School Year: **2023-24**

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	Dayna Taylor
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 1, 2023
Schoolsite Council (SSC) Approval Date	October 18, 2023
Local Board Approval Date	November 14, 2023

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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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. 66

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. 66

How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs. 66

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

Introduction:

Founded in 1973 as a K-2 school and expanding to K-5 by 1977, Rancho Las Positas Elementary School has evolved into a modern learning complex. With a dedication to quality education, we provide a nurturing environment that empowers students to reach their full potential.

Facilities:
30 classrooms
Multi-media center
Two science labs
Multipurpose facility
Extended Student Services (ESS) learning center
Office complex
Community garden
Playground
Seven additional classrooms funded by school bond funds
Quarter-mile running track built in 2009-10
Student playgrounds added in 2019

Programs:
Special education support, including resource support and speech and language support
Special day classes: K-1, 2-3, and 4-5
Kid Connection: Early intervention program for TK through fifth-grade students

Diversity:
Serving 571 students
Diverse socioeconomic, ethnic, and educational backgrounds
Approximately 41% White, 28% Hispanic or Latino, 16% Asian, 1% African American, 13% two or more race categories, Less than 1% Hawaiian/Other Pacific Islander, Less than 1% American Indian/Alaska Native

Faculty:
Experienced teachers with advanced degrees and diverse professional backgrounds
Emphasis on collaboration and trust
High standards and differentiation for student success

Whole Child Approach:
Nurturing, child-centered environment
Embracing the whole child: mind, body, and soul
Focus on physical fitness, including the Rancho Running Club and fitness equipment
Science lab classes, computer labs, and one-to-one devices for students
Library media specialist promoting reading and literacy

Student-Centered Learning:
Professional Learning Communities (PLCs) for rigorous instruction
Ongoing staff development and collaboration
Progress monitoring to identify student needs

Community Engagement:
Vibrant Parent-Teacher Association (PTA)
Active parental involvement and support
Strong home and school connection
Family Science Night, Science Fair, and more
Support for English Learners:

English Language Development (ELD) instruction:
Targeted reading intervention
Kid Connection for social skills development
Science and English Learner Advisory Council (ELAC) nights
Transition Strategies:

Kindergarten readiness assessments and orientation:
Sixth-grade transition support, including parent engagement
Building connections between elementary and middle school
Parent/Family/Community Involvement:

Strong teacher-student relationships:Onsite childcare program (Right at School)
Support network for health and development
Student Study Team (SST) for urgent student needs
Partnerships with local organizations and foundations
Effective communication through newsletters, website, Schoology, and Blackboard

At Rancho Las Positas Elementary School, we are committed to providing a well-rounded education that prepares our students for success. Our community-driven approach ensures that every child is supported, and our dedication to excellence is unwavering. Together, we learn, grow, and serve.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council (SSC) members reviewed draft versions of the School Plan and provided feedback. School data, schoolwide goals, resources, and their effectiveness were all taken into consideration throughout the process. Highlights of the SPSA were presented to our English Learner Advisory Committee (ELAC) group. Detailed information related to the English Language Development (ELD) Program implementation was shared and parents were given the opportunity to provide input. Ongoing broad community 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 parent/guardians throughout the year, including Leadership team meetings, staff meetings, School Site Council meetings, English Learner Advisory Committee meetings, Back-to-School Night and Parent Teacher Association (PTA) meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.50%	1.41%	5	3	8
African American	0.5%	0.17%	1.41%	3	1	8
Asian	10.4%	12.61%	13.96%	62	75	79
Filipino	2.9%	2.69%	2.83%	17	16	16
Hispanic/Latino	30.5%	28.74%	26.68%	181	171	151
Pacific Islander	0.2%	0.17%	0.18%	1	1	1
White	44.3%	45.21%	42.93%	263	269	243
Multiple/No Response	10.1%	9.92%	10.6%	60	59	60
			Total Enrollment	594	595	566

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	111	129	101
Grade 1	89	91	97
Grade 2	97	86	93
Grade3	108	96	87
Grade 4	97	100	92
Grade 5	92	93	96
Total Enrollment	594	595	566

Conclusions based on this data:

1. Rancho Las Positas Elementary has seen a decline in their White student population.
2. Rancho Las Positas Elementary has seen a rise in their Asian population over the past three years.
3. Rancho Las Positas Elementary's population has remained steady over the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	50	58	44	8.40%	9.7%	7.8%
Fluent English Proficient (FEP)	46	39	45	7.70%	6.6%	8.0%
Reclassified Fluent English Proficient (RFEP)	5	18		10.0%	31.0%	

Conclusions based on this data:

