School Year: **2019-20**

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rancho Las Positas Elementary School
Address	401 East Jack London Boulevard Livermore, CA 94551
County-District-School (CDS) Code	01-61200-6089338
Principal	Steve Martin
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 3, 2019
Schoolsite Council (SSC) Approval Date	October 22, 2019
Local Board Approval Date	November 12, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

School Vision and Mission

School Vision:
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.
Mission: Each student will graduate with the skills needed to contribute and thrive in a changing world.

School Profile

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 (ESS) learning center, 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 express their 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 provide 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. Measure J funds provided 3 brand new student playgrounds, installed during the summer of 2019.

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 17 Chromebook carts with 32 Chromebooks in each cart that travel from class to class. Our library media specialist is active by reading to classes, providing students with lessons in how to do research, and providing students with motivators to encourage the love of reading including a weekly book club during lunch. Two scholastic book fairs are held every year along with a used book exchange.

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 university 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, Building A Bright Future, on August 7, 2019 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(PLC's). 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 English Language Proficiency Assessments for California(ELPAC) scores; research validated 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 and assessments 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 meet 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, "Benchmark." Students are grouped according to ELPAC levels for ELD instruction with no more than one level 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 students 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 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.They 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 Language line 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, field trips, 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 Blackboard communication system help to keep parents involved and knowledgeable about what is happening at Rancho School.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council members reviewed draft versions of the School Plan and provided feedback. School data, schoolwide goals,resources and their effectiveness were all taken into consideration throughout the process. Highlights of the SPSA were presented to our English learner advisory committee (ELAC) group. Detailed information related to the English language development(ELD) Program Implementation was shared and parents were given the

opportunity to provide input. Ongoing broad stakeholder engagement is key to developing, implementing, and monitoring the School Plan for Student Achievement. Input and data analysis are facilitated through multiple measures including surveys, formal meetings, and informal conferences with staff and parents throughout the year, including Leadership team meetings, staff meetings, School Site Council Meetings, English Language Advisory Committee Meetings, Back to School Night, Gifted And Talented Education Meetings, and Parent Teacher Association Meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
American Indian	0.5%	0.50%	0.5%	3	3	3
African American	1.6%	1.33%	1.3%	9	8	8
Asian	3.9%	6.48%	6.5%	22	39	39
Filipino	3.2%	3.2%	2.84%	18	19	19
Hispanic/Latino	34.3%	32.56%	32.6%	194	196	196
Pacific Islander	%	0%	0%			0
White	46.6%	46.0%	46.0%	263	277	277
Multiple/No Response	%	%	10.0%			60
			Total Enrollment	565	602	602

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	2016-17	**2017-18**	**2018-19**
Kindergarten	122	126	116
Grade 1	97	107	108
Grade 2	78	102	105
Grade3	84	82	101
Grade 4	98	85	83
Grade 5	86	100	86
Total Enrollment	565	602	599

Conclusions based on this data:

1. An additional 3rd grade class was added for the 2018-19 school year. A portable was brought in over summer to accommodate the extra class.

2. Rancho received a boost in enrollment when the nearby Charter school closed down in 2016. Second grade increased from 78 students in 2016-17 to 105 students in 2018-19.

3. Total enrollment continues to increase every year with the biggest increase in Asian students from 22 in 2016-17 to 39 students in 2017-18.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	88	83	69	15.6%	13.8%	11.5%
Fluent English Proficient (FEP)	32	46	56	5.7%	7.6%	9.3%
Reclassified Fluent English Proficient (RFEP)	3	19	20	3.2%	21.6%	24.1%

Conclusions based on this data:

1. In 2018-2019, 24.1 of our EL students achieved RFEP status, a 2.5% increase over the previous year of 21.6%

2. In 2018-19, 9.3 of our EL student group was Fluent English Proficient, a 1.7 increase over the previous year of 7.6%

3. EL enrollment in 2018-2019 was the lowest at 69 students, 14 fewer students than 2017-18 and 19 less students than 2016-17. Flyer translations continue to not be required.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	137	82	100	135	80	94	135	80	95	98.5	97.6	94
Grade 4	130	95	82	127	93	81	127	93	81	97.7	97.9	98.8
Grade 5	151	102	85	145	102	85	145	102	85	96	100	100
All Grades	418	279	267	407	275	260	407	275	261	97.4	98.6	97.4

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.	2424.	2459.	30.37	28.75	32.98	24.44	22.50	34.04	19.26	16.25	22.34	25.93	32.50	10.64
Grade 4	2481.	2468.	2485.	30.71	27.96	37.04	29.92	23.66	23.46	18.90	21.51	9.88	20.47	26.88	29.63
Grade 5	2516.	2519.	2500.	28.97	24.51	21.18	28.97	35.29	36.47	17.93	22.55	16.47	24.14	17.65	25.88
All Grades	N/A	N/A	N/A	29.98	26.91	30.38	27.76	27.64	31.54	18.67	20.36	16.54	23.59	25.09	21.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.61	28.75	34.04	42.54	40.00	57.45	29.85	31.25	8.51
Grade 4	32.28	29.03	35.80	51.18	52.69	40.74	16.54	18.28	23.46
Grade 5	33.79	36.27	27.06	42.76	44.12	51.76	23.45	19.61	21.18
All Grades	31.28	31.64	32.31	45.32	45.82	50.38	23.40	22.55	17.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.41	26.25	25.53	44.44	33.75	61.70	28.15	40.00	12.77
Grade 4	25.20	18.28	25.93	51.18	48.39	49.38	23.62	33.33	24.69
Grade 5	36.55	29.41	22.35	37.24	50.00	49.41	26.21	20.59	28.24
All Grades	29.98	24.73	24.62	43.98	44.73	53.85	26.04	30.55	21.54

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	28.36	26.25	23.40	53.73	57.50	62.77	17.91	16.25	13.83
Grade 4	25.98	20.43	30.86	57.48	61.29	51.85	16.54	18.28	17.28
Grade 5	23.45	22.55	18.82	62.07	63.73	60.00	14.48	13.73	21.18
All Grades	25.86	22.91	24.23	57.88	61.09	58.46	16.26	16.00	17.31

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	32.09	22.50	36.17	44.78	50.00	45.74	23.13	27.50	18.09
Grade 4	30.71	27.96	32.10	51.18	49.46	41.98	18.11	22.58	25.93
Grade 5	34.48	34.31	28.24	39.31	45.10	45.88	26.21	20.59	25.88
All Grades	32.51	28.73	32.31	44.83	48.00	44.62	22.66	23.27	23.08

Conclusions based on this data:

1. 4th and 5th grade had 100% participation on the ELA portion of the CAASPP in 2018-19.

