

# School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carrillo Ranch Elementary School Teddi Blackim teddi.blackim@desertsands.us	33-67058-0108464	5/10/2023	

## Purpose and Description

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

Schoolwide Program  
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.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

## 2020-23 Plan Summary

### The Story

Describe the students and community and how the school serves them.

Located in Indio, California, Carrillo Ranch Elementary School serves a socioeconomically and ethnically diverse population in grades TK-5. Carrillo Ranch is a VAPA (Visual and Performing Arts) Magnet School. We are committed to bringing our students a challenging and well rounded education. The school's Fall 2022 student enrollment was 503, of which 90.0% are of Hispanic descent, 4.0% are white, 2.0% are African American, 1.0 % are Asian, 1.0% are Multiracial, and 1.0% are "Not Reported." Spanish is the home language of nearly all of our school's English learners, representing 34% of the enrollment. 87% of students are from low income families eligible for free or reduced lunch or reduced priced

meals, 11% of students are with disabilities, 87% of students are Socioeconomically Disadvantaged, and 83.6% are Unduplicated Pupil.

To boost student achievement for our English Learners, we will again this year focus on using the Benchmark Advance ELD component as the base of our daily ELD instruction. We are also going to implement the MTSS Tiered System of Support to intervene with our "at risk" students". Our primary focus for our school will be on structured literacy, math and social emotional learning. We are very proud to have many students attend Carrillo Ranch from outside our boundaries as they are drawn here to be part of our magnet program, which is unique for DSUSD elementary schools.

## SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The actions and strategies within our 2022-2023 SPSA support grades TK-5 in efforts to increase student achievement for all students. Two student groups stand out in our dashboard data and they are our Students with Disabilities and our English Learners. These groups scored significantly lower than other student groups in both ELA and Math. Strengthening the focus on our students with disabilities will include ensuring that all SPED staff receive the same training as our regular education staff, that all SPED staff are members of a grade level PLC, and that we implement a tiered system of support for all of our students.

Professional development will continue to train all staff in structured literacy. We will continue to identify appropriate Tier 2 and Tier 3 interventions. In addition, we will continue MTSS Cohort 2 training and enhance our School-wide Positive Behavior Support Plan. We will also continue to address the English Learner achievement gap by continuing to refine best/first teaching practices in our Tier 1 and ELD Block at all grade levels.

Finally, we will continue to enhance and support our VAPA (Visual and Performing Arts) program. This is our way of connecting to our community by performing at community events and inviting our community into our performances.

## Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

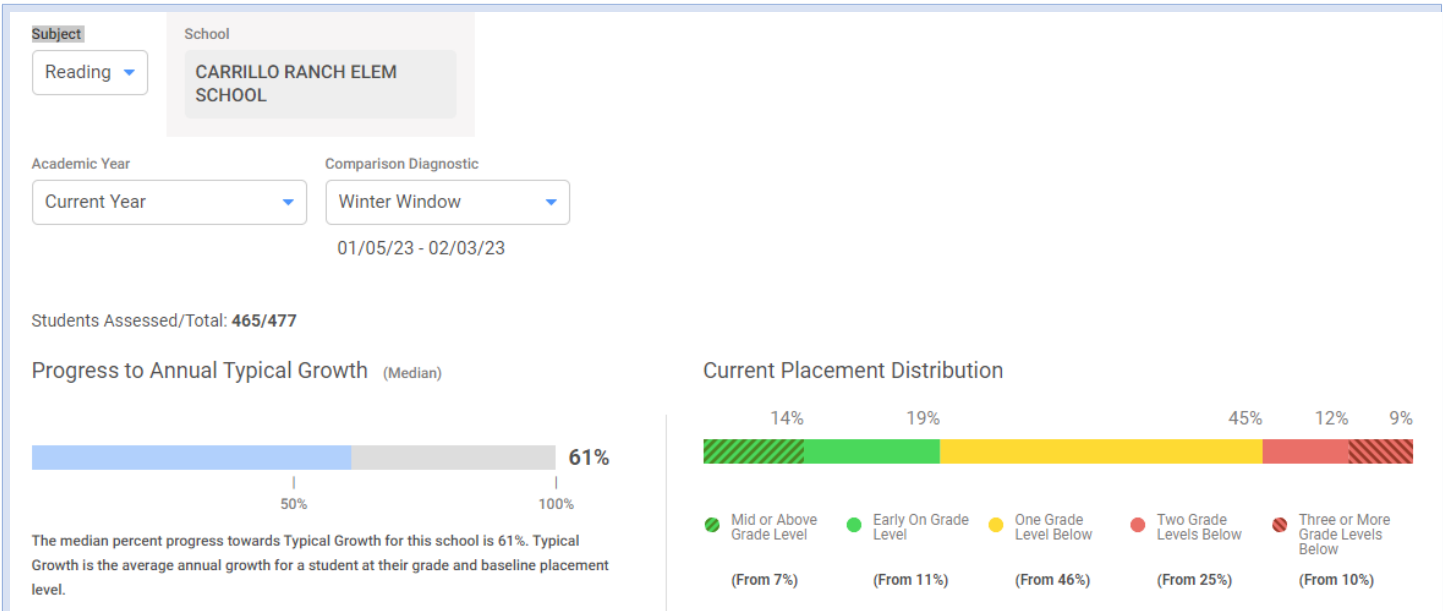
## Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

The percentages of students who made growth in the iReady Reading Diagnostic from Fall to Winter was 61% for ALL students, 71% for EL students, 45% for SWD, and 64% for Hispanic students.

The percentage of students who made growth in the iReady Math Diagnostic from Fall to Winter was 52% for ALL students, 52% for EL students, 54% for SWD, and 52% for Hispanic students.

i-Ready READING TYPICAL GROWTH DATA CHART:



### Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

In regards to attendance, the two student groups who had the greatest chronic absenteeism rate include English Learners (10%), Students with disabilities (5%).

iReady data confirms that we need to continue to implement Early Literacy and focus on Tier 2 and 3 interventions for Literacy, especially with our students with disabilities. Title 1 Funds will focus on staff development in the area of continued Early Literacy, PLC and MTSS training to close this gap. We will also rely on the support of the District's Educational Services staff.

i-READY READING RESULTS -- EL & NON-EL:

All	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Yes - Special Education	45%	26%	24%	4%	28%	53/57
No - Special Education	64%	31%	40%	9%	42%	412/420

### Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Carrillo Ranch strives to ensure equity for all students by closing the achievement gaps between student groups and all the students.

We made growth from Fall to Winter in iReady Reading and Math, and are on track to meeting our SPSA academic goals. However, we still need to close the gap because we only have 33% of our students who are on or above grade level in Reading and 14% of our students are on or above grade level in Math.

21% of English Learner students performed at or above grade level in reading, while 39% of Non ELs performed at or above grade level. In math, 7% of ELs performed at or above grade level, while 18% of Non ELs performed at or above grade level.

To address these performance gaps for 2023-24 our grade level teachers will look at intentional interventions at each student's level. We will focus on the progress of our EL students.

i-READY RESULTS for MATH:

English Learner		+ Add secondary demographic to show results by					Showing 2 of 2	
All	Overall Grade-Level Placement	Green	Yellow	Orange	Red	Red with diagonal lines	Students Assessed/Total	
Yes - English Learner		1%	6%	58%	22%	14%	158/161	
No - English Learner		6%	12%	61%	14%	7%	311/316	

## Resource Inequities

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

Data shows that our ELs Socioeconomically Disadvantaged are performing at a low level in ELA. These groups are also Chronically absent. We have reading interventionists and an after school Imagine Learning intervention to help improve this inequity and close the gap.

# Need Assessment - Educational Partner Involvement

SPSA Year: 2023-24

## Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

We reviewed last year's SPSA through the Carrillo Ranch Guiding Coalition and Staff Meetings throughout the year. We continue to refine Tier 1 and Tier 2 in Early Literacy, Math and Social Emotional Learning. Last year and this year's SPSA was also reviewed throughout the year with our staff, ELAC and SSC Committees.

## Impact on the SPSA and the Annual Evaluation

How did these consultations impact the SPSA for the upcoming year?

Through the process of our meetings, we analyzed student data and assessed the needs of our students. The staff analyzed the 2022-2023 SPSA by Action and rated whether it was Very Effective, Effective, or Noneffective. Parents were given the opportunity to provide feedback and suggestions on how to improve the academic achievement of all of our students during SSC and ELAC.

# 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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$104,515
Total Centralized Services:	\$119,653
Total Supplemental Concentration Funds	\$177,156
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$281,671.00

## Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

During 2023-24, the school will use Title 1 Funds to provide push-in teachers to provide tutoring services for all students TK-5 by funding our Visual and Performing Arts Teachers to integrate Social Emotional Learning and Tiered Structured Literacy in their Classrooms. We will also be funding PREP teachers that will allow grade level common planning time, as well as enhance innovative technology for student success. In addition, we will use Title 1 Funds to provide release time for teachers to analyze student data and plan subsequent instruction.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.20%	0.2%	1	1	1
African American	2.0%	2.20%	1.63%	11	11	8
Asian	0.9%	1.00%	1.63%	5	5	8
Filipino	%	%	0.2%			1
Hispanic/Latino	91.1%	90.02%	90.04%	500	451	454
Pacific Islander	%	%	0%			0
White	3.8%	4.19%	4.27%	21	21	21
Multiple/No Response	0.7%	1.40%	1.42%	4	7	7
	<b>Total Enrollment</b>			549	501	503

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	82	102
Grade 1	77	75	78
Grade 2	85	75	73
Grade3	91	78	80
Grade 4	113	86	81
Grade 5	91	105	89
<b>Total Enrollment</b>	549	501	503

### Conclusions based on this data:

1. During COVID, Carrillo Ranch enrollment declined significantly from 2020-2021 to 2021-2022, due to students attending Distance Learning. We are still recovering from the loss of those students.
2. For the last two year, Carrillo Ranch has maintained enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	194	178	169	35.30%	35.5%	34%
Fluent English Proficient (FEP)	35	21	16	6.40%	4.2%	3.2%
Reclassified Fluent English Proficient (RFEP)	27		23	13.9%		4.6%