1. In 2022-2023, our EL student enrollment decreased by 1.9% from the year prior.
2. 8% of Rancho's students (45 students) were Fluent English Proficient (FEP) in 22-23.
3. Rancho had 0 students that were Reclassified Fluent English Proficient (RFEP) in 22-23.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	105	99	92	74	88	91	74	87	91	70.5	88.9	98.9
Grade 4	96	98	91	84	88	89	84	88	89	87.5	89.8	97.8
Grade 5	88	96	95	69	88	93	69	88	93	78.4	91.7	97.9
All Grades	289	293	278	227	264	273	227	263	273	78.5	90.1	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2453.	2458.	2458.	32.43	33.33	42.86	32.43	34.48	20.88	22.97	18.39	17.58	12.16	13.79	18.68
Grade 4	2519.	2508.	2497.	50.00	44.32	39.33	28.57	27.27	23.60	10.71	12.50	16.85	10.71	15.91	20.22
Grade 5	2542.	2532.	2508.	39.13	26.14	24.73	33.33	36.36	38.71	13.04	25.00	11.83	14.49	12.50	24.73
All Grades	N/A	N/A	N/A	40.97	34.60	35.53	31.28	32.70	27.84	15.42	18.63	15.38	12.33	14.07	21.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.38	34.48	37.36	59.46	52.87	52.75	12.16	12.64	9.89
Grade 4	35.71	38.64	35.96	55.95	53.41	52.81	8.33	7.95	11.24
Grade 5	28.99	28.41	29.03	59.42	63.64	53.76	11.59	7.95	17.20
All Grades	31.28	33.84	34.07	58.15	56.65	53.11	10.57	9.51	12.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.57	20.69	26.37	68.92	66.67	53.85	13.51	12.64	19.78
Grade 4	27.38	20.45	23.60	64.29	64.77	58.43	8.33	14.77	17.98
Grade 5	26.09	20.45	16.13	60.87	67.05	62.37	13.04	12.50	21.51
All Grades	23.79	20.53	21.98	64.76	66.16	58.24	11.45	13.31	19.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	17.57	19.54	16.48	78.38	73.56	65.93	4.05	6.90	17.58
Grade 4	17.86	15.91	14.61	73.81	71.59	71.91	8.33	12.50	13.48
Grade 5	14.49	14.77	15.05	75.36	76.14	70.97	10.14	9.09	13.98
All Grades	16.74	16.73	15.38	75.77	73.76	69.60	7.49	9.51	15.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.97	24.14	30.77	68.92	60.92	52.75	8.11	14.94	16.48
Grade 4	33.33	30.68	24.72	57.14	60.23	59.55	9.52	9.09	15.73
Grade 5	36.23	20.45	20.43	55.07	72.73	58.06	8.70	6.82	21.51
All Grades	30.84	25.10	25.27	60.35	64.64	56.78	8.81	10.27	17.95

Conclusions based on this data:

1. Overall, Rancho Las Positas English Language Arts (ELA) scores were 64% of students met standards and 36% did not met standards in 22-23.
2. 64% of Rancho third grade students, 63% of fourth grade students, and 65% of fifth grade students met ELA standards in 22-23.
3. Rancho Las Positas Elementary Elementary's ELA scores dropped three percentage points from 21-22 to 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	105	99	92	74	86	91	74	86	91	70.5	86.9	98.9
Grade 4	96	98	91	83	92	89	83	92	89	86.5	93.9	97.8
Grade 5	88	96	95	67	89	91	67	89	91	76.1	92.7	95.8
All Grades	289	293	278	224	267	271	224	267	271	77.5	91.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2439.	2477.	2460.	20.27	36.05	35.16	29.73	32.56	31.87	25.68	23.26	17.58	24.32	8.14	15.38
Grade 4	2501.	2502.	2517.	26.51	32.61	39.33	40.96	35.87	34.83	20.48	18.48	10.11	12.05	13.04	15.73
Grade 5	2530.	2536.	2517.	25.37	31.46	26.37	26.87	21.35	27.47	34.33	33.71	28.57	13.43	13.48	17.58
All Grades	N/A	N/A	N/A	24.11	33.33	33.58	33.04	29.96	31.37	26.34	25.09	18.82	16.52	11.61	16.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.68	40.70	39.56	45.95	50.00	42.86	28.38	9.30	17.58
Grade 4	36.14	38.04	47.19	48.19	47.83	38.20	15.66	14.13	14.61
Grade 5	22.39	33.71	24.18	62.69	55.06	56.04	14.93	11.24	19.78
All Grades	28.57	37.45	36.90	51.79	50.94	45.76	19.64	11.61	17.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	32.43	39.53	45.05	45.95	53.49	35.16	21.62	6.98	19.78
Grade 4	30.12	31.52	35.96	53.01	56.52	51.69	16.87	11.96	12.36
Grade 5	17.91	25.84	17.58	70.15	58.43	61.54	11.94	15.73	20.88
All Grades	27.23	32.21	32.84	55.80	56.18	49.45	16.96	11.61	17.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.38	39.53	39.56	58.11	54.65	43.96	13.51	5.81	16.48
Grade 4	26.51	31.52	39.33	63.86	47.83	47.19	9.64	20.65	13.48
Grade 5	20.90	17.98	18.68	67.16	66.29	69.23	11.94	15.73	12.09
All Grades	25.45	29.59	32.47	62.95	56.18	53.51	11.61	14.23	14.02

