

2017-2018

The Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

School: Rancho Las Positas Elementary

District: Livermore Valley Joint Unified

County-District School (CDS) Code: 01 61200 6089338

Principal: Steve Martin

Date of this revision: October 19, 2017

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steve Martin

Position: Principal

Telephone Number: 925-606-4748

Address: 401 East Jack London Boulevard, Livermore, CA 94551

E-mail Address: stevemartin@lvjUSD.k12.ca.us

The District Governing Board approved this revision of the SPSA on November 14, 2017.



THE STORY

School Vision and Mission

Our vision for Rancho Las Positas Elementary School is to provide a safe and enriching learning environment where lifelong learning is promoted and everyone is encouraged to achieve their personal best. We believe education is an enjoyable and satisfying endeavor. We value our professional learning community with its engaging and nurturing atmosphere where all are respected.

School Profile

Rancho Las Positas first opened as a K-2 school in 1973 and by 1977 had expanded to K-5. While the community continued to grow and primary class sizes were being reduced, the school blossomed into a modern learning complex to include thirty classrooms, a multi-media center, two science labs, a multipurpose facility, an Extended Student Services learning center (ESS), office complex, community garden and playground. School bond funds were then used to construct seven classrooms with a staff workroom area. The school also provides special education programs for students through resource support, speech and language support, as well as three special day classes: K-1, 2-3 and 4-5. Rancho students benefit from Kid Connection, an early intervention program that supports the school adjustment and social skills development of TK through fifth grade students. The program has been a part of the Livermore School District for 23 years.

Rancho Elementary is part of the Livermore Valley Joint Unified School District (LVJUSD) which serves over 13,894 TK-12 students. We are a neighborhood school consisting of 602 students of which the majority either walk or bike to school. Rancho serves students with diverse socio-economic, ethnic and educational backgrounds. The diversity of the school is one of its strengths. The ethnic make-up is approximately 46% White, 33% Hispanic or Latino, 10% Asian, 1% African American, 10% two or more race categories, 0.01% Hawaiian/Other Pacific Islander and 0.04% American Indian/Alaska Native.

Rancho Elementary School has a unique school faculty. Many of our teachers have advanced degrees, administrative credentials, language capabilities and professional backgrounds that bring a variety of strengths and skills to our school community. Our staff freely expresses their own opinions while respecting each other's individual styles. It is through this positive climate that we are able to trust one another, take ownership of all students' learning and accomplish change. We set high standards and hold ourselves accountable to ensure that all students reach their full potential. This is accomplished through use of differentiated instruction strategies that address students' areas of strengths and weaknesses. We share the ownership of educating all students by creating a safe climate built around trust and collaboration, allowing ourselves to embrace the needs of all students at Rancho Elementary School.

While we recognize that learning is our primary enterprise at Rancho, we view our school as more than simply a place to receive an education. It is a nurturing, child-centered environment that fosters successful opportunities for all students. Rancho's learning community embraces the whole child: mind, body, and soul. Spirit assemblies, California State Standards, math academic nights and celebrations are just a few of the ways in which the Rancho staff and community expand the concept of "school."

Physical Fitness has become a focus throughout our campus, our Rancho Running Club, and Project Fit America fitness equipment that challenges our students through fitness stations during the school day and the rock wall in our cafeteria. In 2009-10 our school community built a quarter-mile track for our students to run. The track is a great symbol of what makes Rancho a community supported school.

Our PTA sponsors a Science Club every month in the evening. Rancho students in 1st through 5th grade attend science lab classes taught by a science specialist twice a week. There is a full computer lab available for classroom projects, lessons and internet research. We also have seven Chromebook carts with 32 Chromebooks in each cart that travel from class to class. Our library media specialist is active by reading to the classes, providing students with lessons in how to do research and providing the students with motivators to encourage the love of reading including a weekly book club during lunch.

Student needs at Rancho are given top priority. Teachers work together in Professional Learning Communities to plan rigorous instruction that is driven by essential standards and student needs. As a result, a student centered learning environment is provided for all our children.



Rancho students are truly “world class.” They are all part of a closely knit “Rancho Family” that is bound together by love, caring and respect. Visitors on our campus are always struck by our students’ cooperativeness that is evidenced in both the classroom and on the playground. Visitors invariably comment that our students are very warm and caring children.

Our PTA is vibrant, sponsoring many activities and assemblies which bring our community together on a regular basis. Our PTA has supported our teachers and students in many important ways. Ongoing, active parental involvement at Rancho strengthens our staff efforts by providing classroom support, extra library time, financial assistance and program enrichment. Rancho parents are the catalyst that form a unique bond between our school and our community. Our culture supports the whole child and a strength of our school is the home and school connection.

Learn, Grow, Serve

- How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards

New teachers participate in the Tri-Valley Teacher Induction Program which provides coaching and additional staff development support. Staff continues to advance their learning through college courses, online courses, webinars, mentoring, peer coaching and a variety of educational websites. Our district has provided math and writing training for a lead teacher at every grade level as well as monthly grade level California State Standards leadership. Rancho leadership teachers participated in the 1-day district-wide leadership training, *Communication and Behavior Styles*, on August 9, 2017, and brought this information back to the school site at the beginning of the school year. Certificated staff at Rancho continued to participate in professional development during Wednesday collaboration meetings and Tuesday staff meetings. Topics continue to cover Depth of Knowledge and 21st Century Learning Skills, interpreting the California State Standards and multi-methods of teaching conceptual math.

- How your site-based professional development and teacher collaboration process supports students learning of the State standards

Teachers collaborate weekly during our early release Wednesdays. The first and third Wednesday of each month has been set aside for grade level collaboration, Professional Learning Communities. The second Wednesday is set aside for site staff development, which include sharing of newly attained skills/ideas. The final Wednesday is set aside for further staff development with district grade level collaboration. Teachers also meet after

school with those from their site as well as instructors from within the district. The lunchroom often serves as a place where collaboration takes place, sharing ideas over food and laughter. Leadership meets once a month to help guide and inform what is happening during grade level meetings. Notes are turned in on what was accomplished or decided during PLC meetings to the principal by leadership members as well as notes from leadership meetings. Instructional Rounds take place four times a year focusing on a site-established problem of practice allowing all teachers to visit classrooms as well as be visited by others.