### Conclusions based on this data:

1. Carrillo Ranch will continue to focus on increasing the number of Reclassified Fluent English Proficient Students.
2. The biggest challenge is that our students are struggling readers, especially in 5th grade. COVID may have played a big role in this.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	79		0	78		0	78		0.0	98.7	
Grade 4	112	87		0	85		0	85		0.0	97.7	
Grade 5	89	107		0	104		0	104		0.0	97.2	
All Grades	293	273		0	267		0	267		0.0	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2370.			7.69			19.23			24.36			48.72	
Grade 4		2396.			8.24			14.12			21.18			56.47	
Grade 5		2438.			12.50			12.50			21.15			53.85	
All Grades	N/A	N/A	N/A		9.74			14.98			22.10			53.18	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		10.26			53.85			35.90		
Grade 4		9.41			58.82			31.76		
Grade 5		12.50			52.88			34.62		
All Grades		10.86			55.06			34.08		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85			48.72			47.44	
Grade 4		0.00			45.88			54.12	
Grade 5		9.62			40.38			50.00	
All Grades		4.87			44.57			50.56	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.97			66.67			24.36	
Grade 4		3.53			65.88			30.59	
Grade 5		4.81			75.00			20.19	
All Grades		5.62			69.66			24.72	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.13			67.95			26.92	
Grade 4		9.41			58.82			31.76	
Grade 5		6.73			58.65			34.62	
All Grades		7.12			61.42			31.46	

**Conclusions based on this data:**

1. With over 75% of Carrillo Ranch students performing below standard on Reading, the effects of COVID are still be recovered.
2. Based on iReady data, it confirms that Carrillo Ranch needs to increase the percentage of students at or above grade level in all curricular areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	79		0	79		0	79		0.0	100.0	
Grade 4	112	87		0	86		0	86		0.0	98.9	
Grade 5	89	107		0	106		0	106		0.0	99.1	
All Grades	293	273		0	271		0	271		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2377.			1.27			24.05			22.78			51.90	
Grade 4		2407.			1.16			18.60			30.23			50.00	
Grade 5		2407.			2.83			2.83			25.47			68.87	
All Grades	N/A	N/A	N/A		1.85			14.02			26.20			57.93	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.06			49.37			45.57	
Grade 4		3.49			45.35			51.16	
Grade 5		1.89			25.47			72.64	
All Grades		3.32			38.75			57.93	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.13			41.77			48.10	
Grade 4		4.65			44.19			51.16	
Grade 5		1.89			38.68			59.43	
All Grades		5.17			41.33			53.51	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.59			67.09			25.32	
Grade 4		4.65			54.65			40.70	
Grade 5		2.83			41.51			55.66	
All Grades		4.80			53.14			42.07	

**Conclusions based on this data:**

1. Less than 25% of Carrillo Students perform above standard in math.
2. Based on iReady data, it confirms that Carrillo Ranch needs to increase the percentage of students at or above grade level in math.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1401.0	1423.9		1406.2	1434.3		1388.5	1399.5		35	33	
<b>1</b>	1433.0	1431.5		1442.4	1456.6		1423.1	1405.9		20	28	
<b>2</b>	1477.2	1471.3		1484.3	1477.9		1469.8	1464.2		36	19	
<b>3</b>	1492.4	1472.0		1500.2	1466.8		1484.1	1476.8		41	29	
<b>4</b>	1505.9	1495.7		1515.0	1493.0		1496.4	1497.7		37	32	
<b>5</b>	1525.7	1507.3		1530.1	1502.9		1520.8	1511.1		24	32	
<b>All Grades</b>										193	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.57	9.09		22.86	42.42		48.57	39.39		20.00	9.09		35	33	
<b>1</b>	10.00	0.00		20.00	32.14		25.00	42.86		45.00	25.00		20	28	
<b>2</b>	8.57	15.79		54.29	26.32		20.00	31.58		17.14	26.32		35	19	
<b>3</b>	24.39	6.90		19.51	34.48		36.59	34.48		19.51	24.14		41	29	
<b>4</b>	16.67	12.50		44.44	37.50		25.00	28.13		13.89	21.88		36	32	
<b>5</b>	16.67	12.50		50.00	40.63		20.83	34.38		12.50	12.50		24	32	
<b>All Grades</b>	14.66	9.25		35.08	36.42		30.37	35.26		19.90	19.08		191	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.71	18.18		37.14	42.42		40.00	27.27		17.14	12.12		35	33	
<b>1</b>	15.00	21.43		30.00	28.57		35.00	32.14		20.00	17.86		20	28	
<b>2</b>	25.71	15.79		45.71	42.11		22.86	36.84		5.71	5.26		35	19	
<b>3</b>	41.46	17.24		24.39	41.38		21.95	24.14		12.20	17.24		41	29	
<b>4</b>	44.44	18.75		36.11	40.63		16.67	37.50		2.78	3.13		36	32	
<b>5</b>	45.83	25.00		41.67	50.00		4.17	15.63		8.33	9.38		24	32	
<b>All Grades</b>	30.37	19.65		35.60	41.04		23.56	28.32		10.47	10.98		191	173	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.57	6.06		17.14	24.24		51.43	51.52		22.86	18.18		35	33	
<b>1</b>	5.00	0.00		15.00	7.14		30.00	42.86		50.00	50.00		20	28	
<b>2</b>	11.43	5.26		31.43	26.32		28.57	42.11		28.57	26.32		35	19	
<b>3</b>	2.44	3.45		34.15	24.14		24.39	31.03		39.02	41.38		41	29	
<b>4</b>	0.00	3.13		30.56	31.25		36.11	28.13		33.33	37.50		36	32	
<b>5</b>	8.33	3.13		16.67	18.75		54.17	46.88		20.83	31.25		24	32	
<b>All Grades</b>	5.76	3.47		25.65	21.97		36.65	40.46		31.94	34.10		191	173	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	14.29	24.24		65.71	66.67		20.00	9.09		35	33	
<b>1</b>	40.00	32.14		45.00	60.71		15.00	7.14		20	28	
<b>2</b>	17.14	21.05		77.14	73.68		5.71	5.26		35	19	
<b>3</b>	26.83	24.14		53.66	62.07		19.51	13.79		41	29	
<b>4</b>	36.11	43.75		52.78	40.63		11.11	15.63		36	32	
<b>5</b>	29.17	18.75		54.17	68.75		16.67	12.50		24	32	
<b>All Grades</b>	26.18	27.75		59.16	61.27		14.66	10.98		191	173	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.71	18.18		57.14	66.67		37.14	15.15		35	33	
<b>1</b>	0.00	14.29		75.00	64.29		25.00	21.43		20	28	
<b>2</b>	38.24	26.32		52.94	73.68		8.82	0.00		34	19	
<b>3</b>	53.66	20.69		36.59	51.72		9.76	27.59		41	29	
<b>4</b>	58.33	15.63		41.67	81.25		0.00	3.13		36	32	
<b>5</b>	54.17	53.13		37.50	37.50		8.33	9.38		24	32	
<b>All Grades</b>	37.37	24.86		48.42	61.85		14.21	13.29		190	173	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.71	9.09		71.43	75.76		22.86	15.15		35	33	
<b>1</b>	20.00	7.14		40.00	46.43		40.00	46.43		20	28	
<b>2</b>	22.86	10.53		48.57	63.16		28.57	26.32		35	19	
<b>3</b>	4.88	3.45		56.10	41.38		39.02	55.17		41	29	
<b>4</b>	8.33	6.25		50.00	46.88		41.67	46.88		36	32	
<b>5</b>	12.50	6.25		58.33	59.38		29.17	34.38		24	32	
<b>All Grades</b>	11.52	6.94		54.97	55.49		33.51	37.57		191	173	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	17.14	33.33		54.29	51.52		28.57	15.15		35	33	
<b>1</b>	5.00	0.00		60.00	67.86		35.00	32.14		20	28	
<b>2</b>	2.86	10.53		65.71	57.89		31.43	31.58		35	19	
<b>3</b>	17.07	6.90		46.34	72.41		36.59	20.69		41	29	
<b>4</b>	2.78	12.50		72.22	59.38		25.00	28.13		36	32	
<b>5</b>	4.17	9.38		83.33	68.75		12.50	21.88		24	32	
<b>All Grades</b>	8.90	12.72		62.30	63.01		28.80	24.28		191	173	

**Conclusions based on this data:**

1. Our projected participation rate for our EL students taking the ELPAC is above 95%. We continue to meet this goal.
2. EL student performance on reading and writing, as evidenced by the ELPAC Written Language Performance Levels, has worsened significantly since COVID, with 32% of our students performing at Level 1. ELD intervention will be crucial.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>501</b>	<b>87.2</b>	<b>35.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Carrillo Ranch Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	178	35.5
<b>Foster Youth</b>		
<b>Homeless</b>	1	0.2
<b>Socioeconomically Disadvantaged</b>	437	87.2
<b>Students with Disabilities</b>	44	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	11	2.2
<b>American Indian</b>	1	0.2
<b>Asian</b>	5	1.0
<b>Filipino</b>		
<b>Hispanic</b>	451	90.0
<b>Two or More Races</b>	7	1.4
<b>Pacific Islander</b>		
<b>White</b>	21	4.2



**Conclusions based on this data:**

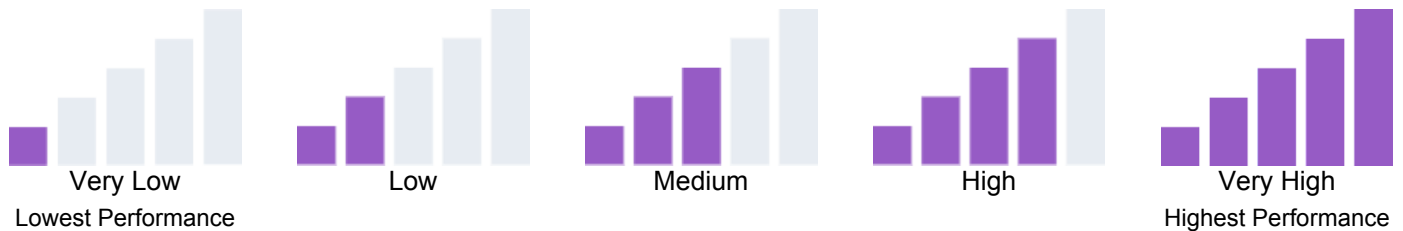
1. Due to the high percentage of students, the student groups that should be our focus at Carrillo Ranch is the English Learners, Socioeconomically Disadvantaged, and Hispanic Population.
2. At Carrillo, we continue to focus on strategies that will engage all learners regardless of what student group they are associated.