2. Almost 67% of 3rd grade students met or exceeded the ELA proficiency standards as measured by the 2019 CAASPP.

3. Writing and Research/Inquiry are identified as the biggest areas of need among all grade levels as measured by the % of students scoring Below Standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	137	82	100	135	80	95	135	80	95	98.5	97.6	95
Grade 4	130	95	82	130	93	82	130	93	82	100	97.9	100
Grade 5	151	102	85	147	102	84	147	102	84	97.4	100	98.8
All Grades	418	279	267	412	275	261	412	275	261	98.6	98.6	97.8

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2441.	2429.	2468.	24.44	23.75	31.58	31.85	27.50	41.05	20.74	15.00	16.84	22.96	33.75	10.53
Grade 4	2487.	2471.	2487.	21.54	15.05	31.71	34.62	33.33	26.83	26.15	31.18	23.17	17.69	20.43	18.29
Grade 5	2514.	2524.	2501.	23.81	26.47	21.43	25.85	27.45	19.05	25.85	27.45	36.90	24.49	18.63	22.62
All Grades	N/A	N/A	N/A	23.30	21.82	28.35	30.58	29.45	29.50	24.27	25.09	25.29	21.84	23.64	16.86

Overall Achievement for All Students

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.78	35.00	54.74	34.81	28.75	30.53	27.41	36.25	14.74
Grade 4	33.08	31.18	42.68	40.00	35.48	28.05	26.92	33.33	29.27
Grade 5	31.29	31.37	23.81	34.01	44.12	42.86	34.69	24.51	33.33
All Grades	33.98	32.36	41.00	36.17	36.73	33.72	29.85	30.91	25.29

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.85	32.50	42.11	40.00	35.00	46.32	28.15	32.50	11.58
Grade 4	23.85	21.51	31.71	56.15	54.84	41.46	20.00	23.66	26.83
Grade 5	23.81	27.45	20.24	44.90	50.98	48.81	31.29	21.57	30.95
All Grades	26.46	26.91	31.80	46.84	47.64	45.59	26.70	25.45	22.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.85	33.75	45.26	45.19	33.75	42.11	22.96	32.50	12.63
Grade 4	30.77	25.81	32.93	48.46	46.24	41.46	20.77	27.96	25.61
Grade 5	25.17	22.55	25.00	47.62	58.82	45.24	27.21	18.63	29.76
All Grades	29.13	26.91	34.87	47.09	47.27	42.91	23.79	25.82	22.22

Conclusions based on this data:

1. Problem solving and modeling data was the highest math performance claim with 78.0% of all grade 3-5 students performing At, Near, or Above standard as measured by the 2019 CAASPP.

2. Concepts and Procedures is the math claim in greatest area of need with 26.0% of all grade 3-5 students performing Below Standard as measured by the 2019 CAASPP.

3. 73% of 3rd grade students met or exceeded the math standards as measured by the 2019 CAASPP. 23% higher than LVJUSD scores.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1443.1		1458.4		1407.4		11	
Grade 1							9	
Grade 2							5	
Grade 3	1493.0		1502.1		1483.4		11	
Grade 4	1508.2		1509.7		1506.1		15	
Grade 5	1516.0		1524.4		1507.3		15	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Conclusions based on this data:

1. English learners demonstrated a strength on the Speaking Domain as measured by the percentage of students performing in the Well Developed and Somewhat/Moderately ranges.

2. English learners struggled the most on the Reading Domain as measured by the percentage of students performing in all three ranges.

3. 56.06% of English learners scored in Level 3 and Level 4 as measured by the 2019 ELPAC.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-2019

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 85	28%	12%	40%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	85	76%	24%
Body Composition	85	61%	39%
Abdominal Strength and Endurance	85	38%	62%
Trunk Extensor Strength and Flexibility	84	86%	14%
Upper Body Strength and Endurance	84	73%	27%
Flexibility	85	66%	34%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 102	30%	29%	59%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	101	74	26
Body Composition	102	64	36
Abdominal Strength and Endurance	102	75	25
Trunk Extensor Strength and Flexibility	102	98	2
Upper Body Strength and Endurance	102	78	22
Flexibility	102	59	41

Conclusions based on this data:

1. Students demonstrated strength in Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Aerobic Capacity.

2. Flexibility and Abdominal Strength and Endurance continue to be challenging areas for 5th grade students.

3. Due to the increase in the percentage of students needing improvement in Abdominal Strength and Endurance, additional test administrator training will be provided.

California Healthy Kids Survey

	2017 -2018					2015-2016				
	School Connectedness			Feel Safe at School	Students Treated with Respect	**School Connectedness**			Feel Safe at School	Students Treated with Respect
	High	**Moderate**	**Low**	"Most of the time" and "All of the time"	"Most of the time" and "All of the time"	**High**	**Moderate**	**Low**		"Most of the Time" and "All of the Time"
Rancho Las Positas Elementary School	73%	25%	3%	86%	89%	64%	32%	4%	86%	93%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
602	**22.9%**	**13.8%**	**0**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	83	13.8%
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	138	22.9%
Students with Disabilities	93	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.3%
American Indian	3	0.5%
Asian	39	6.5%
Filipino	19	2.84%
Hispanic	196	32.6%
Two or More Races	60	10.0%
White	277	46.0%

Conclusions based on this data:

1. The percentage of Rancho students in our EL, Students with Disabilities, and Socioeconomically Disadvantaged subgroups have remained consistent.