- How you ensure all English Language Learners are acquiring the English language and progressing academically

English Language Learners receive instruction based on California English Language Development Test (CELDT) scores; scientifically researched materials are used to supplement this instruction. Students receive instruction in both oral language development and academic language. In addition, under-performing students receive instruction in our computer lab in reading based on their level. Our volunteer-based Early Literacy Program uses materials purchased by categorical funds. These materials include *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS), *Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words* (SIPPS) and *Test of Phonological Awareness* (TOPA).

Research-based curriculum designed for reading intervention was chosen to increase students' basic reading, oral reading fluency and reading comprehension skills essential to access the core curriculum and meeting California State Standards. In addition regular progress monitoring has been instrumental in providing evidence needed to identify students requiring more intensive remediation.

All English learners receive 30 minutes of daily English Language Development (ELD) instruction using state-adopted curriculum, "Avenues." Students are grouped according to CELDT levels for ELD instruction with no more than two levels in one group or class. Many grade levels have a common ELD time and homogeneously group students across classes.

Kid Connection, our school based friendship support groups with counseling, helps to ensure students learn social skills necessary to navigate a school environment. This connection helps students to better perform in the classroom, have positive connections to adults, and makes for greater growth in learning. Science, Gifted and Talented Education (GATE) and English Learner Advisory Council (ELAC) nights are also used to connect parents with their child's education. This occurs several times a year.

- Transition strategies that are used to assist students entering kindergarten/6th grade/9th grade

The Rancho School kindergarten staff assesses students during spring kindergarten registration. The assessment data is then used to create balanced classrooms and to talk with parents about what to work on over the summer months prior to the school year starting. In addition to the assessment, the incoming kindergarten student and parent are paired up with another kindergarten student and family and given a school tour. This eases anxiety, allows the student to see the room prior to the school year, and introduces them to someone who is also going to Rancho kindergarten. This helps 4-5 year olds realize that they are not alone in their new beginning. Parents are also invited to attend Open House so they can see firsthand the Rancho School community. The week prior to school starting, parents and students are invited to the Rancho *RoundUp*. This is an opportunity to meet PTA volunteers, purchase spirit wear, finish any other paperwork for the school and get to know Rancho a little more. Students receive a letter from their teacher inviting them to come to a TK/K-Orientation to sneak-a-peak at their classroom

and meet their teacher. Lastly, on the first day of school our PTA hosts a *BooHoo Breakfast* to help the K parents adjust to either their kindergartener going off to school. Prior to the end of the school year, fifth grade students meet the middle school principal in an assembly talking about 6th grade. Parents are also invited to a Parent's Night on our site and Open House at the middle school.

- Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that affect the school and their student's education

Rancho teachers form strong relationships with their students. Our teachers form strong bonds with students, are watchful, and listen carefully to concerns, and make referrals for outside services when appropriate. Our parent volunteers and intervention programs provide targeted academic assistance. The school psychologist, speech therapist, Child Welfare and Attendance (CWA) Specialist, behaviorist, resource specialist, nurse, and counselor form a support network to monitor health and development issues. The Student Study Team assembles to address urgent student needs and outline specific plans of action to resolve them. Our Extended Student Services (ESS) onsite childcare program provides before and after school care along with homework support. Staff may use the ATT 800 translating number to communicate with our non-English speaking families. Kid Connection provides skills for students. Parent Teacher Association also raises funds to help pay for educational assemblies, fieldtrips and various additional materials needed to enhance learning within the classrooms. Sandia Lab assists with our Science Fair, Family Science Night and Teaching Opportunities for Partners in Science (TOPS) program. The GATE program provides both site and district meetings. The Rotary Club supports literacy through its dictionary and atlas donations along with its mini grant program. Through Donors Choose the community is able to support classroom needs by donating funds. Livermore Valley Education Foundation (LVEF) has contributed to science, technology, fine arts, and resources to support our school focus on reading comprehension. Our PTA holds various events that help to increase parent and community involvement. The teachers put on a Family Reading and Science night each year. Newsletters, our Rancho website, SchoolLoop (assignments and grades information) and SchoolMessenger (automated phone call and email system) help to keep parents involved and knowledgeable about what is happening at Rancho School.

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

- CELDT scores increased 9% from 22% proficient in 2015-16 to 31% proficient in 2016-17.
- 51% of all 3rd-5th grade students met or exceeded ELA proficiency standards as measured by the CAASPP. This is an increase of 1% over the 2015-16 school year.
- 46% of all 3rd-5th grade students met or exceeded math proficiency standards as measured by the CAASPP. This is a 2% decline from 48% in the 2015-16 school year.
- 61% of 4th grade students met or exceeded ELA proficiency standards as measured by the CAASPP, an 11% increase from 50% the year prior.
- 5th grade math is an area of need with 37% of students not meeting standards. 38% of students in 5th grade met or exceeded standards as measured by the CAASPP.
- 51% of all Hispanic students met or exceeded ELA proficiency standards as measured by the CAASPP, up 24% from 27% in 2015-16.
- Only 7% of Hispanic students performed not met on the 2016-17 ELA standard as compared to 5% the year prior.
- Math is an area of need with our EL population performing 18% meeting standard.
- The percentage of attendance declined slightly during the 2016-17 school year with a slight decrease from 96.24% to 95.84%. September and June are the months with the highest attendance. December and February are the months with the lowest attendance.

