School Year: **2020-21**

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 14, 2020
Schoolsite Council (SSC) Approval Date	October 27, 2020
Local Board Approval Date	November 10, 2020

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.

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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 13,400 TK-12 students. We are a neighborhood school consisting of 595 students of which the majority either walk or bike to school. Rancho serves students with diverse socioeconomic, ethnic, and educational backgrounds. The diversity of the school is one of its strengths. The ethnic make-up is approximately 44% White, 31% Hispanic or Latino, 13% Asian, .5% African American, 10% two or more race categories, 0.01% Hawaiian/Other Pacific Islander and 0.8% 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 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' cooperation 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 continue 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, Responsive Teaching and Learning, on August 13, 2020 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 our 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.

- 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 Advance." Students are grouped according to ELPAC levels for ELD instruction with no more

than two levels in one group or class. Many grade levels have a common ELD time and homogeneously group students across classes.

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

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

The Rancho School kindergarten staff assesses students during spring kindergarten registration. The assessment data is then used to create balanced classrooms and to talk with parents about what to work on over the summer months prior to the school year starting. In addition to the assessment, the incoming kindergarten student and parent are paired up with another kindergarten student and family and given a school tour. This eases anxiety, allows the student to see the room prior to the school year, and introduces them to someone who is also going to Rancho kindergarten. This helps 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, Schoology (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, school-wide 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 Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.50%	0.5%	0.67%	3	3	4
African American	1.33%	1.3%	0.84%	8	8	5
Asian	6.48%	6.5%	9.72%	39	39	58
Filipino	3.2%	2.84%	3.52%	19	19	21
Hispanic/Latino	32.56%	32.6%	29.98%	196	196	179
Pacific Islander	0%	0%	0.34%		0	2
White	46.0%	46.0%	44.89%	277	277	268
Multiple/No Response	%	10.0%	9.55%		60	3
			Total Enrollment	602	602	597

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	126	116	114
Grade 1	107	108	97
Grade 2	102	105	107
Grade3	82	101	103
Grade 4	85	83	94
Grade 5	100	86	82
Total Enrollment	602	599	597

Student Enrollment by Grade Level

Conclusions based on this data:

1. Seven TK and Kindergarten students dropped from our 2020 registration due to the COVID-19 pandemic and parents have placed their children in learning pods.

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**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	83	69	62	13.8%	11.5%	10.4%
Fluent English Proficient (FEP)	46	56	53	7.6%	9.3%	8.9%
Reclassified Fluent English Proficient (RFEP)	19	20	6	21.6%	24.1%	8.7%

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 2019-2020 was the lowest at 62 students, 21 fewer students than 2017-18 and 7 less students than 2018-19.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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	94	98.5	97.6	95
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	261	407	275	260	97.4	98.6	97.8

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

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. Grade 5 had 100% participation and Grade 4 had 98.8% 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 percent 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

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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

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	1443.1	1458.4	1458.4	1407.4	1407.4	11	11
Grade 1		*		*		*	9	9
Grade 2		*		*		*	5	5
Grade 3	1493.0	1493.0	1502.1	1502.1	1483.4	1483.4	11	11
Grade 4	1508.2	1508.2	1509.7	1509.7	1506.1	1506.1	15	15
Grade 5	1516.0	1516.0	1524.4	1524.4	1507.3	1507.3	15	15
All Grades								66

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
K		9.09		63.64		27.27		0.00		11
3		0.00		54.55		36.36		9.09		11
4		33.33		26.67		26.67		13.33		15
5		13.33		33.33		46.67		6.67		15
All Grades		15.15		40.91		31.82		12.12		66

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
K		27.27		45.45		27.27		0.00		11
3		36.36		54.55		0.00		9.09		11
4		46.67		33.33		6.67		13.33		15
5		33.33		53.33		6.67		6.67		15
All Grades		33.33		42.42		15.15		9.09		66

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
K		0.00		36.36		63.64		0.00		11
3		0.00		27.27		54.55		18.18		11
4		13.33		26.67		26.67		33.33		15
5		0.00		20.00		46.67		33.33		15
All Grades		4.55		25.76		42.42		27.27		66

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
K		27.27		72.73		0.00		11
3		9.09		81.82		9.09		11
4		13.33		73.33		13.33		15
5		13.33		60.00		26.67		15
All Grades		16.67		69.70		13.64		66