2. Student enrollment by Race/Ethnicity subgroups have remained consistent with very little change.

3. Student Enrollment has remained consistent over the last two years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Green

Mathematics

Green

English Learner Progress

No Performance Color

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

1. Every effort is made to avoid suspension, by keeping students in school so learning can continue. Parents are invited by teachers and administration to partner with us as a team in problem solving with challenging behaviors. Respectful, cooperative, and helpful behavior is recognized and showcased through assemblies, Wednesday morning announcements, Principal good news phone calls, and classroom visits.

2. English Learner Progress continues to be a need with our Hispanic students. Making daily 30 minute blocks of ELD time a priority among staff will continue to support our ELD students.

3. Newly adopted Benchmark Advance ELA curriculum has been provided in 2018 along with PD support for teachers to deliver a standards- based engaging curriculum to students. Teachers will use Wednesday PD to collaborate and share best practices.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	2	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
2.9 points above standard	59.9 points below standard	0 Students
Increased 12.1 points	Increased 20.6 points	
262 students	57 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0 Students	51.8 points below standard	89 points below standard
	Increased 24.6 points	Increased 9.3 points
	74 students	56 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4 students	1 students	11 students	8 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
39 points below standard	25.5 points above standard	0 Students	30.1 points above standard
Increased 12.3 points	Increased 7.8 points		Increased 12.1 points
93 students	35 students		110 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.1 points below standard	25.6 points above standard	18.8 points above standard
Increased 21.7 points	Increased 5.1 points	Increased 13.4 points
37 students	20 students	197 students

Conclusions based on this data:

1. Students with disabilities showed the biggest decline in ELA from 2016-17 at an additional 15.6 points below standard.

2. Students listed as two or more races increased 5.4 points in ELA from 2016-17.

3. The English Learner Student group showed the greatest need of ELA support with 32 students scoring very low status, declining an additional 41 points from 2016-17.
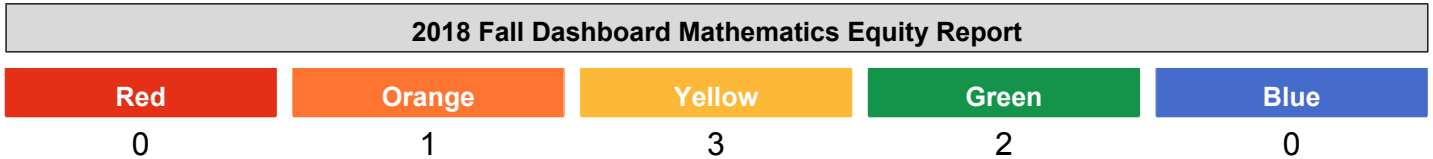
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	2	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
8 points below standard	66.1 points below standard	0 Students
Increased 9 points	Increased 14.2 points	
262 students	57 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
0 Students	57.2 points below standard	91.9 points below standard
	Increased	Maintained -1.9 points
	19.1 points	
	74 students	56 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	47.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4 students	1 students	11 students	8 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
47.9 points below standard	10.6 points above standard	0 Students	15.1 points above standard
Increased 4.3 points	Maintained 1.9 points		Increased 11.3 points
93 students	35 students		110 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.2 points below standard	22.8 points above standard	7 points above standard
Maintained -0.5 points	Increased 32 points	Increased 10 points
37 students	20 students	197 students

Conclusions based on this data:

1. Socioeconomically Disadvantaged increased 19.1 points on the 2018 -19 CAASPP Math Performance Standard

2. Reclassified English Learners increased 32 points on the 2018-19 CAASPP Math Performance Standard.

3. Students with Disabilities are 91.9 points below standard on the 2018-2019 CAASPP Math Performance Standard

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
66	15.15%	40.91%	31.82%	12.12%

Conclusions based on this data:

1. 56% of English learners at Rancho have well or moderately developed English skills as measured by the 2018 English Proficiency Assessments for California.

2. Interim Assessment Blocks 2x a year will continue to provide a preview to staff and students and offer an opportunity to practice valuable formative skills before the summative CAASPP test in Spring. Data will be used by staff to inform instruction.

3. All staff will provide protected designated ELD time during the day for English learners to develop English language proficiency. 30 minutes per day 5 days a week.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

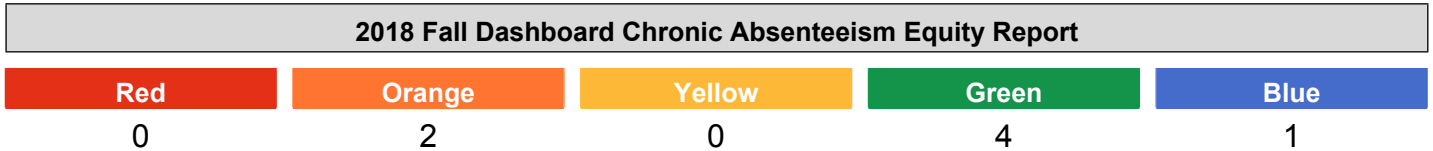**Conclusions based on this data:**

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	4	1

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
4.7% chronically absent	7.6% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.4%	Declined 5.5%	
632 students	92 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.8% chronically absent	8.8% chronically absent
	Declined 3.2%	Increased 1.8%
0 students	164 students	114 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.4% chronically absent	0% chronically absent
		Declined 0.7%	Maintained 0%
9 students	3 students	42 students	20 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
5.2% chronically absent	6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.9% chronically absent
Declined 3.3%	Increased 3.3%		Declined 1.1%
		0 students	
210 students	63 students		285 students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
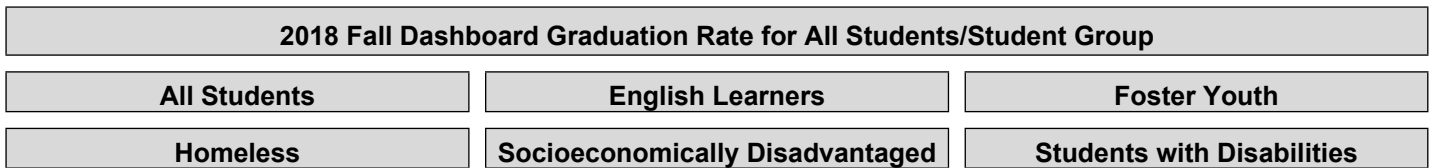
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
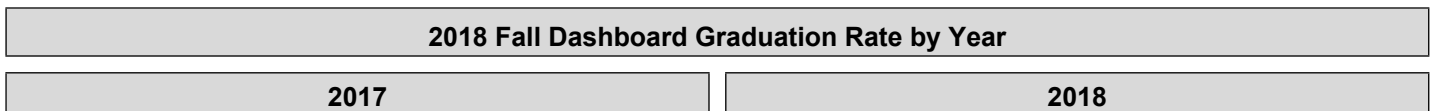
Conclusions based on this data:

1. Data does not apply to Rancho Elementary.

School and Student Performance Data

Conditions & Climate
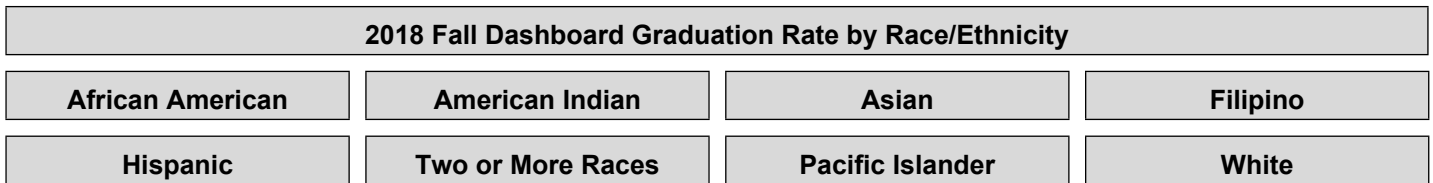## Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	3
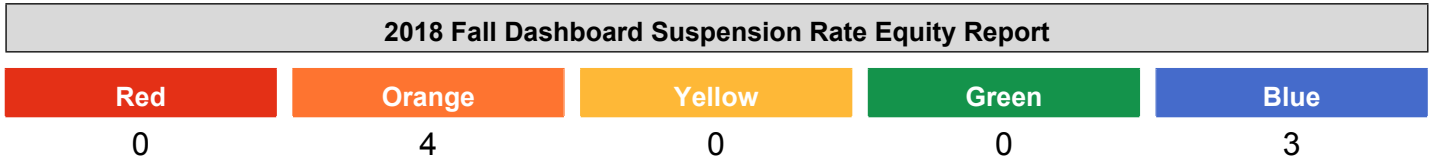
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
0.6% suspended at least once	2.1% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.1%	Increased 2.1%	1 students
641 students	94 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	1.8% suspended at least once	3.5% suspended at least once
	Increased 1.8%	Increased 2.7%
	167 students	115 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0% suspended at least once
9 students	3 students	Maintained 0%	Maintained 0%
		43 students	21 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
1.4% suspended at least once	0% suspended at least once	0 Students	0% suspended at least once
Increased 1%	Maintained 0%		Declined -0.7%
212 students	66 students		287 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.4% suspended at least once	0.5% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. HIspanic student suspension data increased 1% on the 2018-19 Dashboard Suspension Rate achieving an orange performance color.

2. White and Asian students achieved the highest performance level, blue, on the 2018 -19 Dashboard Suspension Rate.

3. Students with Disabilities suspension data increased 2.7%, achieving a lower performing color of orange, on the 2018-19 Dashboard Suspension Rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Academics

Goal Statement

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

Basis for this Goal

CAASPP
ESGI(Educational Software for Guiding Instruction)
ELPAC
District Writing Assessment
Pearson Investigations 3 Assessment

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP	62% of students in 3rd-5th grade met or exceeded standards in ELA as measured by the 2019 CAASPP.	Increase the number of 3rd -5th grade students who meet or exceed standards in ELA from 62% to 65% as measured by the 2020 CAASPP.
Math CAASPP	58% of students in 3rd -5th grade met or exceeded standards in Mathematics as measured by the 2019 CAASPP.	Increase the number of students in 3rd -5th grade who meet or exceed standards in Math from 58% to 61% as measured by the 2020 CAASPP.
ELA CAASPP	22% of students in 3rd-5th grade were below standard on the Writing Claim as measured by the 2019 CAASPP.	Decrease the number of students who were below standard on the Writing Claim as measured by the 2019 CAASPP from 22% to 20%.

Planned Strategies/Activities

Strategy/Activity 1

Literacy/Reading Comprehension
Implementation of daily strategic intervention ELD time
Provide small group reading intervention in grades K-5 to develop fluency and comprehension skills
Provide Learning Ally audio books as accommodations for struggling readers

ESGI (Educational Software for Guiding Instruction)
Utilize MobyMax to enhance comprehension and vocabulary skills for at-risk students
Grade level articulation

Students to be Served by this Strategy/Activity

All students

Timeline

8/19/2019 – 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	900
Source	Site Based Gifts and Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Computer Software License

Amount	1,450
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Handwriting without Tears

Amount	1,450
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Brain Pop

Strategy/Activity 2

Strategies/Activities for Mathematics
Purchase and implement IXL online Math program
Grade level articulation
Elementary District Math coaches to enhance teacher instruction
Provide small group instruction to enhance math skills
Utilize Youcubed and SVMI resources

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/3/2019– 6/4/2020

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Math

Strategy/Activity 3

Strategies /Activities for Writing:
Provide small group instruction to develop writing skills
Increase student access to technology by purchasing chromebooks
Grade level articulation
Handwriting without Tears

Students to be Served by this Strategy/Activity

All Students

Timeline

8/19/2019-6/4/2020

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1,450
Source	Discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Handwriting Without Tears

Strategy/Activity 4

Continue use of Accelerated Reader program using all aspects of program

Renewal of AR/STAR/students will take comprehension and vocabulary tests in the AR program / August-June

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/4/2020

Person(s) Responsible

Principal, grade level PLC, classroom teacher

Proposed Expenditures for this Strategy/Activity

Amount	3,718
Source	Site Based Gifts and Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader / STAR

Strategy/Activity 5

February 2020 host Bedtime Books for Rancho families
Hold a fun family event where reading is encouraged and supported by staff and families
Staff Articulation (K-5th)
Staff Assessments (TK-1)