NEEDS ASSESSMENT/Data Analysis – Review of 2016-2017 Performance

Accountability data to include:

- Dashboard Indicators
- Academics:
 - Smarter Balance Assessment results (including interim block assessment results) – 2 year trend
 - District Literacy Benchmark
- English Learner:
 - CELDT Results – 2 year trend: number and percent of students at each level
 - Reclassification – 2 year trend; number and percent of students reclassified.
- Chronic Absenteeism:
 - Percent of students who have missed 10% or more days of the school year
- Suspensions
 - Suspension rate – 2 year trend
- FitnessGram
 - 2 year trend: percent of students meeting at least 5 of 6 standards
- Graduation rate (high schools only)
 - Cohort graduation rate – 2 year trend
- College and Career Readiness (high school only)
 - UC/CSU a-g – 2 year trend: Cohort data - Percent of students meeting UC/CSU a-g requirements
 - Career Technical Education (CTE) – 2 year trend: Percent of students completing a CTE Pathway
- Parent Engagement
 - Data demonstrating staff seeks input from parents in decision making
 - Data demonstrating staff promotes parental participation in programs
- California Healthy Kids Survey (CHKS)
 - Multiple year trend: percent of students who report they feel safe at school all or most of the time
 - Multiple year trend: the percent of students who report a high level on Caring Relationships with Adults at School
- Other Data

DASHBOARD INDICATORS

The field test of the Dashboard launched in spring 2017 and it is based on the latest state data that was available when the State Board of Education adopted the new accountability tool in September 2016. For the Academic Indicator, the results are from the 2015-16 school year. For other indicators (Graduation Rate, Suspension Rate, and English Learner Progress), the results are from the 2014-15 school year. The state collects data from local educational agencies at different points throughout the year. To better accommodate the Dashboard, the state is now working to align the reporting of data to annual updates of the Dashboard. But during the field test local educational agencies will have more current data available for the Graduation Rate and Suspension Rate indicators than what is reported through the Dashboard.

Greatest Progress

In our Rancho Reading Intervention program, we continue to monitor the progress of our students, analyze data, and look for ways to provide additional support to students who are struggling with the reading process. This year, we assessed the whole school in August and September, giving us a head start on meeting student needs earlier in the year. Two of our teachers are coordinating the oversight of three instructional aides who provide valuable support four days a week, Monday through Thursday. We are inspired and committed to reaching our goal to make every child a successful and skillful reader.

Greatest Need

Rancho teachers work closely with our site writing representative and District coaches to implement Writers' Workshop through the Writing Units of Study. Teachers will also observe other classrooms within LVJUSD that implement Writers' Workshop and collaborate and develop rich and engaging lessons.

Performance Gaps

An achievement gap is evident with our English Language Learners and Students with Disabilities as measured by the 2016-17 CAASPP data. Staff will provide small group instruction to targeted students and differentiated instruction using online resources and supplemental materials. Student Study Team meetings will be held to discuss appropriate interventions. Teachers will continue to provide daily ELD instruction 30 minutes per day, five days per week.

Increased or Improved Services

The Rancho Las Positas Instructional Leadership Team is working diligently to ensure all student needs are met. Classroom teachers are utilizing Accelerated Reader, BrainPop, Moby Max, IXL Math and Vocabulary Spelling City for extra support and individualized online instruction. Staff will continue to receive Pearson Investigations 3 professional development throughout the year.

Attendance incentives will continue to improve daily attendance through the use of Principal Good News phone calls and trophies for the classes with the highest attendance percentages.

Suspensions continue to decrease as we use restorative practices to remediate problems and continue to discuss the importance of character education in our school assemblies, classrooms and morning announcements.

CELDT

2016-2017 CELDT	31% Proficient		69% Not Proficient
	#	%	
Advanced	4	4%	
Early Advanced	32	31%	
Intermediate	33	32%	
Early Intermediate	22	21%	
Beginning	12	12%	

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2015-2016 CELDT	22% Proficient		78% Not Proficient
	#	%	
Advanced	4	4%	
Early Advanced	20	20%	
Intermediate	42	41%	
Early Intermediate	25	25%	
Beginning	11	11%	

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Reclassification

Students Reclassified	#	%
2016-17	3	3.2%
2015-16	4	4.3%
2014-15	6	7.3%

CAASPP

16-17 ELA	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Met and Exceeded
Grade 3	24%	22%	20%	34%	46%
Grade 4	30%	31%	16%	23%	61%
Grade 5	16%	26%	25%	33%	42%

15-16 ELA	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Met and Exceeded
Grade 3	27%	25%	22%	25%	52%
Grade 4	19%	31%	16%	34%	50%
Grade 5	20%	26%	26%	29%	46%

16-17 Math	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Met and Exceeded
Grade 3	17%	31%	24%	28%	48%
Grade 4	18%	30%	32%	19%	48%
Grade 5	14%	24%	25%	37%	38%

15-16 Math	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	Standard Met and Exceeded
Grade 3	19%	46%	16%	20%	65%
Grade 4	19%	27%	31%	23%	46%
Grade 5	14%	16%	38%	31%	30%

CAASPP Sub-group Summary

Percentage of Students Scoring at each Performance Level

16-17 ELA	All Students	Hispanic	White	SED	EL	Sp Ed
Standard Exceeded	24%	15%	45%	7%	0%	5%
Standard Met	27%	36%	11%	10%	0%	12%
Standard Nearly Met	20%	42%	24%	22%	4%	10%
Standard Not Met	29%	7%	25%	61%	30%	73%
15-16 ELA	All Students	Hispanic	White	SED	EL	Sp Ed
Standard Exceeded	17%	13%	29%	8%	8%	9%
Standard Met	29%	14%	34%	13%	8%	10%
Standard Nearly Met	27%	22%	19%	15%	15%	15%
Standard Not Met	27%	50%	18%	63%	69%	66%
16-17 Math	All Students	Hispanic	White	SED	EL	Sp Ed
Standard Exceeded	17%	8%	23%	3%	0%	5%
Standard Met	29%	18%	34%	13%	3%	12%
Standard Nearly Met	27%	31%	22%	33%	15%	22%
Standard Not Met	27%	43%	22%	51%	82%	62%
15-16 Math	All Students	Hispanic	White	SED	EL	Sp Ed
Standard Exceeded	17%	9%	24%	7%	5%	6%
Standard Met	31%	20%	33%	13%	8%	16%
Standard Nearly Met	28%	31%	28%	30%	26%	16%
Standard Not Met	24%	40%	15%	50%	62%	62%

2016-17 Elementary Writing Benchmark

Calkins Unit 3 Overall Scaled Score (0-4)