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
K		36.36		63.64		0.00		11
3		90.91		0.00		9.09		11
4		73.33		13.33		13.33		15
5		73.33		20.00		6.67		15
All Grades		59.09		31.82		9.09		66

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
K		0.00		100.00		0.00		11
3		0.00		54.55		45.45		11
4		6.67		53.33		40.00		15
5		13.33		46.67		40.00		15
All Grades		6.06		59.09		34.85		66

| Grade Level | Writing Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | |
| | 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
K		63.64		27.27		9.09		11
3		9.09		63.64		27.27		11
4		13.33		60.00		26.67		15
5		0.00		80.00		20.00		15
All Grades		18.18		56.06		25.76		66

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) 2018-19

% 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	28.2%	11.8%	40.0%
	Total # of Students	**% Within or above the Healthy Fitness Zone**	**% Needs Improvement**
Aerobic Capacity	85	76.5%	16.5%
Body Composition	85	61.2%	21.2%
Abdominal Strength and Endurance	85	37.6%	62.4%
Trunk Extensor Strength and Flexibility	85	84.7%	15.3%
Upper Body Strength and Endurance	85	71.8%	28.2%
Flexibility	85	65.9%	34.1%

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

Elementary Schools Grade 5:		Table
1. School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	75 %	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting "Yes, most of the time" and "Yes, all of the time"	82 %	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting "Yes, most of the time" and "Yes, all of the time"	90 %	6.1

1. CHKS 2019-2020 data reports 75% of 5th grade students feel connected to school.

2. CHKS 2019-2020 data reports 82% of 5th graders feeling safe at school.

3. CHKS 2019-2020 data reports 90% of 5th graders feel teachers and other grown ups at school treat students with respect.

Middle Schools Grade 7 and High Schools Grades 9 and 11:	7th or 9th Grade	11th Grade
1. School Connectedness – sites will report percent of students Average reporting "Agree" or "Strongly Agree"	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting "Very safe" or "Safe"	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting "Pretty much true" or "Very much true"	%	%

1.

2.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
599	**24.0**	**11.5**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	11.5
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	144	24.0
Students with Disabilities	97	16.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.0
American Indian	5	0.8
Asian	48	8.0
Filipino	17	2.8
Hispanic	193	32.2
Two or More Races	58	9.7
White	271	45.2

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Green

Mathematics

Green

Academic Engagement

Chronic Absenteeism

Green

Conditions & Climate

Suspension Rate

Orange

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	3	1	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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
12.3 points above standard	43.5 points below standard	0 Students
Increased ++9.4 points	Increased Significantly ++16.4 points	
257	63	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
0 Students	42.9 points below standard	99.7 points below standard
	Increased ++8.9 points	Increased ++9.7 points
	85	60

2019 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	72.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	2	Increased Significantly ++34.5 points	9
		13	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Green
29.4 points below standard	17.1 points above standard	0 Students	44.7 points above standard
Increased ++9.6 points	Declined -8.4 points		Increased ++14.6 points
102	20		108

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.9 points below standard	49.4 points above standard	28.5 points above standard
Increased ++9.2 points	Increased Significantly ++23.8 points	Increased ++9.7 points
40	23	186

Conclusions based on this data:

1. All students increased 9.4 points to earn a green performance level on the 2019 ELA Fall Dashboard.

2. Students listed as Asian increased significantly by 34.5 points on the 2019 ELA Fall Dashboard.

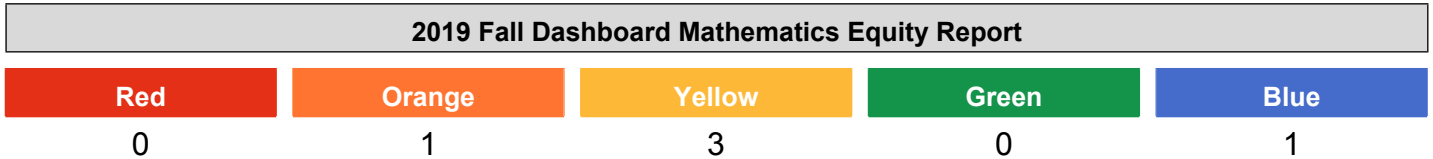**3.** Reclassified English Learner student group increased significantly by 23.8 points on the 2019 ELA Fall Dashboard.