Students to be Served by this Strategy/Activity

All Students

Timeline

February 2019

Person(s) Responsible

Principal, teachers

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Parent-Teacher Association (PTA)
Description	Bedtime Books - Fun family evening event where teachers read stories to students in pajamas

Amount	7,656
Source	Discretionary
Description	Staff Articulation

Amount	2,914
Source	Discretionary
Description	Assessment Days for TK-1st grade

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Conditions for Learning

Goal Statement

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

Basis for this Goal

Fitnessgram – Grade 5
SWIS Data
CHKS /Healthy Kids Survey – Grade 5 (every other year)
Power School Attendance Data
PowerSchool Suspension Data
Teacher Input
Panorama Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Wide Information Systems Data (SWIS)	SWIS Data started on September 20, 2018 as all student registration information had not been rolled into the program.	Goal is to reduce the number of behavior referrals each month from the prior month by 5%.
PowerSchool Attendance Data	Overall attendance rate for 2018-2019 was 96.21% up from 96.1% in 2017-18.	Increase overall attendance rate to 97%.
Fitnessgram	40% of 5th graders passed the FitnessGram with a score of 5 or more as measured by the 2019 assessment	Increase the number of 5th graders scoring 5 or more on the Fitnessgram to 60%.
PowerSchool Suspension Data	PowerSchool data shows 23 suspensions for the 2018-19 school year.	Maintain 10 or fewer suspension days in 2020 as measured by PowerSchool data.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Positive Behavior Interventions and Supports
Celebrate monthly spirit assemblies with a positive behavior recognition focus.
Analyze SWIS data with all stakeholders
Utilize Kid Connection

Recognize positive behavior with Principal Good News Phone Calls, PAW awards, and Rancho Way stickers
Announce students following The Rancho Way during lunchtime in MPR
Announce students making academic and behavioral strides during Wednesday morning schoolwide announcements on PA system
Join students at lunch tables who are demonstrating The Rancho Way.
Hold Family Friendly community building events sponsored by the PTA
Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hot spots.
Hold monthly grade level attendance contests..

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal
Teachers
Office Specialist
Yard Supervisors

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC)
Budget Reference	None Specified
Description	Family Friendly Character building assemblies for students

Strategy/Activity 2

Strategies/Activities for Attendance
Utilize CWA to monitor and assist with habitual truant families
Recognize and celebrate top classes during monthly assemblies
Recognize students at the end of year with perfect attendance certificates
Communicate monthly attendance rates and weekly tardies with all stakeholders
Principal visible at valet morning drop off and distribute pink on-time arrival reminders to parents
Meet with students who have chronic absences and offer incentives to attend school on time daily

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principal
CWA
Executive Assistant
Office Specialist

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified compensation for yard supervisor meetings

Strategy/Activity 3

All students feeling safe at school:
Monthly Spirit assemblies
Student Council Opportunities for grades 4 and 5
CHKS results data
Recognize positive behavior with assembly shout -outs/ appreciations
Utilize Kid Connection and school psychologist
Create student/staff videos that model expected lunchroom,blacktop, classroom, and bathroom behavior.
Good News Phone Calls to parents

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019 - 6/4/2020

Person(s) Responsible

Principals/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	PTA
Description	Leadership and Good Decisions Assemblies

Strategy/Activity 6

Strategies/Activities for Physical Fitness:
Weekly morning Running Club
Annual Mile Challenge in Spring 2020
Weekly Physical Education Classes
FitnessGram training with staff
Walk and Roll to School Day in 2020
Bike Mobile / Bike Repair on campus
Teachers will practice the fitness gram skills during scheduled PE time 200 minutes required every 10 days

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019-6/4/2020

Person(s) Responsible

Principal
Teachers
Parent Volunteers

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	PTA
Budget Reference	4000-4999: Books And Supplies
Description	Running Club chains, charms, certificates

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement and Communication

Goal Statement

Enhance parent and community engagement and communication

Basis for this Goal

Teachers utilizing on-line communication/gradebook
Parent participation on site committees
Staff utilizing Blackboard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Blackboard Data PTA Coffee Corner with Principal on Friday Collaboration between ELAC and PTA Back to School Night attendance SSC attendance Keep Website and Marquee updated to reflect upcoming events.	Strong parent support and involvement On average, 20 Rancho parents attend Friday Coffee Corner. On average. 90% of Rancho students had one or more parents attend Back to School Night	Continued strong parent support and involvement Increase parent participation at Coffee Corner to an average of 25 parents. More families will attend school events if they receive frequent Blackboard event updates and reminders.

Planned Strategies/Activities

Strategy/Activity 1

Strategies to Increase Parent and Community Engagement
Invite parents to attend monthly spirit assemblies
Use Blackboard to keep families informed through voice mails and emails.
Provide translators for conferences, IEPs, SSTs, and ELAC meetings.
Provide community building events throughout the year: Make a Difference Campus Clean up Day,Carnival, Trunk or Treat, Outdoor movie night, Mile Challenge, Bedtime Books ,Bingo Nights, Muffins with Mom, Donuts with Dad, Boo Hoo Breakfast, Kinder Cookies and Milk, Winter wonderland Saturday breakfast, Trick or Treating at the District Office (DO), Holiday caroling at the DO, assemblies, awards assembly.
Student plays and performances
Keep website and digital marquee current
Peachjar electronic flyer update
GATE meetings
DELAC meetings at Jackson Ave. Elementary
Principal Memo in Rancho PTA newsletter
Principal visibility at morning valet and after-school pick up.
Principal attendance at District GATE events hosted by Rancho