Grade Level	0	0.5	1	1.5	2	2.5	3	3.5	4	Total	# Met and Exceeded	% Met and Exceeded
Kindergarten					13	20	33	16	11	93	60	65%
First				5	8	18	40	16	7	94	63	67%
Second	3	4	7	15	17	14	15	5	1	81	21	26%
Third		3	7	2	13	22	29	6	1	83	36	43%
Fourth			1	3	10	13	5	1		33	6	18%
Fifth			3	9	19	14	23	11	1	80	35	44%

Other – Attendance

2016-17	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
Actual Attendance	96.86%	96.59%	96.61%	95.64%	93.59%	95.49%	95.11%	95.69%	96.27%	95.39%	97.05%	95.84%

2015-16	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
Actual Attendance	96.86%	97.35%	96.50%	94.87%	96.33%	95.48%	95.16%	95.36%	96.67%	96.58%	97.47%	96.24%

2014-15	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	
Actual Attendance	97.82%	96.91%	95.90%	95.32%	96.53%	95.06%	95.98%	95.96%	95.03%	95.54%	96.89%	96.09%

Suspensions

2 year trend

There was an increase of 5 suspensions. Rancho staff is working on interventions for students that are being suspended.

	2015-2016	2016-2017	Difference
# of Suspensions	2	7	+5

Fifth Grade Fitnessgram**Physical Fitness Test (PFT) 2016-2017**

	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total students tested = 88	27%	39%	66%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	87	71%	29%
Body Composition	87	61%	39%
Abdominal Strength and Endurance	87	85%	15%
Trunk Extensor Strength and Flexibility	87	97%	3%
Upper Body Strength and Endurance	85	88%	12%
Flexibility	87	76%	24%

Physical Fitness Test (PFT) 2015-2016

	% of students achieving the Healthy Fitness Zone		
Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total students tested = 88	13%	35%	48%

	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	83	83%	17%
Body Composition	85	72%	28%
Abdominal Strength and Endurance	85	89%	11%
Trunk Extensor Strength and Flexibility	86	95%	5%
Upper Body Strength and Endurance	85	47%	53%
Flexibility	86	65%	35%

Parent Engagement

Data Demonstrating that Staff Seeks Input from Parent Organizations

School Site Council Minutes and Attendance Log	The School Site Council consists of parents, teachers, and classified staff who work with the principal to develop, review, and evaluate school improvement programs and school budgets.
Parent-Teacher Association Minutes and Attendance Log	Rancho PTA is a nonprofit group comprised of parents, teachers, and staff dedicated to improving the educational experience of all students at Rancho Las Positas.
Gifted and Talented Education	Provides appropriate differentiated educational opportunities and supplemental services for our K-5 GATE students.
English Learner Advisory Committee Minutes and Attendance Log	Parents or guardians of English Learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee. Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).
District English Learner Advisory Committee Minutes and Attendance Log	Designed to assist parents in becoming informed about ELL programs and services, providing feedback and input to the district LCAP.
Local Control and Accountability Plan Parent Advisory Committee	Provides input and feedback. Represents stakeholder groups and serves in an advisory capacity for the benefit of all students.
Parent Club Information Council	Rancho PTA president attends once per month. Primary objective is to exchange accurate and timely information between the Superintendent and parents.
K-12 Parent Survey 2017	A survey provided by LVJUSD in English and Spanish. It surveyed parents on effectiveness of communication, volunteerism, familiarity of standards, and staff assistance.

Data Demonstrating Staff Promotes Parent Participation in Programs

Peach Jar Reports	PeachJar is a "green" initiative that allows schools to save on photocopying costs by uploading flyers electronically. Schools and nonprofit organizations can share information by email or via school websites.
School Messenger Reports	School Messenger combines school notification, mobile apps, and web content management all under one, easy-to-use platform. This communication system saves time and provides immediate, thorough engagement with our school community.
Principal's Memo in Rancho PTA Newsletter	The monthly Rancho newsletter contains material regarding upcoming school/community events and important school-wide information.
Website	Up-to-date website for Rancho Las Positas.
Facebook	Social media site updated with school events and photos for families.
Take Home Folder	Every week students bring home folders to their parents with any important flyers or letters for parents.

CALIFORNIA HEALTHY KIDS SURVEY 2016

Key Indicators of School Climate and Student Well-Being

	Grade 5 %
School Engagement and Supports	
School connectedness (high)	64
Academic motivation (high)	46
Caring adult relationships (high)	60
High expectations (high)	62
Meaningful participation (high)	24
School Safety	
Feel safe at school [†]	86
Been hit or pushed	51
Mean rumors spread about you	49
Been called bad names or mean jokes made about you	56
Saw a weapon at school [‡]	8
Disciplinary Environment	
Students well-behaved [†]	56
Students treated fairly when break school rules [†]	46
Students treated with respect [†]	93
Lifetime Substance Use	
Alcohol or drug use	32
Cigarette smoking	1
E-cigarette	4

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 5		
	H	M	L
<i>School Environment</i>			
Total School Supports	50	47	3
Caring Adults in School	60	38	3
High Expectations-Adults in School	62	33	4
Meaningful Participation-Adults in School	24	65	12
<i>School Connectedness</i>	64	32	4
<i>Academic Motivation</i>	46	41	13

2017-18 District Local Control Accountability Plan (LCAP) Goals

Focus Student Groups:

English Learners African American Hispanic Low Socio-economic Foster Youth

Goal 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Areas for Site Goals: Literacy/Reading Comprehension
Mathematics
Writing

Measures: Smarter Balance Assessment
Completion of A-G requirements
CTE Pathways completion rates
Graduation rates
District Writing Assessment
CELDT
EL Reclassification
Other local assessments

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Areas for Site Goals: Character Education
All students feeling safe at school
High level of caring relationships with adults at school
Attendance
Physical Fitness
Articulation – between grade levels, departments, and feeder schools, including preschool and post-secondary

Measures: Fitnessgram – Grades 5, 7 and 9
Healthy Kids Survey – Grades 5, 7, 9 & 11 (every other year)
Annual attendance rate/chronic absenteeism
Suspension rate
Other local measures

Goal 3: Enhance parent and community engagement and communication

Focus Areas for Site Goals: Data demonstrating staff seeks input from parents in decision making
Data demonstrating staff promotes parental participation in programs

Measures: Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Other local measures