# School and Student Performance Data

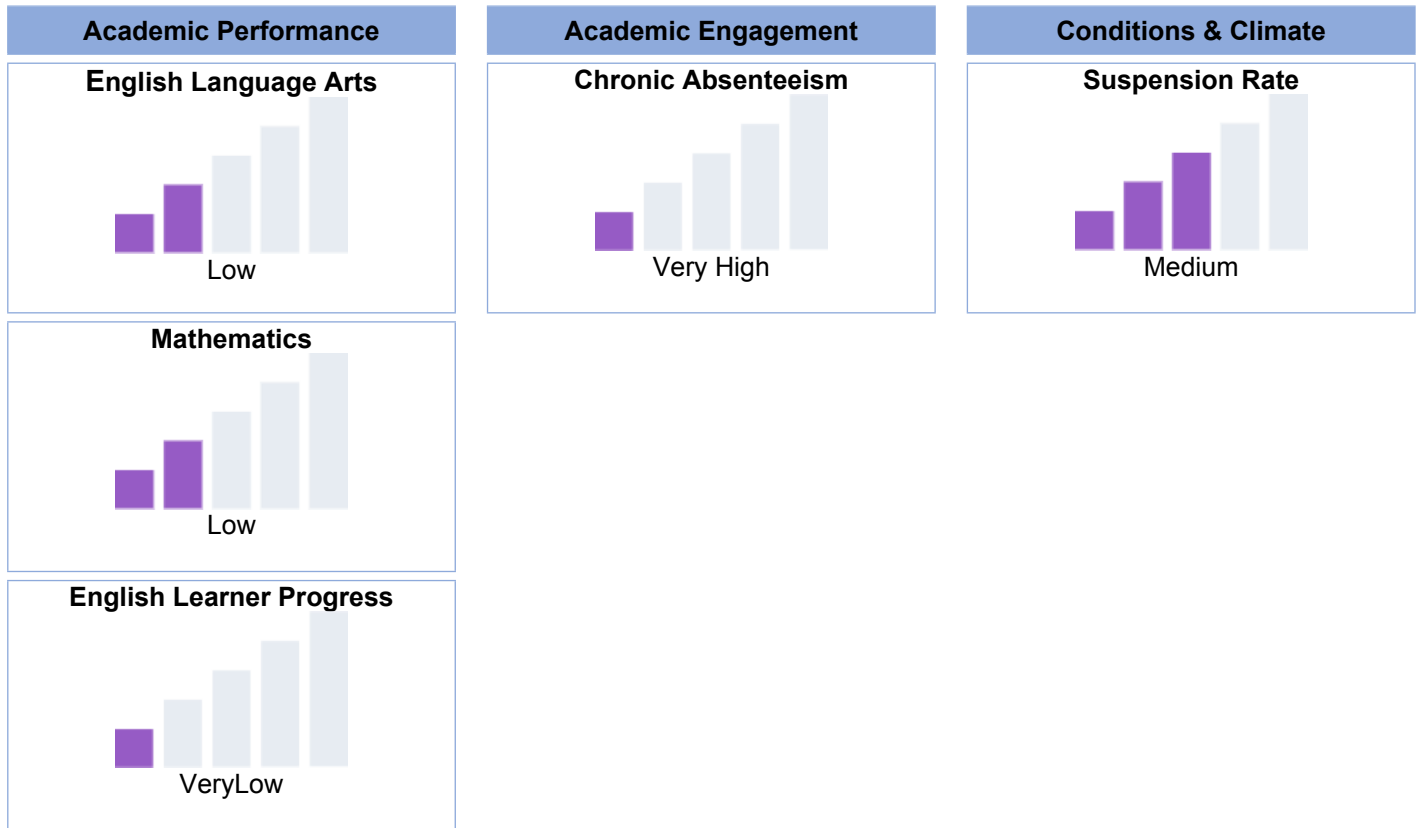
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

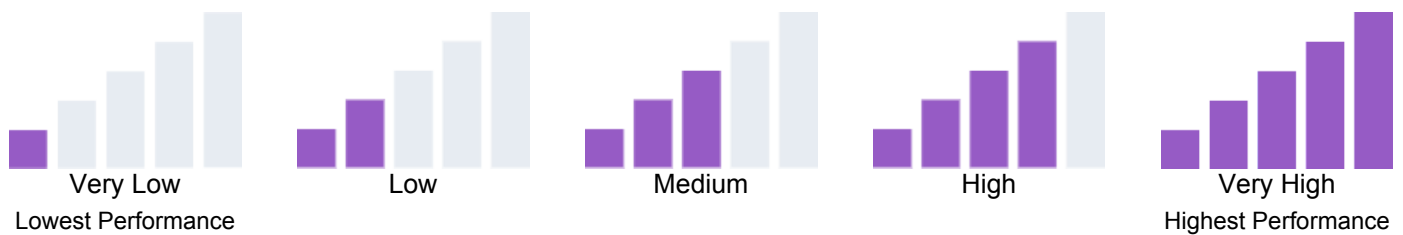
1. Carrillo Ranch will look at ways to improve Chronic Absenteeism and Suspensions.
2. We are continuing to make progress with our EL's and in academic areas when looking at iReady Fall to Winter data for the 2022-2023 school year.

# School and Student Performance Data

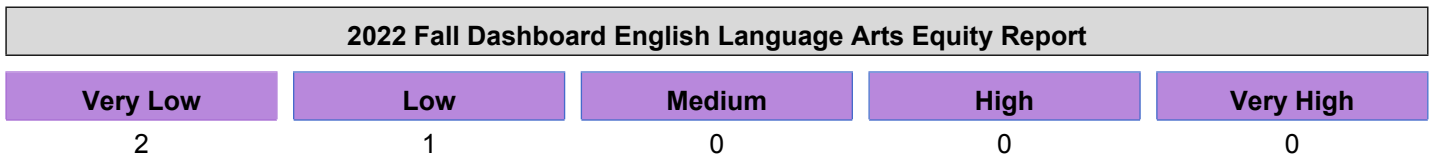
## Academic Performance English Language Arts

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

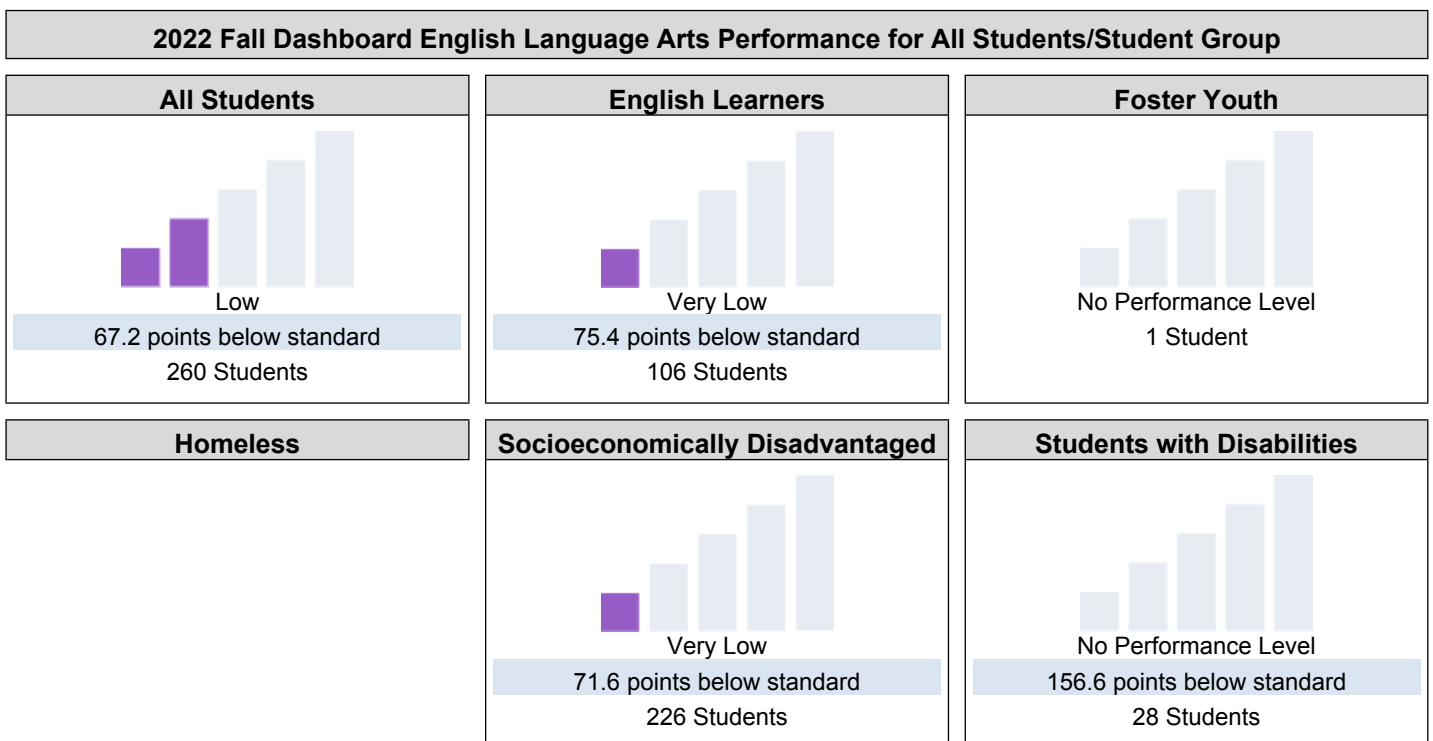
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