Students to be Served by this Strategy/Activity

All

Timeline

8/19/2019 - 6/4/2019

Person(s) Responsible

Principal
Teacher
Executive Assistant
PTA President

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Spanish Interpreters for Parent Meetings, IEP's, and conferences.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP	Increase the number of 3rd -5th grade students who meet or exceed standards in ELA from 55% to 58% as measured by the 2019 CAASPP.	The number of 3rd-5th grade students who met standards in ELA was 62% as measured by the 2019 CAASPP. This goal was met.
Math CAASPP	Increase the number of students in 3rd -5th grade who meet or exceed standards in Math from 51% to 54% as measured by the 2019 CAASPP.	The number of students in 3rd-5th grade who met standards in Math was 58% as measured by the 2019 CAASPP. This goal was met.
District Writing Benchmark	Increase the number of students who score proficient or advanced on the end of year District writing Benchmark from 58% to 61%.	End of year District Writing Benchmark percentages unavailable for 2018-2019.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension Implementation of daily strategic intervention ELD time. Provide small group reading intervention in grades K-5 to develop fluency and comprehension skills. Provide Learning Ally audio books as accommodations for struggling readers. ESGI (Educational Software for Guiding Instruction) Utilize Brain Pop to enhance comprehension	Strategic intervention and ELD time was implemented during the 2018-2019 school year. Small group instruction was provided by classroom teachers on a regular basis. Learning Ally audio books were used as accommodations to support struggling readers. ESGI was used to evaluate student progress Brain Pop was used to enhance comprehension and vocabulary skills for at-risk students.	ESGI Computer Software License 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 900	ESGI Computer Software License 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 895
		Handwriting without Tears 4000-4999: Books And Supplies Discretionary 1,450	Handwriting without tears 4000-4999: Books And Supplies Discretionary 1,450
		Brain Pop 5000-5999: Services And Other Operating Expenditures Other 1,450	Brain Pop 5000-5999: Services And Other Operating Expenditures Other 1,450.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and vocabulary skills for at-risk students. Teachers participate in Grade-level articulation	Grade-level teams and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum.		
Strategies/Activities for Mathematics Purchase IXL online Math program. Teachers participate in Grade level articulation Provide small group instruction to enhance math skills. Elementary District Math coaches to enhance teacher instruction.	Purchased IXL Math to help provide differentiated math instruction to increase skills in Problem Solving and Modeling/Data Analysis. Small group instruction was provided by classroom teachers on a regular basis. Elementary District Math coaches provided support for staff.	IXL Math 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 450	IXL Math 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 900
Strategies /Activities for Writing: Provide small group instruction to develop writing skills. Increase student access to technology by purchasing chromebooks. Teachers participate in Grade- level articulation. Purchase Handwriting without Tears.	Small group instruction was provided by classroom teachers on a regular basis Additional chromebooks were purchased for students to utilize in the classroom. Handwriting without Tears was purchased to support student writing.	Handwriting Without Tears 4000-4999: Books And Supplies Discretionary 1,450	
Continue use of Accelerated Reader program using all aspects of program. Renewal of AR/STAR/students will take comprehension and vocabulary tests in the AR program / August-June	Accelerated Reader was purchased to engage students,motivate practice, and impact growth.	Accelerated Reader / STAR 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 3,718	Accelerated Reader /STAR 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 3,717.87
February 2019 host Bedtime Books for Rancho families. Hold a fun family event where reading is encouraged and	Bedtime Books was held in the Rancho A-wing classrooms March 7 from 6-7 p.m. Approximately 120 students attended.	Bedtime Books - Fun family evening event where teachers read stories to students in pajamas Parent-	Bedtime Books PTA 100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
supported by staff and families Staff Articulation (TK-5th) Staff Assessments (TK-1)		Teacher Association (PTA) 100	
		Staff Articulation Discretionary 7,656	Staff Articulation Discretionary 4,428
		Assessment Days for TK-1st grade Discretionary 2,914	Assessment Days for TK-1st grade Discretionary 1,817

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All students were assessed with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) three times during the year (Beginning, Middle, and End) to assess and monitor literacy skills such as fluency, phonemic awareness, and vocabulary. Kindergarten teachers utilized ESGI to monitor academic progress. Investigations 3 assessments were used to monitor progress in Mathematics. Grade level teams used data during collaboration to plan small group instruction and interventions. Ninety additional Chromebooks and 3 carts were purchased to lower the student -to-device ratio.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

ESGI and DIBELS were effective assessment tools because they provided baseline data to monitor progress throughout the school year.Teachers were able to analyze the data and share progress with all stakeholders. District Math coaches worked with grade level teacher teams, especially in the areas of online resources and data.ELD instruction was provided daily for 30 minutes. Four Rancho students were recognized and celebrated at the October 8 Reclassification Ceremony at Granada High School.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Articulation : Grades 3-5 opted to use 1 articulation day rather than 2.