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready
Focus Area: Literacy/Reading Comprehension (include all student groups and specifically English Learners)
SCHOOL GOAL: #1 Increase by at least 5% the percentage of students who are at grade level in the area of reading comprehension as measured by the STAR reading program with specific focus on our English learners

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
STAR (Renaissance Learning) Accelerated Reading Test Scores Report Card Grades DIBELS	Reading comprehension continues to be an area of need for all students, particularly our students of Hispanic/Latino background as well as our EL learners	Common Formative Assessments from data teams at each grade level Reading Intervention Team will collaborate weekly and share progress with coordinator and principal

STRATEGY: During the 2017-18 school year, Rancho's reading intervention program will address the reading comprehension needs of struggling readers and English learners as measured by the district benchmark assessments

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
By September 2017, identify struggling readers and English learners	Teachers, principal	Teachers will identify the students who are in need of intervention	\$0
From September 2017 to May 2018, identified students will be provided intervention targeted to their needs and to English learners	Intervention teacher, instructional assistant	Collect and analyze district and site level formation and summative ELA and English learner data; identify students from each grade level for reading intervention and their specific literacy needs; aide will provide targeted instruction as directed by intervention teacher (24 hours/week)	\$29,590 LCFF Supplemental
English learners will be supported by Specially Designed Academic	Teachers	Teachers will support EL in all content areas implementing SDAIE training and strategies / August-June	\$0

Instruction in English (SDAIE) strategies in the classroom daily			
Continue use of Accelerated Reader program using all aspects of program	Principal, grade level PLC, classroom teacher	Renewal of AR/STAR/ESGI; students will take comprehension and vocabulary tests in the AR program / August-June	\$4,910 PTA
February 2018, host Bedtime Books for Rancho families	Principal, teachers	Hold a fun family event where reading is encouraged and supported by staff and families	\$100 PTA

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready
Focus Area: Mathematics (include all student groups and specifically English Learners)
SCHOOL GOAL: #2 To increase by at least 5% the number of students who meet or exceed standard based on CAASPP results: all students with a specific focus on our English learners

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP assessment Class assessments Teacher observations	CAASPP data showing 51% of students scoring at or above standard	CAASPP assessment Class assessment IXL Learning online math Site assessments

STRATEGY: Full implementation of CCSS math standards focusing on multiple methods and evidenced-based discussions

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
From August 2017 through June 2018 students and teachers will use multiple methods in math	Principal, teachers	Training using newly adopted <i>Pearson Investigations 3</i> ; teachers observing/teaching lessons in grade alike	\$0
Twice a year teachers will administer the Interim Assessment Blocks in math	Teacher, principal, test coordinator	Teacher will administer an IAB particular to their grade level during the window periods (Oct-Nov / Feb-March)	

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.

Focus Area: Writing (Include all student groups and specifically English Learners.)

SCHOOL GOAL: #3 All students will improve by 5% in the area of writing as measured by the district benchmark writing assessments

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CAASPP assessment District writing benchmarks Class assessments Teacher observations	Overall, 43% of all students met standard on the T3 writing benchmark 71% of 3 rd -5 th graders scored at, near, or above standard on the CAASPP in writing, up 1% from 2016	CAASPP assessment District benchmarks Class assessments Teacher observation

STRATEGY: Continue to implement the Lucy Calkins writing program for all students

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
From September 2017 through June 2018, continue implementing Units of Study writing	Principal, classroom teacher, district office, writing leads	Staff attend Units of Study trainings (cohorts) three times throughout the year Staff attend 4 th Wednesday Units of Study professional development Site writing lead shares out info at staff meetings	District

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Character Education

SCHOOL GOAL: #4 Reduce student discipline referrals and suspensions by 5%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Behavior referrals PowerSchool suspension data Teacher	Decline in reports of bullying and suspensions	Behavior referrals Suspension data California Healthy Kids Survey student data Teacher and parent input Substitute teacher comments

STRATEGY: Promote a positive school climate and culture that supports the wellbeing of all students

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Monthly spirit assemblies Student Council opportunities for grades 4 and 5	Principal, certificated staff assembly committee, playground supervisors	From August 2017 through June 2018 announce positive events and students making a difference at assemblies and during lunch	\$0
Positive reinforcement and recognition of character education traits within the classroom	Principal, certificated and classified staff	Continue Wednesday morning <i>Words of Wisdom</i> with character education messages; student lead activities that promote engagement and positive character education / August-June	\$0
School and PTA will coordinate family friendly activities in order to support a positive and safe school climate	Principal, teachers, PTA	Activities such as Boohoo Breakfast, Cookies and Milk for TK and K students and parents, Campus Beautification Day, PTA outdoor Movie Night, Bingo nights, Family Dance Night, Muffins with Mom and Donuts with Dad	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels

Focus Area: Attendance/Chronic Absenteeism

SCHOOL GOAL: #5 Increase our monthly attendance rate to 97%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
PowerSchool monthly attendance data	Rancho student attendance was 95.84% for the 2016-17 monthly average; December and February have the lowest monthly attendance rates; 43 students have chronic attendance, missing 10% or more days of the school year	PowerSchool attendance data

STRATEGY: Provide frequent and timely reinforcement for student attendance

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
During the 2017-18 school year monitor monthly attendance	Office specialist, Child Welfare and Attendance (CWA) specialist, teachers, principal	Attendance contest – monthly attendance trophies for the six classes with the highest attendance	\$0
		Positive phone calls home	\$0
		Principal distribute pink on-time arrival reminder to parents during morning drop off	\$0
		Share out classes winning monthly attendance on loudspeaker and at monthly assemblies	\$0
		Meet with students who have chronic attendance and offer incentives to attend school	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Physical Fitness

SCHOOL GOAL: #6 Increase scores on physical fitness tests comparing data from beginning year to end focusing on weaker reported areas: body composition 61%

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Spring 2017 FitnessGram data	66% of 5 th graders passed the FitnessGram with a score of 5 or more, up 18% from 2016-17, Upper body strength showed an 88% improvement	FitnessGram data progress monitored by each grade level

STRATEGY: Have students participate in physical fitness testing twice a year to build strength