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.

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

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	
3.9 points above standard	52.3 points below standard	
Increased ++11.9 points	Increased ++13.8 points	
257	64	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	49.4 points below standard	96.7 points below standard
	Increased ++7.8 points	Increased ++7.6 points
	84	60

2019 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	86.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
3	2	Increased Significantly ++39.8 points 13	9

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Blue
37.7 points below standard	3.4 points above standard		33.7 points above standard
Increased ++10.2 points	Declined -7.2 points		Increased Significantly ++18.6 points
103	20		107

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.9 points below standard	23.6 points above standard	21.8 points above standard
Increased Significantly ++19.3 points	Maintained ++0.9 points	Increased ++14.9 points
41	23	185

**Conclusions based on this data:**

1. Socioeconomically Disadvantaged increased 7.8 points on the 2019 CAASPP Math Performance Standard

2. Current English Learners increased 19.3 points on the 2019 CAASPP Math Performance Standard.

3. Students with Disabilities are 96.7 points below standard on the 2019 CAASPP Math Performance Standard

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.9 making progress towards English language proficiency
Number of EL Students: 55
Performance Level: Medium
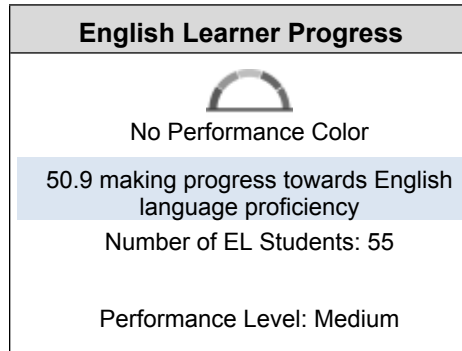
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	30.9	3.6	47.2

Conclusions based on this data:

1. 82% of English Learners at Rancho have maintained or progressed levels as measured by the 2019 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 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.

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
4.3	9	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.5	Increased +1.3	1
587	67	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.4	11.9
1	Maintained -0.4	Increased +3.1
	160	118

2019 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	2.1	0
6	4	Maintained -0.3	Maintained 0
		47	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
5.2	3.6	Less than 11 Students - Data Not Displayed for Privacy	3.8
Maintained 0	Declined -2.8	1	Declined -1.1
191	56		265

Conclusions based on this data:

1. Asian students have maintained low chronic absenteeism and earned a blue performance rating, as evidenced by the 2019 Fall Dashboard.

2. All student attendance declined slightly by .5% to earn a green performance rating, as evidenced by the 2019 Fall Dashboard.

3. Hispanic student chronic absenteeism has maintained to earn a yellow performance rating, as evidenced by the 2019 Fall Dashboard.

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.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	1	1
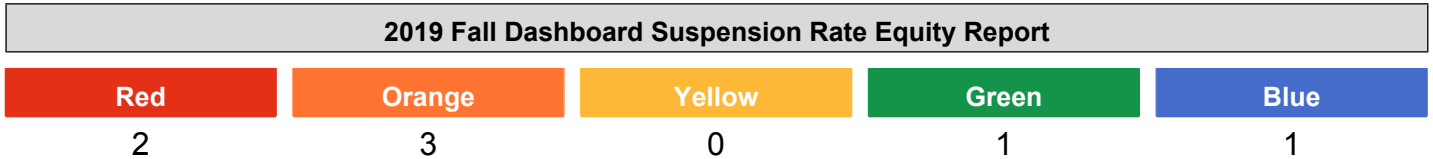
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
1.8	6	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Increased +3.8	1
599	67	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
Less than 11 Students - Data Not Displayed for Privacy	4.9	5.8
1	Increased Significantly +3.1	Increased +2.3
	163	121

2019 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 6	Less than 11 Students - Data Not Displayed for Privacy 4	0	0
		Maintained 0 49	Maintained 0 17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Orange	No Performance Color	Green
3.6	5.2	Less than 11 Students - Data Not Displayed for Privacy 1	0.4
Increased Significantly +2.2 194	Increased +5.2 58		Increased +0.4 270

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	1.8

Conclusions based on this data:

1. Hispanic student suspensions increased 2.2% on the 2019 Dashboard Suspension Rate, achieving a red performance color. Socioeconomically Disadvantaged student suspensions increased 3.1%, also achieving a red performance color.