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

Expected outcome percentages for ELA and Math will be adjusted to reflect current baseline data. These changes can be found in Goals, Strategies, and Proposed Expenditures Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SWIS Data (School Wide Information Systems)	Goal is to reduce the number of behavior referrals each month from the prior month. SWIS Data from August 2018-June 2019 shows a total referral count of 343. February 2019 had the highest number of referrals at 60. February is also the month with the lowest attendance percentage all year.	This goal was met.Behavior referrals were reduced each month from the prior month by10%.
PowerSchool Attendance Data	Increase overall attendance rate to 97%.	This goal was nearly met.Overall attendance was 96.21%
Fitnessgram - Grade 5	Increase the number of 5th graders scoring 5 or more on the Fitnessgram to 64%.	This goal was not met.The number of 5th graders scoring 5 or more on the Fitnessgram was 40%.
PowerSchool Suspension Data	Maintain 4 or fewer suspensions as measured by PowerSchool data.	This goal was not met.The number of suspensions as measured by Powerschool data was 23.
Panorama Student Survey 4th and 5th grade	4th and 5th grade teachers will administer the survey to students.	58% of 4th and 5th grade teachers administered the Panorama survey.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities for Positive Behavior Interventions and Supports Celebrate monthly spirit assemblies with a positive behavior recognition focus. Analyze SWIS data with all stakeholders Utilize Kid Connection	Monthly spirit assemblies were held throughout the year with a PBIS / Choose Love Focus. SWIS data was shared throughout the year with Rancho staff. Principal Good News Phone calls were made daily to unsuspecting and	Family Friendly Character building assemblies for students None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC) 5,000	Family Friendly Character building assemblies for students None Specified Parent-Teacher Association (PTA) 4,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Recognize positive behavior with Principal Good News Phone Calls Announce students following The Rancho Way during lunchtime in Multipurpose Room. Announce students making academic and behavioral strides during Wednesday morning school-wide announcements on PA system. Join students at lunch tables who are demonstrating The Rancho Way. Hold Family Friendly community building events sponsored by the PTA. Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hot spots. Hold monthly grade level attendance contests.	very thrilled Rancho parents. Students following the Rancho Way were celebrated during Wednesday morning announcements. Principal joined students during the three lunch periods to be visible and visit. Three yard supervisor meetings were held throughout the year to discuss Rancho Way stickers, student behavior, safety, and procedures. PTA held one or more family friendly events each month. Grade level attendance contests were held throughout the year.		
Strategies/Activities for Attendance Utilize CWA to monitor and assist with habitual truant families. Recognize and celebrate top classes during monthly assemblies. Recognize students at the end of year with perfect attendance certificates. Communicate monthly attendance rates and weekly tardies with all stakeholders. Principal visible at valet morning drop off and distribute pink on-time arrival reminders to parents. Meet with students who have chronic absences and offer incentives to	Administration, office staff, and CWA monitored attendance and used the SART process when deemed necessary. Top classes were recognized at monthly spirit assemblies and with classroom visits by the Principal. Students with perfect attendance were recognized at the end of the year awards assembly. Monthly attendance rates were shared with all stakeholders including SSC, ELAC, and PTA.	Classified compensation for yard supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 250	Classified compensation for yard supervisor meetings 2000-2999: Classified Personnel Salaries LCFF - Base 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
attend school on time daily.			
All students feeling safe at school: Monthly Spirit assemblies Student Council Opportunities for grades 4 and 5 California Healthy Kids Survey (CHKS) results data Recognize positive behavior with assembly shout -outs Utilize Kid Connection and school psychologist Create student/staff PBIS videos that model consistent expected lunchroom,blacktop, classroom, and bathroom behavior. Good News Phone Calls to parents	Monthly assemblies were held with a PBIS /Choose Love focus. PBIS video made by staff and our raccoon mascot, showing school safety and inclusiveness. Good News phone calls made to parents. Kid Connection was offered 2 1/2 days per week and supported a total of 76 students throughout the year.	PTA	
Strategies/Activities for Physical Fitness: Weekly Running Club Annual Mile Challenge in Spring 2019 Weekly Physical Education Classes FitnessGram training with staff Walk and Roll to School Day 10/10/18 Bike Mobile / Bike Repair on campus Teachers will practice the fitness gram skills during scheduled PE time 200 minutes required every 10 days	Running Club was held Wednesday -Friday mornings on the track. 200 minutes of physical activity per 10 days was provided to students. Mile Challenge was held May 17, 2019 and was very well attended by the community. Bike Mobile was on campus and repaired 22 student and parent bikes.	Running Club chains, charms, certificates 4000-4999: Books And Supplies PTA 400	Running Club chains, charms, certificates 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 400

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies/activities were continuously implemented throughout the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of strategies/activities contributed to the areas of growth within goal 2. Rancho students learned schoolwide expectations and a common language with the implementation of our PBIS program. PBIS and Choose Love supported student growth in providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No significant differences occurred between the Proposed Expenditures and Estimated Actual Expenditures.

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

SWIS data referrals will continue to be used to measure progress with the school culture. Additional attendance recognition opportunities will continue with principal making celebratory home visits.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Enhance parent and community engagement and communication

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Blackboard Data PTA Coffee Corner with Principal on Friday's PTA Participation Collaboration between ELAC and PTA Back to School Night attendance SSC attendance	Continued strong parent support and involvement Continued parent engagement and participation	Continued strong parent support and involvement. Parent participation for Friday Coffee Corner increased with the addition of four High Five Fridays at the entrance to the Rancho campus. Back to School Night attendance increased from 80% to 90% based on parent sign in sheets in classrooms.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies to Increase Parent and Community Engagement Invite parents to attend monthly spirit assemblies. Use Blackboard to keep families informed through voice mails and emails. Translate in Spanish. Provide translators for conferences, IEPs,SSTs, and ELAC meetings. Provide community building events throughout the year : Make a Difference Campus Clean up Day, Carnival, Trunk or Treat, Outdoor movie night, Mile Challenge, Bedtime Books, Bingo Nights, Muffins with Mom, Donuts with Dad, Boo Hoo Breakfast, Kinder Cookies and Milk, Winter Wonderland Saturday	Executive Assistant kept website and marquee current with pertinent information. Blackboard messages were sent weekly to keep Rancho community updated on all school events and happenings. Translators were provided for all IEPs, SSTs, and ELAC meetings. Many community building events were held throughout the school year. All planned events were carried out as planned.	Spanish Interpreters for Parent Meetings, IEP's, and conferences. 2000-2999: Classified Personnel Salaries LCFF - Base 2,000	Translators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
breakfast, Trick or Treating at the DO, Holiday caroling at the DO, assemblies, awards assembly. Student plays and performances Keep website and digital marquee current. Peachjar electronic flyer update GATE meetings DELAC meetings at Jackson Ave. Elementary Principal Memo in Rancho PTA newsletter Principal visibility at morning valet and after-school pick up. Principal attendance at District GATE events hosted by Rancho			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies/activities were continuously implemented throughout the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Strategies/activities were highly effective in increasing communication of school- wide events, knowledge of current information, and parent involvement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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

This goal will remain the same for the 2019-2020 school year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	32,738.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Discretionary	13,470.00
LCFF - Base	2,250.00
LCFF - Supplemental	450.00
Other	1,450.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5,000.00
Parent-Teacher Association (PTA)	100.00
PTA	5,400.00
Site Based Gifts and Donations	4,618.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	2,250.00
4000-4999: Books And Supplies	3,300.00
5000-5999: Services And Other Operating Expenditures	6,518.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	10,570.00
4000-4999: Books And Supplies	Discretionary	2,900.00
2000-2999: Classified Personnel Salaries	LCFF - Base	2,250.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	450.00
5000-5999: Services And Other Operating Expenditures	Other	1,450.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	5,000.00
	Parent-Teacher Association (PTA)	100.00
	PTA	5,000.00
4000-4999: Books And Supplies	PTA	400.00
5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations	4,618.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

N/A Secondary Students

Name of Members	Role
Steve Martin	Principal
Allison Gomes	Classroom Teacher
Jenna Cooke	Parent or Community Member
Bonnie Pastrnak	Classroom Teacher
Melanie Henderson	Other School Staff
Noel Munivez	Parent or Community Member
Katie Charland	Classroom Teacher
Brian Esse	Parent or Community Member
Catharina Ritts	Parent or Community Member
Marcie Watt	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on October 23, 2018.