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will practice the fitness skills during their scheduled PE time	Principal and teachers	Throughout the year during the scheduled PE time, use Project Fit equipment with students to earn required 200 minutes every 10 days; monitor class PE minutes	\$0
Publicize/promote Race to the Flagpole, Rancho walkathon, Friday family fitness	Principal and staff	Using voice messenger system keep parents informed of upcoming physical fitness opportunities; recognize students for laps run/walked with feet charms September through May	\$500 from PTA
Administration of fitness test by all grade levels	Teachers	Administer practice test during 1 st trimester and again during 3 rd trimester	\$0
Promote walking and bike riding to school	Principal and staff	Using PTA newsletter, encourage families to walk and ride bikes to school, greet families in the morning during valet and morning supervision in front of school, bike mobile visit to tune-up/repair student bikes	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels
Focus Area: Articulation

SCHOOL GOAL: #7 Improve student achievement by providing articulation time throughout the year for teachers and continuing to implement a solid and cohesive academic program between all grade levels

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Evidence of staff, site leadership, grade level, teacher PLC and community meetings	Engaging PD offered in 2017-18 for Pearson Investigations Math and Units of Study Writing; providing articulation time teachers will increase their knowledge of California State Standards practice and instruction	Teacher PLC meetings, assessments throughout the year

STRATEGY:

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Teachers will collaborate with grade level teams about curriculum and California State Standards	Teachers, principal	Teachers will collaborate throughout the year to increase their understanding of the California State Standards	\$0
Articulation 2017-18	Teachers, principal	Hold cross grade level articulation meetings throughout the year; 5 th grade teachers meet with 6 th grade teachers in April/May	\$5,250 Discretionary \$1,500 Title II
Classroom visitation	Principal	Classroom visitation at least two times per week to support 21 st Century Learning, student learning at higher Depth of Knowledge levels, evidence-based conversations, writing and vocabulary	\$0

Form A: Planned Improvements in Student Performance

The School Site Council and staff have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for *all* students. As a result, the following goals, related actions, and expenditures to raise the academic performance of all students not yet meeting grade level standards have been established.

LCAP Goal 3: Enhance parent and community engagement and communication

SCHOOL GOAL: #8 Increase parent involvement by 5% by providing a variety of events and opportunities for parents and families to be involved in Rancho School

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Parent attendance from meetings in the 2016-17 school year Parent/teacher communication School website	Most parents are aware of what is happening with the school, Hispanic families are not well represented at PTA	Parent attendance

STRATEGY: Increase parent communication through student involvement, SchoolMessenger, PeachJar and marquee to keep community updated on school events

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
A multitude of family events offered throughout the school year	Principal, GATE liaison, ELAC liaison, teachers, PTA	Community building events (Bedtime Books, math Common Core parent night, outdoor movie, campus cleanup days, carnival, one-mile challenge) offered through the school year	PTA, donation
Communicate in a timely manner to parents and the community	Principal, office staff, teachers, PTA	Keep website and school marquee current, use SchoolMessenger to send calls and emails to families, Wednesday morning announcements to keep students updated on events, PeachJar electronic flyer updates	\$0
Increase communication with Hispanic/Latino population in 2017-18 SY	Principal, teachers	Provide translators for conferences, IEP's, SST's, ELAC meetings, PTA meetings; all flyers will be translated in Spanish for our Hispanic families	\$1,700 LCFF Supplemental
Collaboration between ELAC and PTA	PTA, EL Liaison, principal	PTA president will attend ELAC meeting to present information to families, principal will share information to both committees encouraging attendance and involvement in PTA	

Rancho Las Positas Elementary School

2017/2018 PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds: \$ 31,590

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Target Population	Timeline	Person(s) Responsible	Estimated Cost
Improvements or enhancement in instruction: <ul style="list-style-type: none">• Three instructional assistants (15 hours per week for appx 30 weeks) will provide targeted intervention to meet the unique learning needs of English learners, socio-economically disadvantaged students, foster youth, and at-risk students• Phonemic awareness and phonics programs to enhance recognition of letter sounds and improve reading for at-risk students• Use of periodic assessments to drive small group instruction of no more than five students per group	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	September 2017 through May 2018	• Principal	\$28,000
Supplemental materials, computers, software, books, supplies may be purchased: Purchase supplies for intervention program targeting literacy fluency: <ul style="list-style-type: none">• Barton phonemic awareness program• Body Coding program• Word Warm Ups phonics program• Levelled reading books, tapes, CD's from <i>Read Naturally</i>• <i>Dynamic Intervention for Basic Early Literacy Skills (DIBELS)</i> assessments• Comprehension materials	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth	September 2017 through May 2018	• Principal • Certificated LCFF Supplemental Support Coordinators	\$1,590

Staff Development and Professional Collaboration, training costs, substitute costs: <ul style="list-style-type: none"> • Periodic sharing of DIBELS assessment data with students' instructional team • Collaboration meeting with LCFF Supplemental Support team 	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	September 2017 through May 2018	<ul style="list-style-type: none"> • Principal 	\$0
Parental Involvement: <ul style="list-style-type: none"> • ELAC meetings – materials and snacks • Provide interpreters at parent/teacher meetings, school-wide parent meetings, 504 and IEP meetings, and as requested by parents • Provide childcare and interpreters at ELAC meetings 	<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth 	September 2017 through May 2018	<ul style="list-style-type: none"> • Principal • EL Liaison 	\$2,000
Total LCFF Supplemental				\$31,590

Form B: Centralized Services for Planned Improvements in Student Performance

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students, professional development, and supplemental instructional materials, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$450,750*

Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to improve teacher and principal quality, and to evaluate the programs designed to increase student achievement, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *Centralized Services*
- *\$333,317*

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

- *Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. Supplemental materials to support immigrant and EL students.*
- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
- *Centralized Services*
- *\$273,390*

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, supporting the District SPSA Goal #1 (ELA-Reading), Goal #2 (ELA for EL's), Goal #3 (ELA-Writing), and Goal #4 (Math).*
 - *Centralized Services*
 - *\$280,984*
-

Form C: Programs Included in this Plan – Rancho

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$0
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$1,500
Total amount of federal categorical funds allocated to this school	\$1,500

State Programs	Allocation
<input type="checkbox"/> Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$39,372
<input type="checkbox"/> Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$31,590
Total amount of state categorical funds allocated to this school	\$70,962

Local Funding	
<input type="checkbox"/> Technology Funds – Local Parcel Tax	\$10,800

Form D: 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Steve Martin	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allison Gomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stacy Krimetz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonnie Pastrnak	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melanie Henderson	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Capistrant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie Charland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Brian Esse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Catharina Ritts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Marcie Watt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	N/A

At elementary schools, the SSC 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.