2. White and Asian students achieved the highest performance levels green and blue on the 2019 Dashboard Suspension Rate.

3. Students with Disabilities suspension data increased 2.3%, achieving a lower performing color of orange, on the 2019 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
easyCBM

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 scored Below Standard on the Writing Claim, as measured by the 2019 CAASPP.	Decrease the number of students who scored Below Standard on the Writing Claim from 22% to 20%, as measured by the 2019 CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for 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 audiobooks as accommodations for struggling readers
ESGI (Educational Software for Guiding Instruction)
Utilize MobyMax to enhance comprehension and vocabulary skills for at-promise students
Grade-level articulation

Students to be Served by this Strategy/Activity

All students

Timeline

8/25/2020 – 6/10/2021

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	LCFF - Base
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	BrainPOP Jr.

Strategy/Activity 2

Strategies/Activities for Mathematics:
Purchase and implement IXL Learning 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
Family Math Night 2020 Virtual

Students to be Served by this Strategy/Activity

All Students

Timeline

8/25/2020– 6/10/2021

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 Computer Software License

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

8/25/2020-6/10/2021

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 (AR) 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

8/2020 - 6/10/2021

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

March 2021 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

March 2021

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

Amount	1,500
Source	Title II Part A: Improving Teacher Quality
Description	Professional Development

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 months 1-7 in 2019-2020 was 95.8%, down from 96.2% in 2018-19	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. No Fitnessgram offered in 2020 due to the COVID-19 pandemic.	Increase the number of 5th graders scoring 5 or more on the Fitnessgram to 60%.
PowerSchool Suspension Data	PowerSchool data shows 2 suspensions for the 2019-20 school year.	Maintain 2 or fewer suspension days in 2021 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 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 hotspots
Hold monthly grade-level attendance contests

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020 - 6/10/2021

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 chronically absent 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

8/25/2020 - 6/10/2021

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

Strategies/Activities for 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
High Five Fridays on assembly days

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020 - 6/10/2021

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 2021
Weekly Physical Education classes
FitnessGram training with staff
Walk and Roll to School Day in 2021
Bike Mobile/Bike Repair on campus
Teachers will practice the FitnessGram skills during scheduled PE time, 200 minutes required every 10 days

Students to be Served by this Strategy/Activity

All

Timeline

8/25/2020-6/10/2021

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 High Five Friday with students and parents at entrance on assembly days	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. Students and parents enter school feeling included and celebrated which is a morale booster.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to Increase Parent and Community Engagement:
Invite parents to attend monthly spirit assemblies
Use Blackboard to keep families informed through voicemails 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, BooHoo 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 updates
GATE meetings

DELAC meetings at Jackson Avenue 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

8/25/2020 - 6/10/2021

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: 2019-20

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 62% to 65%, as measured by the 2020 CAASPP.	2020 CAASPP suspended due to the COVID-19 pandemic.
Math 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.	2020 CAASPP suspended due to the COVID-19 pandemic.
ELA CAASPP	Decrease the number of students who were below standard on the Writing Claim, as measured by the 2020 CAASPP from 22% to 20%.	2020 CAASPP suspended due to the COVID-19 pandemic.

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 small group instruction to develop fluency and comprehension skills. Provide Learning Ally audio books as accommodations for struggling readers. Grade-level articulation. ESGI (Educational Software for Guiding Instruction) Handwriting Without Tears	Strategic intervention and ELD time was implemented during the 2019-2020 school year. Small group instruction was provided by classroom teachers on a regular basis. Reading intervention was provided 4 times per week in a push in/pull out format. Accelerated Reader was purchased and used.	900 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations ESGI Computer Software License	900
		1,450 4000-4999: Books And Supplies Discretionary Handwriting Without Tears	1,400
		1,450 5000-5999: Services And Other Operating Expenditures Other BrainPOP Jr.	1,450
		3,718 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations Accelerated Reader	3,800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue use of Accelerated Reader program /STAR Program			
Strategies/Activities for Mathematics: Purchase and implement IXL Learning online math program. Grade-level articulation. Elementary District math coaches to enhance teacher instruction. Provide small group instruction to enhance math skills. Utiliza Youcubed and SVMI resources.	Purchased IXL Learning online Math program. Grade-level teams and administration met during Wednesday early release to collaborate about instructional strategies, teaching tools, and adopted curriculum. Small group instruction was provided by teachers on a regular basis.	450 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental IXL Math	450 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental IXL
Strategies /Activities for Writing: Provide small group instruction to develop writing skills. Grade-level articulation. Handwriting Without Tears.	Handwriting Without Tears used by TK and Kinder classes.		

