Level Team Leads, Counselors. Currently the team is meeting to work on MTSS Supports: Tier 1: Academic/Behavioral and SEL Instruction implemented via school wide outcomes and Departments Tier 2: Implementing Team level support (common teachers with same students) for SST, 504 and IEP teams. Tier 3: COST Team services with outside providers to support a few students and families who need intensive service Meetings occur every 6-8 weeks. Our goal is to use data to inform decisions to support our students.	

• Members of the School Leadership Team will determine areas of focus and schedule focus groups to determine specific needs assessments for academic supports, interventions and opportunities • Data of observations will be recorded and communicated to the Leadership Team as well as the larger staff at Faculty meetings, to students and families as well •Additional Training and Support to review master schedule course offerings, sections and outside consulting if needed **5000 extra time for subs/release** **1500 materials and supplies for meeting** **Activity 3:** Members of the School's Equity Committee will engage in ongoing data collection, training and observations to gauge progress in teachers implementing key instructional priorities, supports, interventions and opportunities. In order to meet this goal, the school will do the following: • A small group of teachers will meet monthly with the admin team to engage in a cycle of inquiry and planning around equity topics and priority areas • Data of observations will be recorded and communicated to the Leadership Team as well as the larger staff at Faculty meetings, to students and families as well •Additional Training and Support to review master schedule course offerings, sections and outside consulting if needed **1000 teacher release time/subs**	The Equity Committee meets regularly to discuss ongoing professional development needs of the staff and scholars. School wide lessons are developed as a result of the committee meetings. Prior to the lessons being developed the Equity committee will conduct an equity audit to look at areas a way to develop a more concrete understanding of what it means to practice equity, and reflect on whether current school policies, procedures and practices are equitable and inclusive to all community members at Rancho. Staff will continue two additional days for EPOCH Training on "implicit Bias" and "Being a Racially Conscious Person" this school year.	

Activity 4: Multi Tiered System of Support for ALL students (Tier I, Targeted Intervention for TIer II and Tier III students Coaching in how to fully implement the Pittsburg Behavior Learning Model will be provided to administrators, teachers and support staff. This MTSS training will include how staff can support the needs of students with behavioral challenges. In addition the school will provide the following resources: * Restorative Justice training and workshops. *Lincoln Center Services provided to students with social-emotional concerns. *Clear COST Referral and SST Process to enhance services * Parent-student events that take place during the school day or after-hours. * Staffing, materials and supplies for clubs and programs that promote student efficacy and student leadership * Materials and supplies to create "community" within each "village" and interdisciplinary "team" * Student incentives and rewards for good academics, behavior and social emotional wellness. * Research-supported training/consultants/ workshops that support students who struggle with behavior. * Research-supported trainings/consultants/ workshops on classroom management * Extra time for staff to conduct home visits outside of the contracted work day. **5000** awards and incentives for student success, including supplies, printing materials and certificates, **Activity 5: Focus on Inclusion and Access for Students with Disabilities**	Rancho is continuing its efforts in MTSS. In addition to the Tier 1, 2, and 3 classroom supports there are additional focus areas of MTSS that help improve the climate and culture at RMJH. This includes: Restorative Justice classes in the 6th grade wheel to increase communication (speaking and listening skills) as well as understanding the role of being in a community of learners. Restorative Justice taught in the 7/8th grade curriculum to help combat the challenges seen that hinder our school culture. Specifically on social media awareness using the #iCANhelp curriculum At Rancho, scholars are scheduled in two villages, or small schools within our school. This means each school counselor and vice principal is connected to Green Village or Burgundy Village. Each Village has a 6th grade, 7th grade and 8th grade team. The teams consist of a Math, Science, English and History teacher for each grade level. In addition to your teams, you also will have an elective teacher and PE teacher as your team of teachers. We believe this helps scholars and staff feel more connected to the school and to each other by fostering a more "family-like" environment at Rancho. The teams and villages have challenges and incentives that help promote a positive school culture. This is highlighted in school wide assemblies by village and team quarterly awards.	

Accelerated outcomes for Students with Disabilities to support more opportunities for equity, access and inclusion to academic achievement: training for staff around universal design and understanding by design and other research based practices collaborative planning time between special education service providers and general education to promote inclusion family engagement for parent education, services and training workshops additional materials to support students with disabilities **1500 training/ extra supplies** **1500 additional materials and supplies**	Our master schedule now highlights swd in multiple areas including general education classes and support classes. In addition teachers are participating in additional meetings and planning time to support inclusive practices and academic strategies to support students with disabilities. Additional professional development will be offered for all staff in order to ensure more opportunities for academic achievement for our students with IEPs and 504s.	
copy each action/service where **Title I funds are used	**indicate what data you will use to analyze	

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6)

Promote a culture of community and partnership among the parents, students, staff, and PUSD community that results in an increase in parent involvement, student participation, and a positive school climate by providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district and supporting the Mental Health and Social Emotional Learning of students in environments that are conducive to learning.

LCAPl Goal #3 During the year 2022-20212 we will increase family and parent engagement and SEL support , by promoting a safe learning environment and positive school climate that fosters communication, collaboration and community building to become a Full Service Community School.

Area of Need: There is a need for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for students and families, particularly Title 1 schools. In the 22-23 School year we will conduct a needs assessment to support.