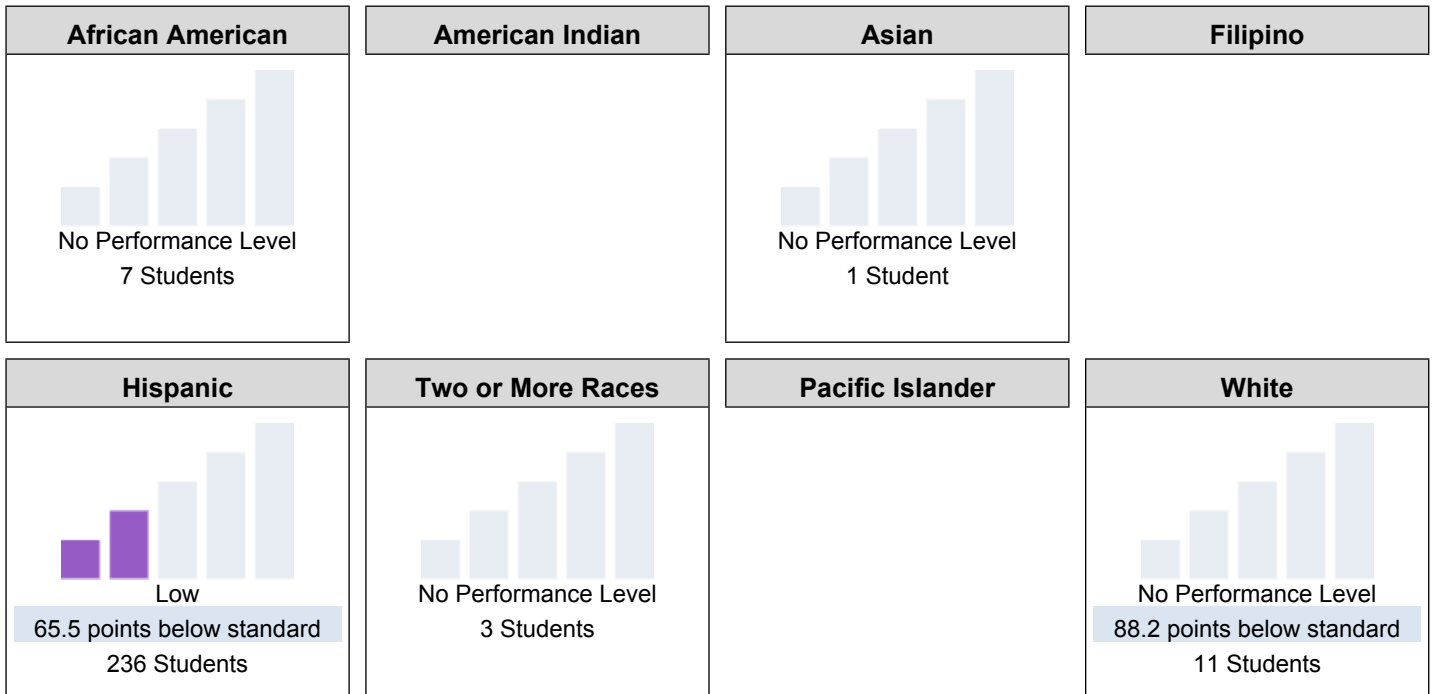
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
107.4 points below standard 83 Students	39.8 points above standard 23 Students	67.7 points below standard 146 Students

**Conclusions based on this data:**

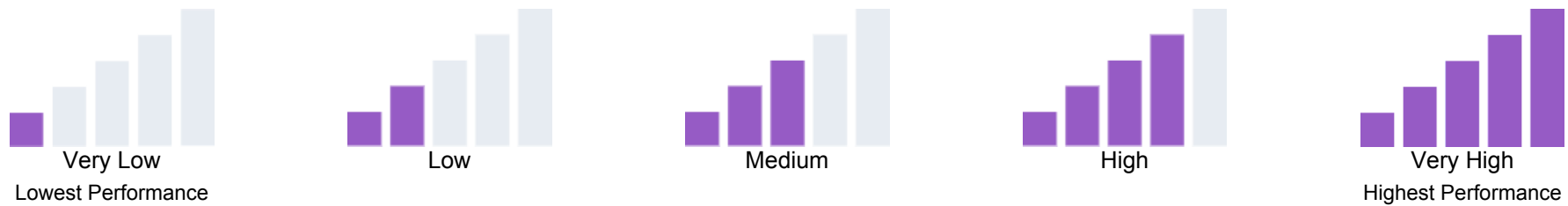
- The median percentage of students who made typical growth in the iReady Reading Diagnostic in 2022-2023, from Fall to Winter, for all students was 61%, for EL students was 71%, and 59% for Socioeconomically Disadvantaged. Therefore, we are making progress with these subgroups from the prior year.

# School and Student Performance Data

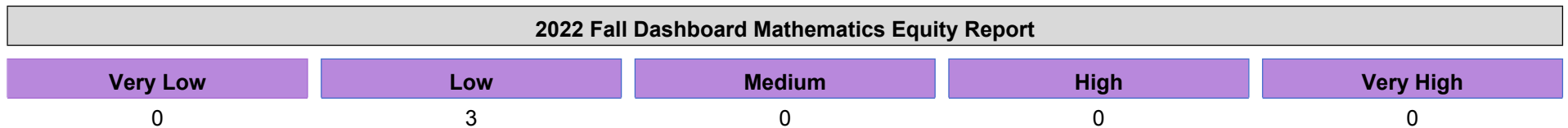
## Academic Performance Mathematics

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

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

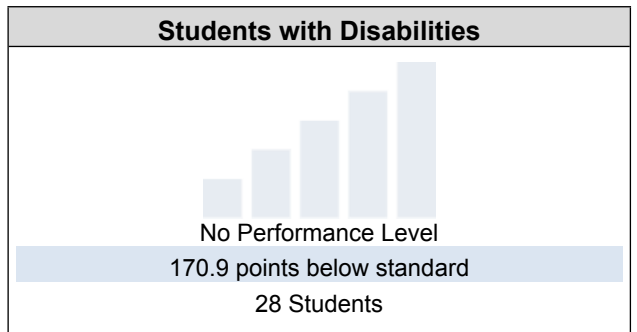
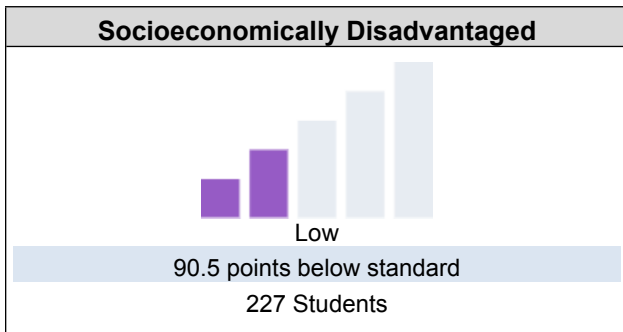
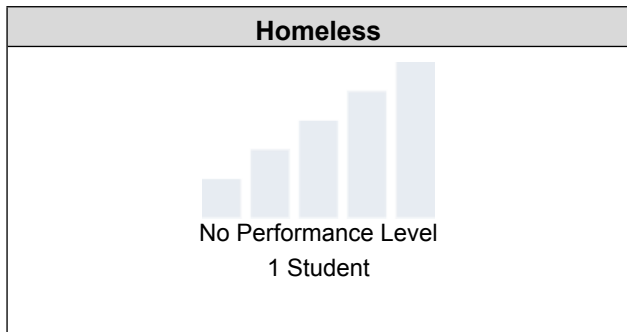
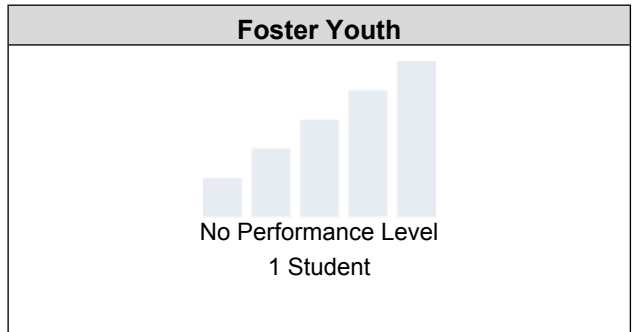
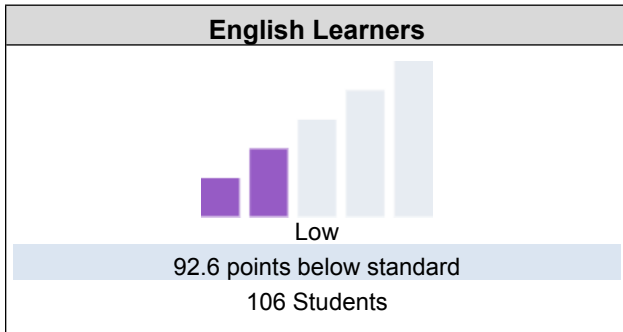
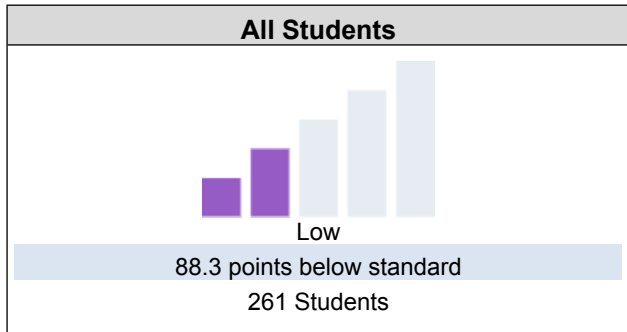


This section provides number of student groups in each level.

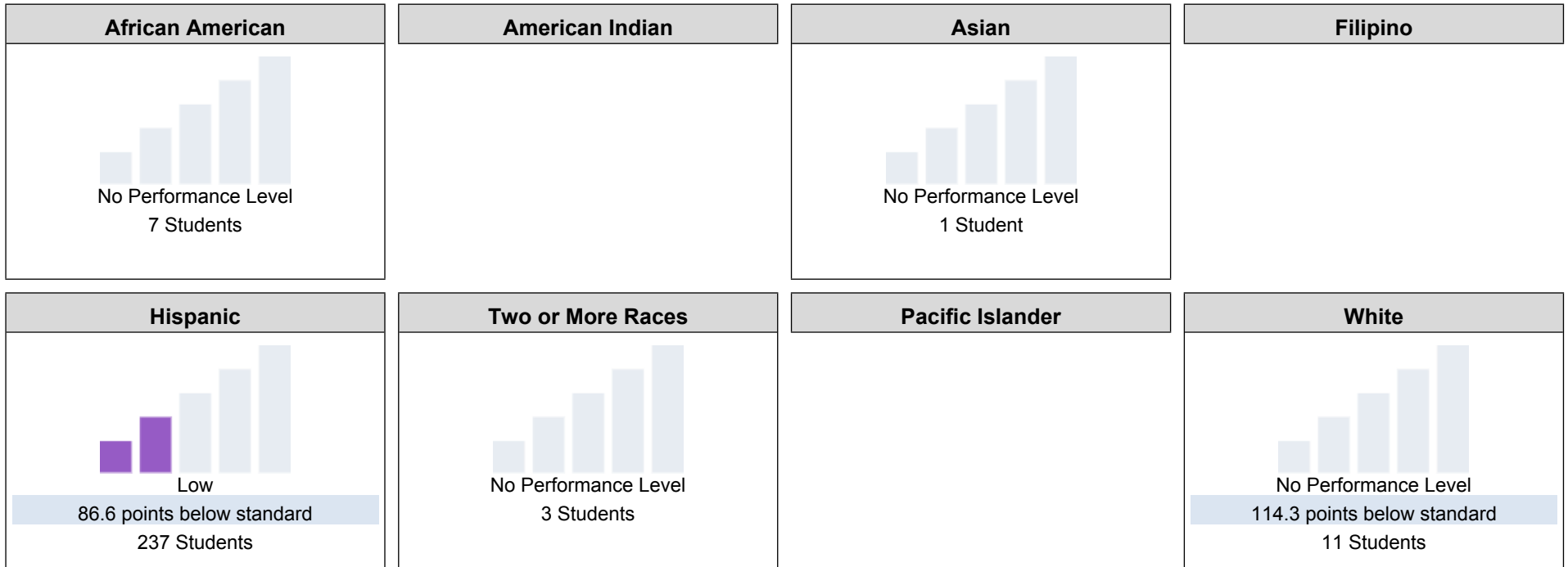


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
113.6 points below standard 83 Students	16.7 points below standard 23 Students	89.8 points below standard 147 Students

**Conclusions based on this data:**

- The median percentage of students who made typical growth on the iReady Math Diagnostic, from Fall to Winter, for all students was 52%, for EL students was 53%, for Economically Disadvantaged 52%, and Hispanic 52%. Therefore, students are making the typical growth expected from Fall to Winter.
- Carrillo Ranch will continue to refine the Tiered process when teaching math to Carrillo Ranch students.