Analysis

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

All teachers in grades K-5 assessed students with EasyCBM 3 times per year to monitor progress in ELA. Transitional Kindergarten and Kindergarten also used 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.

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

EasyCBM was an effective measurement tool because it provided fall, winter, and spring data to monitor progress throughout the year. Teachers were able to analyze the data and share progress with all stakeholders. District math coaches worked with grade-level teams and individual teachers to enhance instruction and share online resources and data. ELD instruction was provided daily for 30 minutes.

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

Accelerated Reader continues to increase their cost as schools drop out of their enrollment. Parents and upper grade teachers are really in favor of continuing the program.

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 Mathematics will remain the same for 2021 CAASPP as it was not administered in spring 2020, due to the COVID-19 pandemic.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 PowerSchool Attendance Data FitnessGram PowerSchool Suspension Data Kid Connection	Goal is to reduce the number of behavior referrals each month by 5%. Increase overall attendance to 97%. Increase the number of 5th graders scoring 5 or more on the FitnessGram to 60%. Maintain 10 or fewer suspensions, as measured by PowerSchool data.	The average number of behavior referrals decreased from 53 to 42, as measured by SWIS data through March 2020. The overall attendance rate for 2019-2020 was 95.8%, down from 96.2% in 2018-2019. The FitnessGram/PFT was cancelled in 2020, due to the COVID-19 pandemic. PowerSchool data shows 2 suspensions for the 2019-2020 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Celebrate with monthly spirit assemblies with a positive behavior recognition focus. Celebrate with 3-4 PTA-sponsored character building assemblies. Analyze SWIS data, monthly, with PBIS team and 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	Six monthly spirit assemblies were provided by Rancho Assembly Committee with a leadership and positive behavior focus. PTA-sponsored assemblies were cancelled due to the COVID-19 pandemic in spring. SWIS data was shared throughout the year with Rancho staff. Kid Connection served a total number of 80 students who participated in the program. A recognition system was implemented through the use of Pawsitive Paw awards, notes of praise,	PTA Sponsored Student Character Building Assemblies None Specified PTA 5,000	PTA Sponsored Student Character Building Assemblies None Specified Parent-Teacher Association (PTA) 0
		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
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 hotspots. Hold monthly grade-level attendance contests. PBIS team create Rancho Way video. Recognize students with perfect attendance at the end of the year awards assembly. Weekly Running Club	good news phone calls, and classroom incentives. Two yard supervisor meetings were held throughout the year to discuss student behavior and safety. On average, PTA held one family-friendly event each month. Attendance contests were held for the first 3 months of the school year with trophies given to the classes with the highest overall average. The Rancho PBIS team created one Rancho Way video and one safety video for the new playground rules. Our weekly running club was offered Monday, Tuesday and Wednesday mornings by PTA volunteers through March 2020.		

Analysis

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

The implementation of strategies/activities contributed to the areas of growth within Goal 2. Students learned school-wide expectations and a common language used throughout the campus. Rancho staff believes the Choose Love curriculum, along with The Rancho Way, supported growth in providing an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels. Rancho students began to internalize the practices and applied them at school and at home.

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

The strategies were very effective in achieving an overall improvement, as evidenced by fewer behavior referrals from teachers and yard supervisors.

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

The estimated differences for supplies for Paw rewards was zero due to business and parent prize donations. Estimated actual expenditures for yard supervisor meetings was the same as budgeted for the 2 meetings.

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 are extremely helpful for identifying campus hotspots, time of day, and day of the week. Unfortunately, March-June 2020 data was not available due to the COVID-19 pandemic and subsequent school dismissal.