Attested:

Principal, Steve Martin on 10/22/2019

SSC Chairperson, Brian Esse on 10/22/2019

Appendix C: Centralized Services for Planned Improvements in Student Performance and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2019-2020
State and Federally – Funded Categorical Programs

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 our District SPSA Goals.***
- *$167,625*

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 our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$154,516*

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 our District SPSA Goals.***
- *$196,089*

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 our District SPSA Goals.***
- *$228,906*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after school elementary math programs for at risk students, professional development and staff training related to mental health topics, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals.***
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *123,890*

Livermore Valley Joint Unified School District
2019-2020 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 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 Programs –*Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students 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 Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.

- 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 General Education Development (GED classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).

- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide 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.

Appendix D: Programs Included in this Plan

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
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	$
X	**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
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$45,517
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$33,150
	Total amount of federal categorical funds allocated to this school	$78,667

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$10,746

Appendix E: Planned Improvements in Student Performance
LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds $33,150

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	Timeline	Person(s) Responsible	Estimated Cost	Target Population
Improvements or enhancement in instruction: Two instructional assistants 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	August 2019 - June 2020	Principal	28,521	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	28,521	
Supplemental materials, computers, software, books, supplies may be purchased: Positive reinforcements and Rancho Way posters for Positive Behavioral Interventions and Supports (PBIS) program Referral forms for School-wide Information System (SWIS) Consumables (paper, pencils, wipe board pens) Chromebooks for Curriculum Based Measurements (easyCBM) assessments	August 2019 - June 2020	Principal Certificated LCFF Supplemental Support Coordinators	1,311	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
		Total:	1,311	
Staff Development and Professional Collaboration, training costs, substitute costs: Periodic sharing of easyCBM assessment data with students; instructional team Collaboration meetings with Local Control Funding Formula (LCFF) Supplemental Support Team Data meetings with grade-level instructional team to plan supplemental core instruction based on data findings over the past three years	August 2019 - June 2020	Principal	2,018	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

			Total:	4,036	
Parent Involvement: English Learner Advisory Committee (ELAC)meetings – materials and snacks Provide interpreters at parent/teacher meetings, school-wide parent meetings, 504 and Individualized Education Plan (IEP) meetings, and as requested by parents Provide childcare and interpreters at ELAC meetings	August 2019 - June 2020	Principal / EL Liaison		1,300	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
			Total:	1,300	
			Grand Total:	35,168	

Appendix H

Livermore Valley Joint Unified School District
Gifted and Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

Standards, Assessment and Accountability
Rancho Las Positas School has 11 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 in coordination with school staff.

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 3 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 our 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
Technology Funding Plan – ALL SITES
Technology Funds:

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 received voice amplification systems installed in all classrooms May 2019. Rancho has 14 rolling carts with a total of 320 Chromebooks available for CAASPP testing. 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.

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2019-20

Elementary School Name: Rancho Las Positas Elementary Date September 27, 2019 English Learner Liaison: Kathryn Rainey

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by ELD Standards Proficiency Levels (Emerging (Em), Expanding (Ex), Bridging (Br))

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK	Bonnie Pastrnak	Br	M-F 10:30-11:00	
K	April Avila Ford	Ex	M-F 10:30-11:00	
	Allison Gomes	NA		
	Daun Stevens	Em, Br	M-F 10:15-10:45 (Br) M-F 10:45-11:15 (Em)	
	Chelsea Whitney	Br	M-F 12:10-12:40	
	Amy Cembellin (K/1 SDC)	Ex, Br, Em	M-F 10:00-10:30 (Ex) M-F 10:30-11:00 (Br M, T, Th, F 1:30-2:00 (Em) W 9:00-9:30 (Em)	
First	Heather Carroll	Ex	M, W, F 10:15-10:45 T, Th 12:30-1:00	
	Christina Johnson	Br, Ex	M-F 10:50-11:20 (Br) M-F 12:00-12:30 (Ex)	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
	Allison Perlin	Br, Em	M-F 10:50-11:20 (Br) M-F 12:00-12:30 (Ex)	
	Susan Pierson	Br	M, T, Th, F 9:25-9:55 W 10:15-10:45	
Second	Kaitlin Charland	Ex	M-F 12:30-1:00	
	Patricia Gallagher	NA		
	Deborah Littlefield	NA		
	Natasha Progar	Ex	M-F 12:30-1:00	
	Chelsea Barberio-Kitts (2/3 SDC)	Em, Ex	M, T, Th, F 10:30-11:00 (Em) W 11:15-11:45 (Em) M, T, Th, F 11:00-11:30 (Ex) W 9:15-9:45 (Ex)	
Third	William Cannon	Ex	M, W, F 12:30-1:00 T, Th 1:10-1:40	
	Danielle Lane/Therese Maldonado	Ex, Em	M-F 10:10-10:40 (Em) M-F 10:40-11:10 (Ex)	
	Justine Oden	Ex	M-F 12:30-1:00	
	Kathryn Rainey	Ex	M-F 10:10-10:40	
Fourth	Mary Bitzer	Ex	M, T, Th, F 2:20-2:50 W 1:00-1:30	
	Amy Dupuis	Br	M-F 1:00-1:30	
	Stephanie Ezell	Ex	M, T, Th, F 2:20-2:50 W 1:00-1:30	
	Preston Suess (4/5 SDC)	Em, Ex	M-F 9:00-9:30 (Em) M-F 11:00-11:30 (Ex)	

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
Fifth	Monica Craighead	NA		
	Kathryn Mitchell	Br, Em	M-F 1:00-1:30 (Em) M-F 11:50-12:20 (Br)	
	Shawn Worth	Ex, Br	M-F 8:45-9:15 (Ex) M-F 1:00-1:30 (Br)	