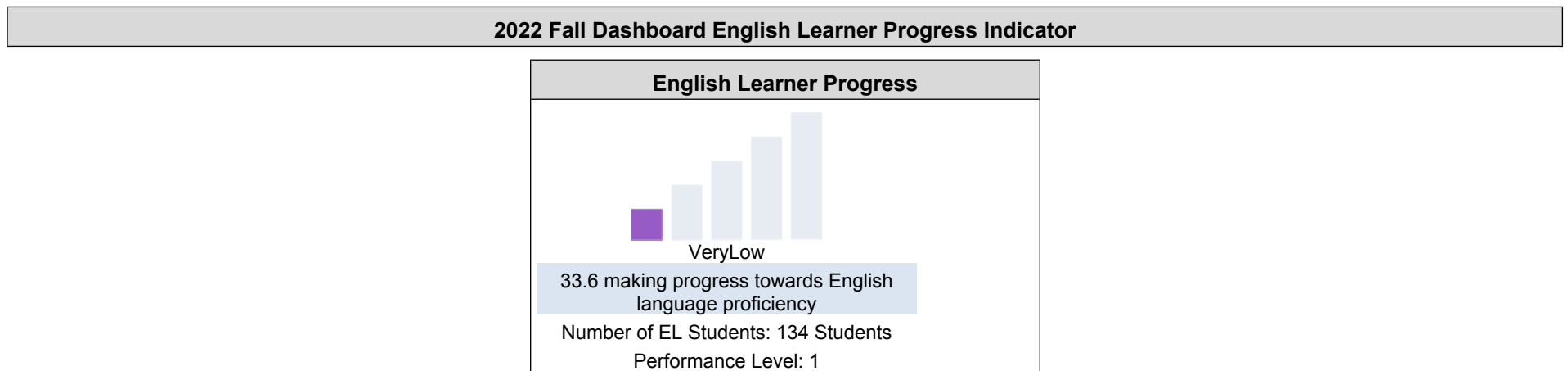


# School and Student Performance Data

## Academic Performance English Learner Progress

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

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



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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.9%	42.5%	3.0%	30.6%

**Conclusions based on this data:**

1. We need to increase our progress on students gaining English language proficiency.
2. We still continue to have above 95% participation rate.



# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

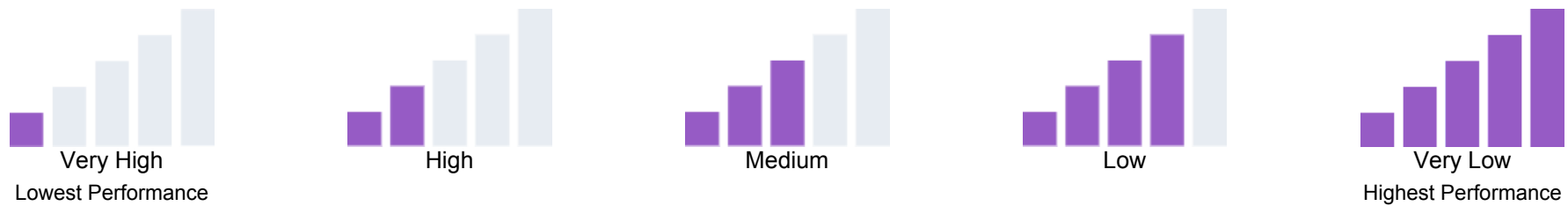
1. Not Applicable

# School and Student Performance Data

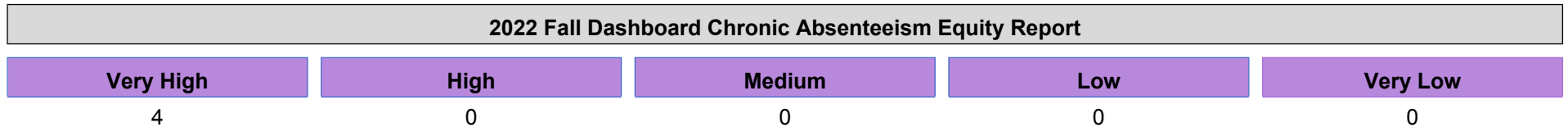
## Academic Engagement Chronic Absenteeism

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

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

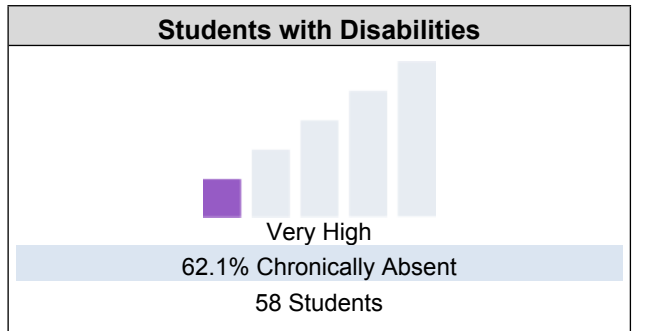
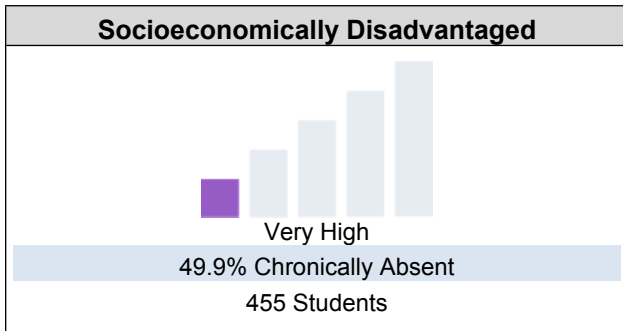
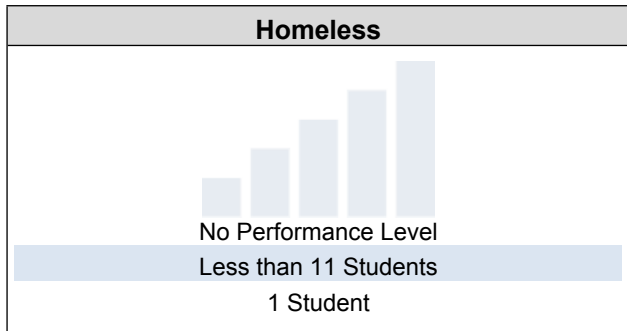
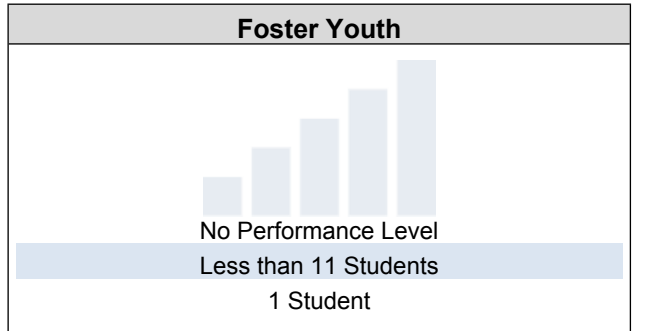
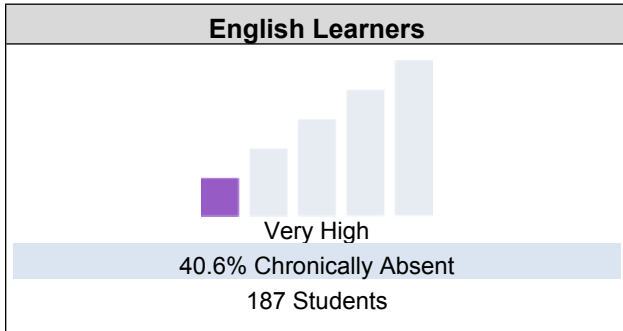
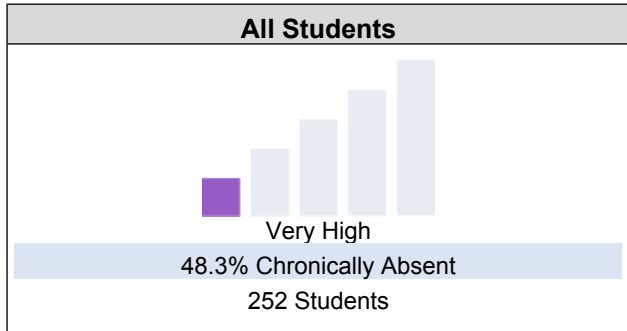


This section provides number of student groups in each level.