Annual Review and Update

SPSA Year Reviewed: 2019-20

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 Collaboration between ELAC and PTA Back to School Night Attendance SSC Attendance PTA participation/membership Rancho PTA Facebook page GATE attendance Wednesday after-school Menchies sales Digital marquee updated and current	Continued strong parent support and involvement. Increase parent participation for Friday Coffee Corner to an average of 30 parents. Increase the percentage of parents who attend Back to School Night from 90% to 93%. More families will attend school events if they receive frequent Blackboard event updates and reminders. Menchies will continue to be a strong crowd pleaser and bring parents on campus to socialize.	Continued strong parent support and involvement. 292 PTA members in 2019-2020, 774 followers on Facebook, and 186 followers on Instagram. High Five Friday on assembly days increased parents attending morning coffee corner by 50%. 6 PTA-sponsored coffee corners were held in 2019-2020. SSC was well attended by all members: 4 meetings, May meeting held virtually. Menchies sold out almost every Wednesday, after school, as a weekly PTA fundraiser.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Invite parents to attend monthly spirit assemblies, have seating available, and acknowledge them at assembly for attending. Use Blackboard to keep families informed through voicemails, texts and emails. Provide translators for conferences and IEP, SST and ELAC meetings. Provide community-building events throughout the year: Make a Difference Campus Clean Up Day, Camp Arroyo Parent Information night, Carnival, Trunk or Treat, Bingo Nights, Outdoor Movie Night, Mile	On average, 10-20 parents attended Rancho monthly spirit assemblies. Executive Assistant kept the marquee current throughout the year. Six Coffee Corners were held with increased attendance due to High Five Fridays. Strong community attendance and involvement at all PTA/school events. 187 parents attended Bedtime Books in 2019, Bedtime Books cancelled in March 2020 due to the COVID-19 pandemic. Principal visible at morning valet and after-	Spanish interpreters for parent meetings, IEP meetings, and conferences 2000-2999: Classified Personnel Salaries LCFF - Base 2,000	Spanish interpreters for parent meetings, IEP meetings, and conferences 2000-2999: Classified Personnel Salaries LCFF - Base 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Challenge, Bedtime Books, Muffins with Mom, Donuts with Dad, BooHoo Breakfast, Kindergarten/TK Cookies with Milk, Winter Wonderland Saturday Pancake 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 updates. GATE meetings. DELAC meetings at Board Room. Principal visibility at morning valet and after-school pick up. Principal attendance at Kindergarten Parent Information Night at Junction and Registration Fair at community center. Principal attendance at District GATE events hosted by Rancho.	school pick up when not in IEP meetings. All planned events were carried out as planned. Blackboard messages were sent weekly by principal to keep community updated on all school events and happenings.		

Analysis

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

Strategies/activities were continuously implemented and carried out 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 change due to the fact that many events can no longer be held at school due to the pandemic. All events are now virtual including assemblies and 4 have been created so far and pushed out to all Rancho families. The assemblies are also available to watch on our website.

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	1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	34,238.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	57,120	53,420.00
LCFF - Supplemental	29,000	28,550.00
Title II Part A: Improving Teacher Quality	1,500	0.00
Other	10,836	9,386.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	12,020.00
LCFF - Base	3,700.00
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
Title II Part A: Improving Teacher Quality	1,500.00

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	1,450.00
2000-2999: Classified Personnel Salaries	LCFF - Base	2,250.00
4000-4999: Books And Supplies	LCFF - Base	1,450.00
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
	Title II Part A: Improving Teacher Quality	1,500.00

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
Jason Craighead	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 27, 2020.

Attested:

Principal, Steve Martin on 10/27/2020

SSC Chairperson, Marcie Watt on 10/27/2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity
Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity
For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update
The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. 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

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

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

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

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

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

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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 2020-2021
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.**
- *$66,463*

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.*
- *$64,690*

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.**
- *$204,194*

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.**
- *$259,691*

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-promise 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.*
- *$35,789*

Livermore Valley Joint Unified School District
2020-2021 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 intersession. 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 Speech and 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.