Form E: Recommendations and Assurances

The School Site Council (SSC) reviews and/or recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:¹

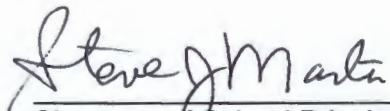
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and/or state law.
2. The SSC reviewed its responsibilities under state law and/or district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- ☐ English Learner Advisory Committee
- ☐ Special Education Advisory Committee
- ☐ Gifted and Talented Education Advisory Committee
- ☐ Departmental Advisory Committee (secondary)
- ☐ Other committees established by the school or district (list)

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 reviewed by the SSC at a public meeting on: October 24, 2017.**


Attested:

Steve Martin
Typed name of School Principal


Signature of School Principal

10/24/2017
Date

Brian Esse
Typed name of SSC Chairperson


Signature of SSC Chairperson

10/24/2017
Date

¹ SSC must review *and* recommend the SPSA for Board approval and address all assurances.

Livermore Valley Joint Unified School District
Gifted And Talented Education Plan

PROGRAM DESCRIPTION

Standards, Assessment and Accountability

Rancho Las Positas School has 17 third through fifth grade GATE students who are provided differentiated instruction during the regular school day. Our GATE program is inclusive of parents, teachers, administrators and the larger community, providing education, outreach, and resources. Our program is coordinated by parent and teacher representatives.

A variety of measures are used to identify our GATE students to ensure equal access to program services. Informal identification begins in kindergarten and first grade, as teachers, parents and administrators look for students who display key characteristics of GATE students. Students are formally identified in second grade and beyond. All third grade students are administered the CogAT Form 7 unless parents submit a Do Not Assess form to their child's classroom teacher.

Students who score at the 98th percentile or above on the CogAT are automatically accepted into the GATE program. Students who fall below the required score, yet demonstrate exceptional strengths in designated areas, may become eligible by teacher recommendation through a Renzulli evaluation.

Additional consideration is given to our English Language Learners, under-represented ethnic groups, and children of families receiving federal assistance.

Results of testing are mailed home to parents and parental permission to receive GATE services is requested for those who qualify.

Teaching and Learning

At Rancho, compliance is shown with the recommended standards for Programs for Gifted and Talented Students. In the classroom differentiated instruction and curriculum are provided in a variety of ways. In third through fifth grade our identified GATE students are grouped in clusters. They are provided enrichment experiences, as well as opportunities for independent study. The Pearson Investigations math program is used which includes a challenging enrichment component. In addition to our core math program, students are involved in many self-paced math activities using *Ready Common Core* by Curriculum Associates, Marcy Cook tiles and independent computation exercises.

Many opportunities are offered for differentiated learning in reading. Rancho has extensive Accelerated Reader software testing available, which allows students to read and be assessed using books that are appropriate to their reading level. Literature circles, SRA and tiered reading assignments, all of which can be tailored to meet their complex needs.

In the area of writing, GATE students have the opportunity to work on open-ended assignments through Writer's Workshop, Units of Study writing program, challenged spelling lists, utilization of Wordly Wise, and extended research reports. The expansion of writing skills is encouraged through the use of revision and application of sophisticated vocabulary.

GATE students at Rancho have many opportunities for accelerated learning and teachers continue to search for ways to continue the improvement and enrichment of the educational experience of this unique population of students. In addition, students are invited to participate in monthly District-wide events at various sites for 3rd through 5th graders.

Staffing and Professional Growth

At Rancho professional growth and development is a top priority for the staff. Professional development opportunities are provided to strengthen subject matter expertise and to promote student success. Meetings are used to study and develop curriculum, complete grade level curriculum mapping, analyze student work, and share classroom management strategies. Success in curricular areas is discussed and ways to improve weaknesses are decided upon.

Many of our teachers of GATE students have also had professional growth opportunities in differentiated instruction, as well as attended GATE conferences.

Parent and Community Involvement

At Rancho parents of GATE students participate in GATE program planning and evaluation. They are also involved in the identification process. School Site Council, PTA, and the District GATE Committee are also forums for parent input and involvement.

Parents are given the opportunity to volunteer, lead/chaperone field trips, help select courses and help teach GATE workshops, such as lamb heart and squid dissections, Raspberry Pi computer coding, and microscope discovery.

Our parent GATE coordinator assists those parents that supplement classroom differentiation with academic based enrichment opportunities. The coordinator organizes GATE clubs, attends monthly GATE Advisory Committee Meetings, disseminates information to parents, leads part of the monthly GATE parent meeting and secures district approval for field trips.

Livermore Valley Joint Unified School District
Library School Site Plan

PROGRAM DESCRIPTION

For 33 hours per week Rancho School provides a comprehensive Library Skills Program beginning in second grade with a concentration in grades four and five.

Weekly story time is offered in transitional kindergarten through fifth grade, including participation in reading the yearly-nominated California Young Reader Medal books and classroom vote that is sent to the official CYRM Committee. The Library Media Specialist is also tasked by the district to teach at least one lesson per grade level in digital literacy using Common Sense Media curriculum.

Library media specialist duties include collaborating with staff; introducing new authors, books and award-winning materials to students, overseeing purchases of new library materials and purging outdated materials from the collection, maintaining the catalog data base, facilitating the Accelerated Reading and STAR Programs, training library volunteers, assisting students with book selection and research, instructing students in the proper care of borrowed books, having a Book Club with 3rd-5th grade students, attending monthly library media specialist meetings, creating a welcoming and friendly library, and planning and implementing one book fair and one used book exchange over the course of the school year.

In addition, the library media specialist manages textbook inventory, overseeing the deletion of old curriculum adoptions and preparing new adoptions for site distribution.