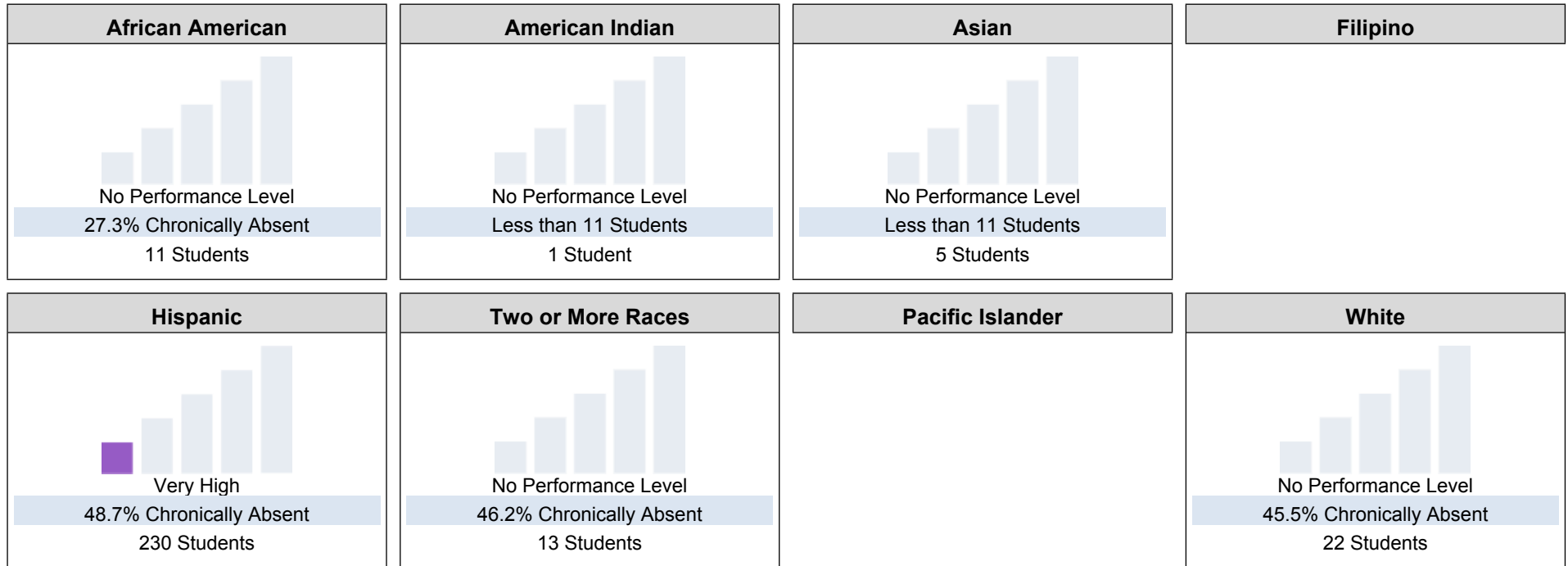


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. The 2021-2022 data is still alarming for Chronic Absenteeism due to the result of COVID. Carrillo Ranch has already decreased Chronic Absenteeism for the 2022-2023 school year to 31.7% with 160 students being Chronically Absent. EL's are 29.8%, SWD are 44.2%, and Hispanic 33.6% with 153 students being Chronically absent.
2. We began holding regular SART meetings and having absenteeism a condition of transfer approvals as well.
3. Our students are tracking absenteeism in their AVID planner which helps to give incentives for showing up for school every day.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

#### Conclusions based on this data:

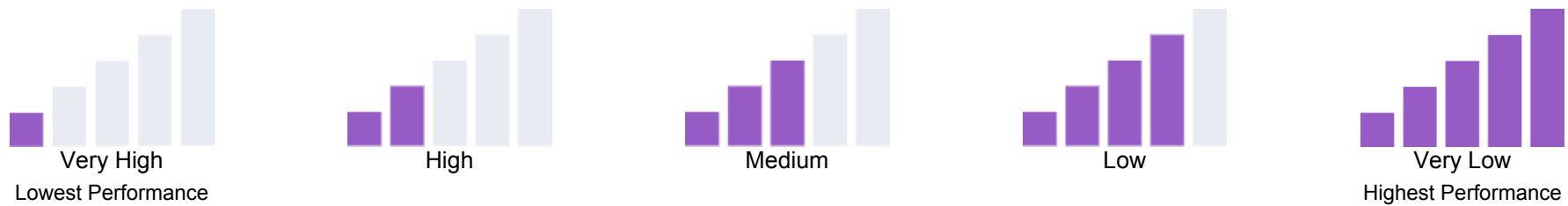
1. Not Applicable

# School and Student Performance Data

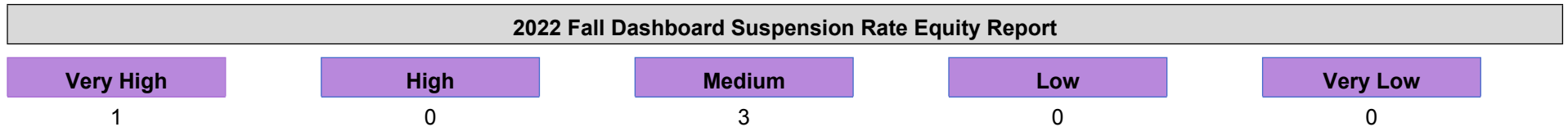
## Conditions & Climate Suspension Rate

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



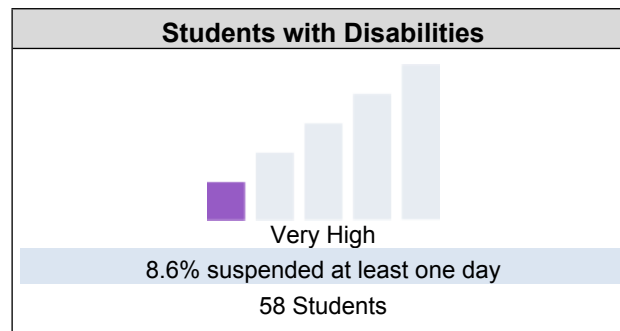
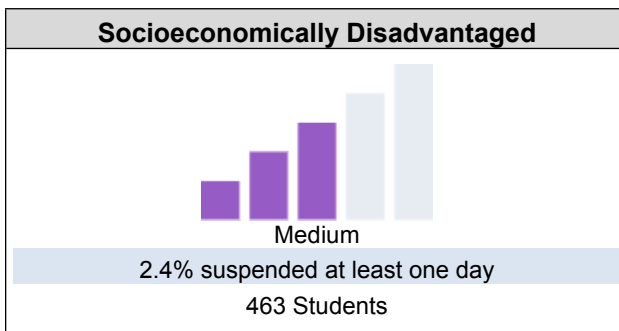
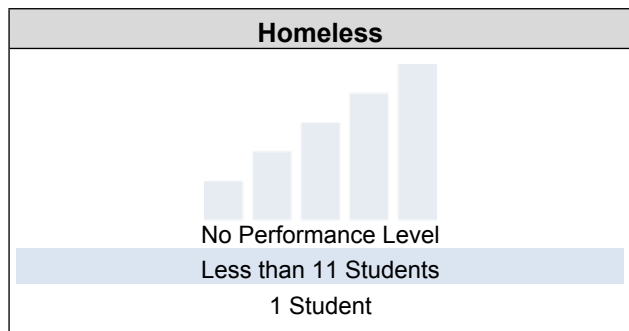
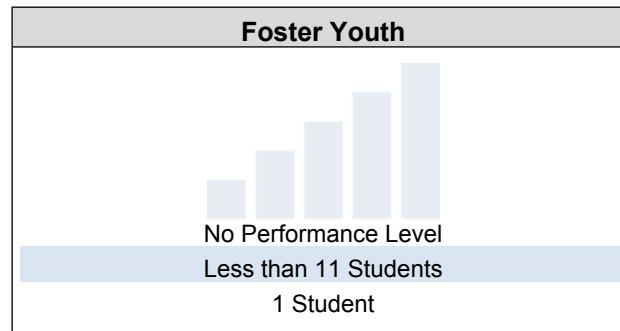
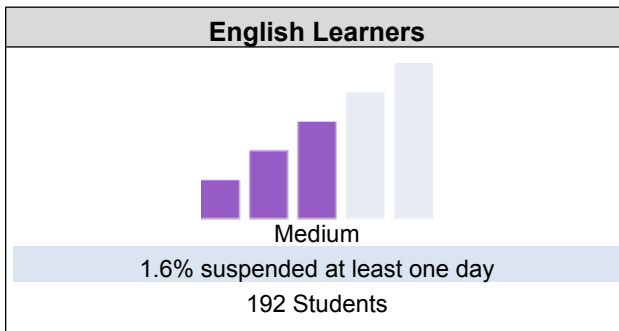
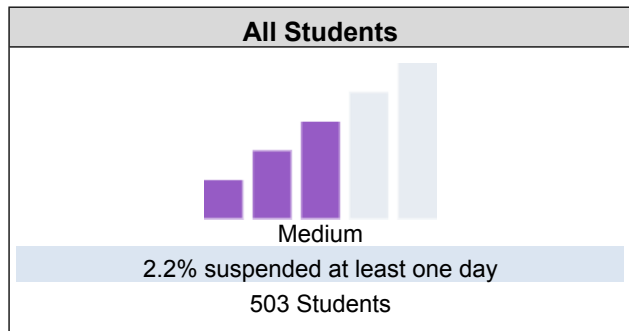
This section provides number of student groups in each level.



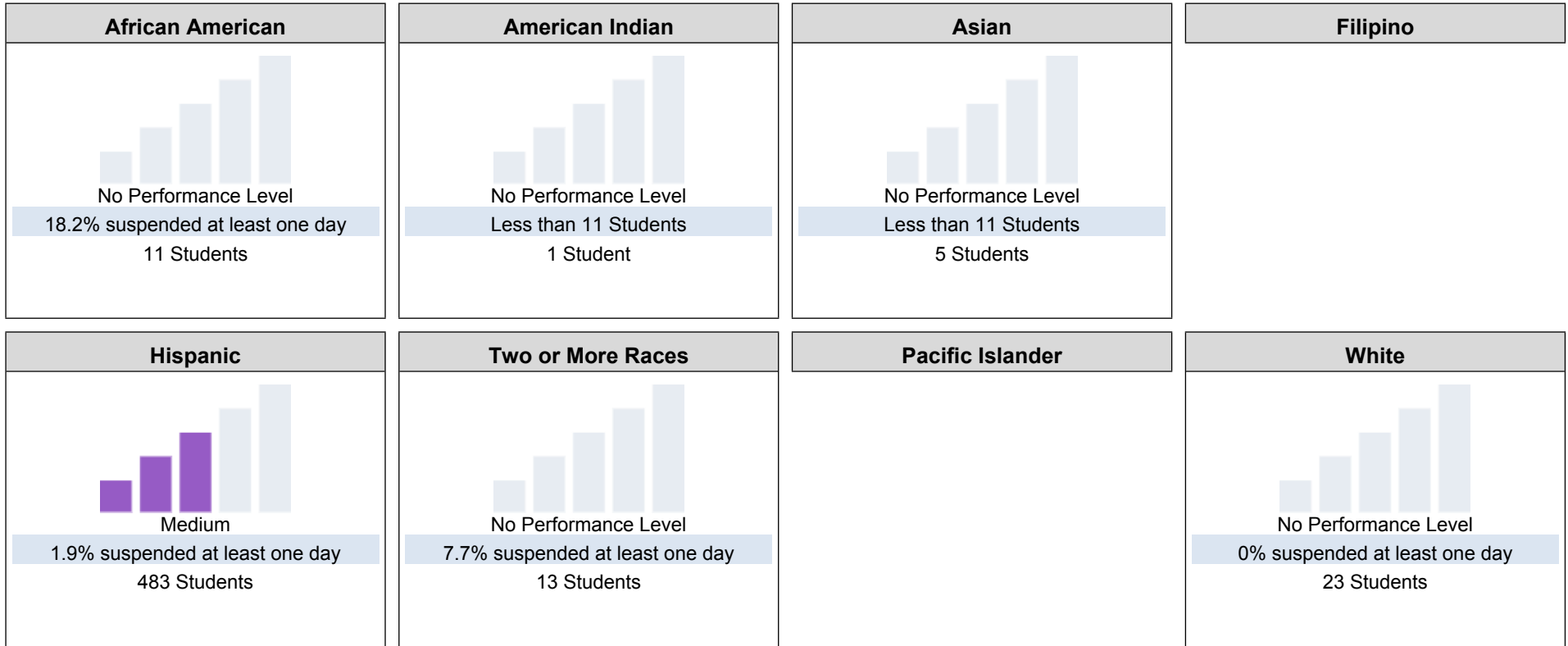
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Because our school site has the Emotional Disturbed classrooms for students in grades TK-5, we have the students with the most challenging behaviors on our campus. This is why the Students with Disabilities category is at a Very High measure.
2. We continue to put many proactive measures in place for ALL students to be successful at Carrillo Ranch.