**During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.

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	$57,120
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$29,000
	Total amount of federal categorical funds allocated to this school	$86,120

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$10,836

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

Projected LCFF Supplemental Funds $29,000

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, socioeconomically disadvantaged students, foster youth, and at-promise students Phonemic awareness and phonics programs to enhance recognition of letter sounds and improve reading for at-promise students Use of periodic assessments to drive small group instruction of no more than five students per group Total:	August 2020 - June 2021	Principal	27,062.00 27,062	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Supplemental materials, computers, software, books, supplies may be purchased:				✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
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 Total:	August 2020 - June 2021	Principal	1,651.00 1,651	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Parent Involvement: English Learner Advisory Committee (ELAC)meetings – materials Provide interpreters at parent/teacher meetings, school-wide parent meetings, 504 and Individualized Education Plan (IEP) meetings,	August 2020 - June 2021	Principal / EL Liaison	287.00	✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth

and as requested by parents	
Total:	287
Grand Total:	29,000

Appendix F

School Site: Rancho Las Positas Elementary School
LVJUSD Site Allocation Plan for Title I

$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy
Rancho Las Positas Elementary School, Livermore, CA

Rancho Las Positas Elementary School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

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 23 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.
During distance learning, Rancho has deployed a total of 400 chromebooks to students and families. Many hotspots have also been provided for better internet capability.

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2020-21

Elementary School Name: Rancho Las Positas Elementary Date September 27, 2019 English Learner Liaison: Preston Suess

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
- 15 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 levels, For example: 1/2, 2/3, and/or 3/4.

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	1/2 & TBD	M/T/Th/F 8:40-9:15 AM W 8:00-8:20 AM	
K	April Avila Ford	2/3 & 3/4	M/T/Th/F 8:40-9:15 AM W 8:00-8:20 AM	
	Allison Gomes	NA		
	Daun Stevens	NA		
	Chelsea Whitney	2/3	M/T/TH/F 10:20-10:55 AM W 8:00-8:20 AM	
	Sarah Woolsey (K/1 SDC)	2/3	M/T/TH/F 8:40-9:10 AM	
First	Heather Carroll	3/4	M/T/TH/F 9:00-9:40 AM W 9:30-10:00 AM	
	Christina Johnson	2	M/T/TH/F 9:00-9:40 AM W 9:30-10:00 AM	

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	1/2	M/T/TH/F 9:00-9:40 AM W 9:30-10:00 AM	
	Susan Pierson	2/3	M/T/TH/F 9:00-9:40 AM W 9:30-10:00 AM	
Second	Kaitlin Charland	NA		
	Patricia Gallagher	2/3	M/T/TH/F 10:00-11:00 AM W 8:20-8:35 AM	
	Deborah Littlefield	3	M/T/TH/F 10:00-11:00 AM W 8:20-8:35 AM	
	Natasha Progar	2, 3/4	M/T/TH/F 10:00-11:00 AM W 8:20-8:35 AM 3/4 W 8:35-8:50 AM 2	
	Sarah Asai (2/3 SDC)	1	M/T/TH/F 8:40-9:40 AM	
Third	William Cannon	3/4	M/T/TH/F 12:20-12:50 PM W 8:20-8:50 AM	
	Therese Maldonado	NA		
	Justine Oden	2/3	M/T/TH/F 12:20-12:50 PM W 8:20-8:35 AM	
	Kathryn Rainey	2	M/T/TH/F 12:20-12:50 PM w 8:40-9:10 AM	
Fourth	Mary Bitzer	1/2	M/T/TH 11:00-11:30 AM W 8:20-8:50 AM F 10:30-11:00 AM	
	Amy Dupuis	3	M/T/TH/F 11:00-11:30 AM W 8:20-8:50 AM	
	Stephanie Ezell	2/3	M/T/TH 11:00-11:30 AM	

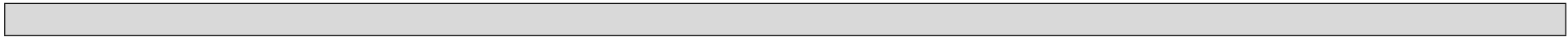| Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
			W 8:20-8:50 AM F 10:30-11:00 AM	
	Preston Suess (4/5 SDC)	1/2	M/T/TH/F 10:30-11:00 AM	
Fifth	Monica Craighead	3/4	M/T/TH/F 10:30-11:00 AM	
	Kathryn Mitchell	3/4	M/T/TH/F 10:30-11:00 AM	
	Shawn Worth	3/4	M/T/TH/F 10:30-11:00 AM	

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES)
Program Description and Goal

PROGRAM DESCRIPTION:
The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.	What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.	How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.

Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.