School Library Materials

LCFF base funds for the Rancho Las Positas Library are used to purchase new library books. Other funds include profit from the yearly book fair, with money being used to purchase library books, materials needed to catalog new books and repair old books, and other library supplies.

Livermore Valley Joint Unified School District
Technology Funding Plan

PROGRAM DESCRIPTION:

Rancho is working to maintain and enhance its current technology. Currently, each classroom has a teacher laptop, LCD/LED projector, and document camera. Some classrooms continue to have 1-2 thin client computers. We are in Phase 2 of replacing old projectors and document cameras, and plan that all classrooms will have LED projectors and new document cameras in their rooms by the end of the 2018 school year. Rancho has seven rolling carts with a total of 212 Chromebooks. We are continuing to raise money to add more carts so that all students have access to the Chromebooks on a regular basis. As we increase the amount of Chromebooks we have, we are encouraging teachers to use Google Classroom and other programs and applications to enhance instruction for our students. Many classrooms have received iPads for student use through grants and donations.

Livermore Valley Joint Unified School District
2017-2018 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and district support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intercession. Funds also support professional development, parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
 - K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English Language Arts and Math during the regular school year and summer school.
 - High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
 - High School Credit Recovery Program – PLATO provides free online credit recovery and materials for Migrant high school students and Out of School Youth not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
 - Migrant Middle and High School Debate Teams – At Granada High School and Satellite School, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, both English and Spanish, and support student participation in the regional and state debate competitions.
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- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and GED classes. PAC officers are elected annually and receive leadership skills training from MEP Region 1 at Santa Clara County Office of Education (SCCOE).
- The District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and district services, intervention program information, facilitate parent meetings, and conduct program evaluations for the region and state. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2017-2018

Elementary School Name Rancho Las Positas Date September 7, 2017 English Learner Liaison Susan Pierson

English Language Development: All English learners are required to receive 30 minutes of ELD instruction, using state-adopted and/or ELD standards-based materials, on a daily basis. Which days and times could one witness ELD instruction using approved materials?

Groupings:

The correct grouping of students is critical for EL student success. Students should be grouped according to CELDT levels for ELD **instruction with no more than two CELDT levels in one group or class**. Grade levels may choose to have a common ELD time and homogenously group students across classes.

<i>Grade</i>	Grouping By class, by CELDT scores, by grade level, across grade levels. etc. No more than 2 CELDT levels per group	Taught by Name of teacher(s), 1 teacher per grade level, 1 teacher for __ grade levels, resource teacher, teachers rotate every __ weeks, months etc. *** Complete student roster below	CELDT Levels Taught by this teacher	Days	Times	Total weekly minutes 150 minutes minimum	Materials Used <i>Avenues</i> and other supplemental materials
TK	By class	Bonnie Pastrnak	B, EI I	M, TU, W, TH, F M, TU, W, TH, F	10:15-10:45 10:45-11:15	150 150	Zoophonics
K	By class	April Avila Forde	EI	M, TU, W, TH, F	10:15-10:45	150	Avenues, Open Court ELD
K	By class	Allison Gomes	EO	M, TU, W, TH, F	10:15-10:45	150	Avenues, Open Court ELD
K	By class	Chelsea Herbert	EI, I	M, TU, W, TH, F	10:15-10:45	150	Avenues, Open Court ELD
K	By class	Susan Pierson	EI, I EA	M, TU, W, TH, F M, TU, W, TH, F	10:15-10:45 10:45-11:15	150 150	Avenues, Open Court ELD
First	By class	Heather Carroll	EI, I	M, TU, W, TH, F	10:10-10:40	150	Avenues
First	By CELDT scores	Lori Kenward	EI, I	M, TU, W, F TH	12:20-12:50 1:00-1:30	150	Avenues, Open Court ELD
First	By class	Laura Miller	B	M, TU, W, TH, F	12:20-12:50	150	Avenues, Open Court ELD
First	By class	Allison Perlin	B, EI	M, TU, W, TH, F	11:00-11:30	150	Avenues, Open Court ELD
Second	By CELDT scores	Patricia Gallagher	I, EA	M, TU, W, TH, F	12:20-12:50	150	Avenues
Second	By CELDT scores	Stacy Krimetz	B, EI	M, TU, W, TH, F	8:40-9:10	150	Avenues
Second	By CELDT scores	Deborah Littlefield	EA, A	M, TU, W, TH, F	12:20-12:50	150	Avenues
Second	By CELDT scores	Linda Meléndez	I	M, W, TH, F TU	12:35-1:05 1:00-1:30	150	Avenues
Third	By CELDT scores	William Cannon	EI, I	M, TU, W, TH, F	1:00-1:30	150	Avenues, Open Court

Third	By CELDT scores	Theresa Mastrantonio	EA, A	M, TU, W, TH, F	1:00 - 1:30	150	Avenues, Open Court
Third	By CELDT scores	Kathryn Rainey	EI, I	M, TU, W, TH, F	9:20-9:50	150	Avenues, Open Court
Fourth	By level	Mary Bitzer	I	M, TU, W, TH, F	1:00-1:30	150	Avenues
Fourth	By level	Amy Dupuis	EA	M, TU, W, TH, F	1:00-1:30	150	Avenues
Fourth	By level	Stephanie Ezell	B, EI	M, TU, W, TH, F	1:00-1:30	150	Avenues
Fifth	By CELDT scores	Kathryn Mitchell	EA, A	M, TU, W, TH, F	1:00-1:30	150	Avenues
Fifth	By CELDT scores	Daun Stevens	I	M, TU, W, TH, F	1:00-1:30	150	Avenues
Fifth	By CELDT scores	Shawn Worth	EA	M, TU, W, TH, F	1:00-1:30	150	Avenues
SPED	By CELDT Scores	Alyssa Lopez	B	M, TU, W, TH, F	9:00 -9:30	150	Avenues
SPED	By CELDT scores	Cynthia Darrimon	B,EI	M, TU, W, TH, F	9:20 -9:50	150	Avenues
SPED	By CELDT Scores	Elizabeth Forde	B	M, TU, W, TH, F	10:30-11:00	150	Avenues
			EI, I	M, TU, W, TH, F	11:00- 11:30	150	