# Annual Evaluation and Needs Assessment

## SPSA Year Reviewed: 2022-23

### Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### Annual Measurable Outcomes

#### Expected Outcomes

Reading: Distance from Standard:

1. ALL: 10
2. EL: -5
3. SED: 10
4. SWD: -5
5. Hispanic: 10
6. White: 60

Expected Outcome: Typical Growth median targets for Winter i-Ready ELA 2023

All: 50%  
EL: 50%  
SWD: 50%  
Hispanic: 50%

Math: Distance from Standard:

#### Actual Outcomes

CAASPP was baseline for 2021-2022

Actual Outcome: Typical Growth medians for Winter iReady Reading 2023

All: 61%  
EL: 71%  
SWD: 45%  
Hispanic: 63%

CAASPP was baseline for 2021-2022

**Expected Outcomes**

1. ALL: 0
2. EL: -25
3. SED: -10
4. SWD: -25
5. Hispanic: -10
6. White: 35

Expected Outcome: Typical Growth median targets for Winter i-Ready Math 2023

All: 50%  
 EL: 50%  
 SWD: 50%  
 Hispanic: 50%

**Actual Outcomes**

Actual Outcome: Typical Growth medians for Winter iReady Math 2023

All: 52%  
 EL: 53%  
 SWD: 48%  
 Hispanic: 52%

**Actions/Services**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#1 Students will receive instruction using standards-based State/District adopted core programs	Students received instruction using standards-based State/District adopted core programs	District	
#2 All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	All English learners received daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.	District	
#3 All English learners receive daily integrated ELD provided across all content areas.	All English learners received daily integrated ELD provided across all content areas.	District	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#4 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Instructional staff received additional support from Educational Services division to enhance English learners success through systemic professional development opportunities and support from district facilitators.	Centralized Services Title I	
#5 Through the District MTSS process, the Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Through the District MTSS process, the Guiding Coalition used data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement, including the implementation and analysis of i-Ready diagnostics and SEL.	Centralized Services Title I	
#6 Provide Before/During/After school reading, math and ELD interventions for students not meeting standards.	Provided Before/During/After school reading, math and ELD interventions for students not meeting standards.	District	
#7 Teachers will continue to receive professional development	Teachers continued to receive professional development on	Centralized Services Title I	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
on evidence-based strategies to support all learners.	evidence-based strategies to support all learners.		
#8 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.	Provided an instructional coach to support teachers in best first instruction, intervention and enrichment.	Centralized Services Title I	
#9 Provide extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Provided extra duty support for MTSS Site Lead to facilitate, communicate and implement the MTSS initiatives.	Centralized Services Title I	
#10 Provide support for early literacy and foundational skills to support students below grade level.	Provided support for early literacy and foundational skills to support students below grade level.	Centralized Services Title I	
#11 Partially fund a half time bilingual office specialist position to assist with student and parent outreach. Duties include organizing parent/student learning activities.	Partially funded a half time bilingual office specialist position to assist with student and parent outreach. Duties include organizing parent/student learning activities.	Title I 9,000.00	Title I 9000
#12 Partially fund a half time bilingual office specialist position to assist with attendance incentive, Saturday School Administrative duties, and other duties as assigned by principal.	Partially funded a half time bilingual office specialist position to assist with attendance incentive, Saturday School Administrative duties, and other duties as assigned by principal.	Supplemental/Concentration 9,000	Supplemental/Concentration 9000
#13 Fund interventionists to support at risk students in reading,	Funded interventionists to support at risk students in reading, math	Title I 67,000	Title I 67000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
math and social emotional learning for student success.	and social emotional learning for student success.		
#14 Provide funding to staff a full time long term guest teacher to enhance our VAPA program for all TK-5th grade, as well as conduct small group tutoring instruction for below grade level students.	Provided funding to staff a full time long term guest teacher to enhance our VAPA program for all TK-5th grade, as well as conduct small group tutoring instruction for below grade level students.	Supplemental/Concentration 46,000	Supplemental/Concentration 46000
#15 Provide funding for guest teachers to cover classrooms for staff professional development, PLC and MTSS collaboration time. Cost to include extra duty pay.	Provided funding for guest teachers to cover classrooms for staff professional development, PLC and MTSS collaboration time. Cost to include extra duty pay.	Supplemental/Concentration 43,446	Supplemental/Concentration 37446
#16 Purchase of supplemental materials and instructional resources for student achievement.	Purchased supplemental materials and instructional resources for student achievement.	Supplemental/Concentration 37,710	Supplemental/Concentration 43710
#17 Provide technology and materials that support innovative Literacy, Math, and Social/Emotional Learning for student success.	Provided technology and materials that support innovative Literacy, Math, and Social/Emotional Learning for student success.	Title I 5,521	Title I 5521
#18 Staff will participate in professional development opportunities to support at risk students increasing achievement.	Staff participated in professional development opportunities to support at risk students increasing achievement	Supplemental/Concentration 41,000	Supplemental/Concentration 41000
#19 Funds for parent involvement to include Saturday Academies, CABA Conference registration,	Funded parent involvement to include Saturday Academies, CABA Conference registration,	Title I 2,400	Title I 2400

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
babysitting, parent outreach, and food for all parent meetings.	babysitting, parent outreach, and food for all parent meetings.		
#20 Partially fund hours for our librarian to be full time equivalency. This will assist in promoting literacy, STEM, and extended learning for all students	Partially funded hours for our librarian to be full time equivalency. This will assist in promoting literacy, STEM, and extended learning for all students	Title I 23,000	Title I 23000

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

The level of implementation of each action was implemented fully, with the exception of the substitutes for PLC and MTSS collaboration (Action 15) We are still having a shortage of guest teachers to cover classrooms. Our professional development with BIST has assisted teachers with handling challenging students and their behaviors.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We were able to provide supplemental materials for teachers to utilize in their classrooms. We also were able to hire interventionists, which has helped with our learning loss due to COVID.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

In Action Item #15, we didn't use all of these funds for guest teachers because we had a shortage of guest teachers available. We moved the \$6000 to Action Item #16 to purchase additional instructional materials for students.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We did meet our goal of students having 50% or greater typical growth on iReady from Fall to Spring in both reading and math. This is attributed to our staff having a consistent plan for interventions.



# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

Average 16 Family members

### Actual Outcomes

4 Family members in ELAC

## Actions/Services

### Planned Actions/Services

#1 Create a college and career going culture through school activities, events or experiences.

### Actual Actions/Services

Created a college and career going culture through school activities, events or experiences.

### Budgeted Expenditures

District

### Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Provide enrichment opportunities for all students.	Provided enrichment opportunities for all students.	District	
#3 Implement AVID structures/strategies to support student learning.	Implemented AVID structures/strategies to support student learning.	District	

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We became an AVID school this year and implemented AVID agendas for every student. 85% of our teachers are using these regularly.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We are having students track their attendance and iReady progress in their agendas to keep them motivated and on track.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We didn't fund anything at the building level for this goal.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We did not meet our goals to have 12 families involved in ELAC. Families are still hesitant to come on campus based on the previous COVID score.

# Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

## Goal 3



State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Annual Measurable Outcomes

### Expected Outcomes

Chronic Absenteeism Rate:

Student Groups

1. ALL: 9.4%
2. EL: 5.7%
3. SED: 10%
4. SWD: 10%
5. African American: 7.1%
6. Hispanic: 9.9%
7. White: 2.5%
8. Two/more races: 7.1%

### Actual Outcomes

Chronic Absenteeism Rate:

Student Groups

1. ALL: 31.9%
2. EL: 29.8%
3. SED: ?
4. SWD: 47.3%
5. African American: 28.8%
6. Hispanic: 35.7%
7. White: 25.3%
8. Two/more races: 29.5%

## Actions/Services

### Planned Actions/Services

#1 Provide activities and protocols for improving attendance.

### Actual Actions/Services

Provided activities and protocols for improving attendance.

### Budgeted Expenditures

District

### Estimated Actual Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
#2 Provide multitiered tools, strategies and supports to address school climate and culture.	Provided multitiered tools, strategies and supports to address school climate and culture.	District	
#3 Incorporate strategies to ensure a safe and positive environment.	Incorporated strategies to ensure a safe and positive environment.	District	
#4 Provide counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	Provided counseling support for site multitiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows: Elementary Schools - 1 FTE Counselor	District	

## Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

We offered to support and counsel any student that was at risk. We had students graph their attendance in their AVID planner.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We have decreased the percentages of Chronic Absenteeism significantly from last year. We still have a long way to go to reach our goal.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

We addressed this goal in the measures we take in Goal 1.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

We will continue to educate parents on the definition of Chronic Absenteeism, hold SART meetings for those that are Chronically Absent, and provide more attention to this matter.