Student groups to participate in this goal:

Actions to reach this goal	Analysis of verifiable data to ensure students meet state Academic Standards	Recommendations to improve, modify or drop activities
Activity 1: **Core Teams for Students. Students will be grouped into teams that share the same four core teachers; each team of core teachers will be responsible for mentoring and guiding the students on their team** **In order to meet this goal, the school will do the following:** • Create a schoolwide reward/recognition system for students with excellent and improved school attendance • Provide teams with a budget to create a system of rewards and incentives for the students on their team, including students with excellent/improved attendance • Provide each team with key data on their students, including attendance • Create schoolwide "challenges" on key behaviors (including attendance) to inspire friendly competition between teams • The school will dedicate regular meeting time for each team to meet and discuss students **5000 Team Materials,Reward and Incentives** **3000 additional meeting time** **Activity 2:** The school will communicate, teach, reward and monitor student progress toward mastery of the school values, or Cogar Code with the 5 Ps/ 3Bs. In order to meet this goal, the school will do the following: • All staff will teach and reinforce the "5 Ps" to students: Positivity, Productivity, Politeness, Preparedness and Promptness and 3 Bs: Be Safe/Responsible/Respectful	Each Village is composed of a 6th grade, 7th grade and 8th grade team. The teams consist of a Math, Science, English and History teacher for each grade level. Monday Meetings are held by each village. The purpose of the meetings are to identify and target Specific Groups of Scholars and Identify specific interventions to support them. Teams will meet with a specific Specialist each week Rotate through Academic, Behavioral, and Social emotional learning highlight specific scholars and considerations for support Teams will share and collect common data and use the same strategies to implement the interventions with fidelity. The team will review these interventions on a quarterly basis and use the data to inform next steps in support. The Rancho Advisory committee is meeting to develop a strategic plan to create universal lessons that embody our school values. We have purchased the Character Strong Curriculum which has embedded assessments and research based practices or challenges to help teach PBIS Lessons.	

• The school will create quarterly "challenges" around the Cougar Code (by Village), • The school will reward individual students on each team who demonstrate proficiency in one or more of the Cougar Code of Conduct • The school will create increased communication on of the Cougar Code • The school will recruit parents/guardians to increase the implementation of the Cougar Code among students **500 incentives** **500 mailing, postage and for rewards** **Activity 3: (Does not have Title 1 funds)** **Activity 4:** The school will regularly communicate with parents and guardians about school events, students attendance and other important school matters through a variety of mediums: • Text-messaging/Auto Dialing systems like and Parent Square • Personal phone calls from the Parent Liaison, Counselors, Teachers and Administrators • Mailings and postcards • Directly at parent events like Parent's Club meetings, ELA and SSC meetings, PAACT, Back-to-School Night, Parent Conference Night and other parent nights Sites will provide timely two-way communication in a format and language that is understandable to parents/families and community members about student achievement, academic expectations, accountability requirements, and how parents can support their students' academic success. Policies and practices will be implemented to enhance matriculation between grade spans,	The Cougar Code will be marketed, taught and reinforced throughout the year with incentives and rewards for students who uphold the code. Communication with parents is essential for our school community success. ParentSquarengages every family with school communications and communications-based services—all the way from the district office to the classroom teacher, and all in one place. This program is able to send reports of the number of messages sent, the numbers received and other communication data points. In addition, support staff will make personal phone calls,emails and texts to parents for major events as well as distribute flyers for families. Mailing home documents such as report cards and progress reports are one measure to support school-home connection.	

including meetings with incoming 6th graders, DI students and their families, and transitional meetings for SpEd students. * Services or technology that enable timely communication between school and parents * Extra time for staff to attend certain parent events outside of the contracted work day (as appropriate) * English-Spanish translation services **500 postage and mailings** **5000 food catering for parent events** **Activity 5: Restorative Justice and Social Emotional Mental Health Behavior Supports** In order to support Students and Family Assets, the school will regularly incorporate restorative practices, Social Emotional Mental Health Behavior Supports such as: -providing school wide training to students, staff, and families on restorative practices creating safe spaces on campus that promote wellness and social emotional support (ie. Wellness Center) -Assist staff members in training around trauma informed research based practices including restorative Justice, Tutoring & Engagement, Counseling ,Coaching & Mentoring. -Creating school wide lessons, interventions and activities to support the reentry to in person learning for staff, parents and students with additional curriculum Expanding the Mindful Life Project SEL Curriculum to the 6,7,8 and coaching for students, teachers and families in tier I,II and II supports **10000** materials and supplies that promote social emotional, restorative practices , wellness and safety	Translators are also available for school wide events including parent teacher conferences and back to school nights and School Site Council. There is a list of translators and students they serve for every meeting. Documented interventions are done by our restorative justice coordinator who works to ensure the academic success of students, reduce disproportionate discipline, and promote positive climate and culture. Training for staff and parents on trauma informed research based practices including restorative Justice and Programs such as Mindful LIfe Project and iCanHelp also host family nights in order to share best practices with parents on the curriculum students are receiving at school. The Wellness room committee has met and created a needs assessment that was distributed to parents, students and teachers. That data determined the needs of the wellness center. Documentation will be completed for students who use the wellness room and their reasons for coming in, and if the program improved outcomes for students	

35000 direct service programming for SEL provide excellent programming for your youth, staff and families as well as training for staff to implement mindfulness daily.	The Mindful Life Program provides an annual site and whole program service report to evaluate the skills taught to underserved children, families and school site staff through mindfulness and other transformative skills to gain self-awareness, confidence, self-regulation, and resilience, leading to lifelong success. The report will be disseminated to school staff, families as requested.	