# Goals, Actions, & Services

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

## Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

Based on Dashboard and iReady Data, we need to increase student academic achievement in both reading and math.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	Distance from Standard: 1. ALL: -7.5 2. EL: -28.7 3. SED: -14.2 4. SWD: -74.6 5. Hispanic: -10.4 6. White: 45.3	Distance from Standard: 1. ALL: 6 2. EL: -10 3. SED: 4 4. SWD: -21 5. Hispanic: 5 6. White: 57  Baseline: Typical Growth medians for Winter i-Ready Reading 2022	Distance from Standard: 1. ALL: 10 2. EL: -5 3. SED: 10 4. SWD: -5 5. Hispanic: 10 6. White: 60  Actual Outcome: Typical Growth medians for Winter iReady Reading 2023	Distance from Standard: 1. ALL: 10 2. EL: -5 3. SED: 10 4. SWD: -5 5. Hispanic: 10 6. White: 60  Expected Outcome: Typical Growth medians for Winter iReady Reading 2024

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		All: 41% EL: 46% SWD: 29% Hispanic: 44%	All: 61% EL: 71% SWD: 45% Hispanic: 63%	All: 66% EL: 76% SWD: 50% Hispanic: 68%
Academic Indicator Math: Distance from Standard	Distance from Standard: 1. ALL: -25.7 2. EL: -45.3 3. SED: -30.9 4. SWD: -80.7 5. Hispanic: -28.8 6. White: 27.4	Distance from Standard: 1. ALL: -6 2. EL: -30 3. SED: -15 4. SWD: -38 5. Hispanic: -14 6. White: 34  Baseline: Typical Growth medians for Winter i-Ready Math 2022 All: 54% EL: 56% SWD: 53% Hispanic: 55%	Distance from Standard: 1. ALL: 0 2. EL: -25 3. SED: -10 4. SWD: -25 5. Hispanic: -10 6. White: 35  Actual Outcome: Typical Growth medians for Winter iReady Math 2023 All: 52% EL: 53% SWD: 48% Hispanic: 52%	Distance from Standard: 1. ALL: 0 2. EL: -25 3. SED: -10 4. SWD: -25 5. Hispanic: -10 6. White: 35  Expected Outcome: Typical Growth medians for Winter iReady Math 2024 All: 57% EL: 58% SWD: 53% Hispanic: 57%

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

**Action 1**

Students will receive instruction using standards-based State/District adopted core programs

District  
District

**Action 2**

All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

District  
District

**Action 3**

All English learners receive daily integrated ELD Provided across all content areas.

District

District

**Action 4**

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Title I Centralized Services

Centralized Services

**Action 5**

Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Title I Centralized Services

Centralized Services

**Action 6**

Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards

District

District

**Action 7**

Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Title I Centralized Services

Centralized Services

**Action 8**

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

Centralized Services

**Action 9**

Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework

District

Centralized Services

**Action 10**



Provide support for early literacy and foundational skills to support students not meeting standards.

Title I Centralized Services

Centralized Services

**Action 11**

#11 Partially fund a half time bilingual office specialist position to assist with student and parent outreach. Duties include organizing parent/student learning activities.

Title I

9,472.00

**Action 12**

#12 Partially fund a half time bilingual office specialist position to assist with attendance incentive, Saturday School Administrative duties, and other duties as assigned by principal.

Supplemental/Concentration

9,472

**Action 13**

#13 Fund interventionists to support at risk students in reading, math and social emotional learning for student success.

Title I

70,989

**Action 14**

#14 Provide funding to staff a full time long term guest teacher to enhance our VAPA program for all TK-5th grade, as well as conduct small group tutoring instruction for below grade level students.

Supplemental/Concentration

47,306

**Action 15**

#15 Provide funding for professional development for teachers, which includes guest teachers to cover classrooms for staff professional development, PLC and MTSS collaboration time. Cost to include extra duty pay.

Supplemental/Concentration

63,572

**Action 16**

#16 Purchase of supplemental materials and instructional resources for student achievement.

Supplemental/Concentration

**Action 17**

#17 Funds for parent involvement to include Saturday Academies, CABE Conference registration, babysitting, parent outreach, and food for all parent meetings.

**Action 18**

#18 Partially fund hours for our librarian to be full time equivalency. This will assist in promoting literacy, STEM, and extended learning for all students

56,806

Title I  
1645

Title I  
22,409

# Goals, Actions, & Services

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

## Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

For Carrillo Ranch, our job is to ensure that students learn the basic academic skills they will need to be successful in their future. In addition, we need to give all of our students and families, the opportunity to experience the visual and performing arts as they think about possible careers. By engaging our families in our school community, we will guide our students to graduate and be prepared to make a successful transition to further education and/or career opportunities.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Increase our family participation in school-wide organizations (ELAC).	Average 8 Family members	Average 14 Family members	Average 4 Family members	10 Family members

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

### Action 1

Create a college and career going culture through school activities, events or experiences.	District
	District

**Action 2**

Provide enrichment opportunities for all students.

District

District

**Action 3**

Implement AVID structures/strategies to enhance student learning.

District

District

# Goals, Actions, & Services

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

## Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

State Priorities:      Priority 1: Basic (Conditions of Learning)  
                                  Priority 3: Parental Involvement (Engagement)  
                                  Priority 5: Pupil Engagement (Engagement)  
                                  Priority 6: School Climate (Engagement)  
                                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Identified Need

To reduce chronic absenteeism in all student groups, based on 2019 Dashboard data.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	<p>Chronic Absenteeism Rate:</p> <p>Student Groups</p> <ol style="list-style-type: none"> <li>1. ALL: 11.4%</li> <li>2. EL: 7.7%</li> <li>3. SED: 12.1%</li> <li>4. SWD: 15.6%</li> <li>5. African American: 9.1%</li> <li>6. Hispanic: 11.9%</li> <li>7. White: 3.3%</li> <li>8. Two/more races: 9.1%</li> </ol>	<p>Chronic Absenteeism Rate as of 2/22/22:</p> <p>Student Groups</p> <ol style="list-style-type: none"> <li>1. ALL: 49.5%</li> <li>2. EL: 48.8%</li> <li>3. SED: data not available</li> <li>4. SWD: 56.9%</li> <li>5. African American: 18.2%</li> <li>6. Hispanic: 51%</li> <li>7. White: 42.9%</li> <li>8. Two/more races: 42.9%</li> </ol>	<p>Chronic Absenteeism Rate as of 4/26/23:</p> <p>Student Groups</p> <ol style="list-style-type: none"> <li>1. ALL: 31.9%</li> <li>2. EL: 29.8%</li> <li>3. SED: ?</li> <li>4. SWD: 47.3%</li> <li>5. African American: 28.8%</li> <li>6. Hispanic: 35.7%</li> <li>7. White: 25.3%</li> <li>8. Two/more races: 29.5%</li> </ol>	<p>Chronic Absenteeism Rate:</p> <p>Student Groups</p> <ol style="list-style-type: none"> <li>1. ALL: 20%</li> <li>2. EL: 18%</li> <li>3. SED: data not available</li> <li>4. SWD: 37%</li> <li>5. African American: 18%</li> <li>6. Hispanic: 25%</li> <li>7. White: 15%</li> <li>8. Two/more races: 19%</li> </ol>

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

**Action 1**

Provide activities and protocols for improving attendance

District  
District

**Action 2**

Provide multi-tiered tools, strategies and supports to address school climate and culture.

District  
District

**Action 3**

Incorporate strategies to ensure a safe and positive environment

District  
District

**Action 4**

Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:  
  
Elementary Schools - 1 FTE Counselor  
Middle School Counselors - maintain ratio at 500:1  
High School Counselors - maintain ratio at 400:1  
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

District  
District

# Goals, Actions, & Services

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

## Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

## Identified Need

Carrillo Ranch students with disabilities are performing below standard in ELA and Math according to iReady scores.

## Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
iReady % of Students At or Above Grade Level	SWD: Fall Reading - 8% At or Above Grade Level Fall Math - 2% At or Above Grade Level	SWD: Spring ELA - 12% At or Above Grade Level Spring Math - 10% At or Above Grade Level	SWD: Spring ELA - 16% At or Above Grade Level Spring Math - 12% At or Above Grade Level	

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

### Action 1

Provide professional development to include targeted support for students with disabilities

District

### Action 2

Implement Universal Design for Learning for all students, including students with disabilities

District

**Action 3**

Increase parent engagement for students with disabilities.

District

**Action 4**

At Carrillo Ranch, we continue to implement LRE for all students with disabilities. We accomplish this through Mindset Training, UDL, Collaboration with SPED and General Education Teachers to support collaborative classrooms.



# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		<b>Total Estimated Cost: 8,322</b>		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		<b>Total Estimated Cost: 5,829</b>		
Site Instructional Coach	8/15/23-6/5/24	73,863	73,863	Title I
		<b>Total Estimated Cost: 73,863</b>		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		<b>Total Estimated Cost: 7,581</b>		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		<b>Total Estimated Cost: 1,086</b>		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		<b>Total Estimated Cost: 12,139</b>		
Coordinator of Equity, Diversity and Parent and Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		<b>Total Estimated Cost: 7,719</b>		
Foster and McKinney-Vento Liaison	8/15/23-6/5/24	3,114	3,114	Title I
		<b>Total Estimated Cost: 3,114</b>		

**Total Cost For All Actions: 119,653**

*Note: Centralized services may include the following direct services:*

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

# Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>  
**Of the four following options, please select the one that describes this school site.**

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

**Federal Programs --** From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p><b>Title I, Part A: Allocation Purpose:</b> To improve basic programs operated by local educational agencies (LEAs).  <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).  <b>Title II, Part A: Improving Teacher Quality Purpose:</b> Improve and increase the number of highly qualified teachers and principals.  <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose:</b> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP )  <b>Title VI, Part B: Rural Education Achievement Program Purpose:</b> Provide flexibility in the use of ESEA funds to eligible LEAs.  <b>For School Improvement Schools only: School Improvement Grant (SIG) Purpose:</b> to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.  <b>Other federal funds</b> (list and describe). Create a new row for each separate program.</p>
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Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$104,515.00	No
Total amount of federal categorical funds allocated to this school.	\$104,515.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

**State Programs** -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

**California School Age Families Education (Carryover only)** Purpose: Assist expectant and parenting students to succeed in school.  
**Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** Purpose: Help educationally disadvantaged students succeed in the regular program.  
**Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)** Purpose: Develop fluency in English and academic proficiency of English learners.  
**Peer Assistance and Review (Carryover only)** Purpose: Assist teachers through coaching and mentoring  
**Professional Development Block Grant (Carryover only)** Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.  
**School Safety and Violence Prevention Act (Carryover only)** Purpose: Increase school safety.  
**List and Describe Other State or Local Funds** (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
Supplemental/Concentration	\$177,156.00	No
Total amount of StateLocal categorical funds allocated to this school.	\$177,156.00	
Total amount of state and StateLocal categorical funds allocated to this school.	\$281,671	

# 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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from: English Learner Advisory Committee	
[Enter name of consulted group or committee]	[Signature of authorized person]
Ruth Avalos, English Learner Advisory Committee	

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 10, 2023.

Attested:

Teddi Blackim		
Typed name of school principal	Signature of school principal	Date

Blanca Ocampo		
Typed name of SSC chairperson	Signature of SSC chairperson	Date

# 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Teddi Blackim	X				
Jessica Cornejo		X			
Hailey King		X			
Angelina Head		X			
Michelle Ostendorf			X		
Regina Heredia				X	
Blanca Ocampo				X	
Cynthia Corona				X	
Blanca Ocampo				X	
Alejandra Gomez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>