Conclusions based on this data:

1. Overall, Rancho Las Positas Mathematics CAASPP scores were 65% of students met standards and 35% did not met standards in 22-23.
2. 67% of Rancho third grade students, 74% of fourth grade students, and 54% of fifth grade students met Math standards in 22-23.
3. Overall, Rancho Las Positas Elementary increased their mathematics CAASPP scores by 4% in 22-23.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	7	9	5
1	*	*	*	*	*	*	*	*	*	8	6	5
2	1470.2	*	*	1469.7	*	*	1470.2	*	*	12	4	6
3	*	*	*	*	*	*	*	*	*	8	10	7
4	*	*	1498.1	*	*	1510.0	*	*	1485.5	9	9	11
5	*	*	*	*	*	*	*	*	*	7	10	8
All Grades										51	48	42

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	50.00	*	*	16.67	*	*	25.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	10.42	4.76	35.29	31.25	23.81	25.49	31.25	35.71	21.57	27.08	35.71	51	48	42

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	50.00	*	*	8.33	*	*	25.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	45.45	*	*	36.36	*	*	0.00	*	*	18.18	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.37	18.75	21.43	35.29	39.58	26.19	17.65	22.92	28.57	15.69	18.75	23.81	51	48	42

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	50.00	*	*	25.00	*	*	25.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.92	6.25	2.38	37.25	16.67	11.90	25.49	35.42	28.57	33.33	41.67	57.14	51	48	42

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.69	12.50	14.29	64.71	62.50	57.14	19.61	25.00	28.57	51	48	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.10	33.33	35.71	43.14	50.00	40.48	11.76	16.67	23.81	51	48	42

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.73	12.50	4.76	49.02	39.58	33.33	37.25	47.92	61.90	51	48	42

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.84	6.25	9.52	54.90	58.33	42.86	37.25	35.42	47.62	51	48	42

Conclusions based on this data:

1. Rancho Las Positas had 3 students that are considered "Well Developed," 8 students that are "Moderately Developed," 11 students "Somewhat Developed," and 12 students that were "Beginning" on the 22-23 ELPAC.
2. 9% of Rancho's English Language students improved to the "Well Developed" performance level on the 2022-2023 ELPAC.
3. Rancho Las Positas had an improvement of 3% from students in the "Beginning" performance level.

School and Student Performance Data

Physical Fitness Test Results (PFT)

Number of Students Tested

Physical Fitness Test Results (PFT) 2020-2021

Number of Students Tested

Total student tested = 102	30%
Aerobic Capacity	101
Body Composition	102
Abdominal Strength and Endurance	102
Trunk Extensor Strength and Flexibility	102
Upper Body Strength and Endurance	102
Flexibility	102

Conclusions based on this data:

1. 84 out of 94 5th grade students passed the mile on the PFT in 2023.
2. 74 out of 94 5th grade students passed the push ups on the PFT in 2023.
3. 102 participated on each section of the test, except for the Aerobic Capacity test that had 101 participate.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	84 %	4.7
• 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”	87 %	4.7
• 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”	91 %	6.1

1. CHKS 2022 data reports 84% of 5th graders feel connected to school. That is a 9% increase from 2020.
2. CHKS 2022 data reports 87% of 5th graders feeling safe at school. That is a 5% increase from 2020.
3. CHKS 2022 data reports 91% of 5th graders feel teachers and other grown ups at school treat students with respect. That was a 1% increase from 2020.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
595	**17.5**	**9.7**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Rancho Las Positas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	58	9.7
Foster Youth		
Homeless	4	0.7
Socioeconomically Disadvantaged	104	17.5
Students with Disabilities	98	16.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	3	0.5
Asian	75	12.6
Filipino	16	2.7
Hispanic	171	28.7
Two or More Races	59	9.9
Pacific Islander	1	0.2
White	269	45.2

Conclusions based on this data:

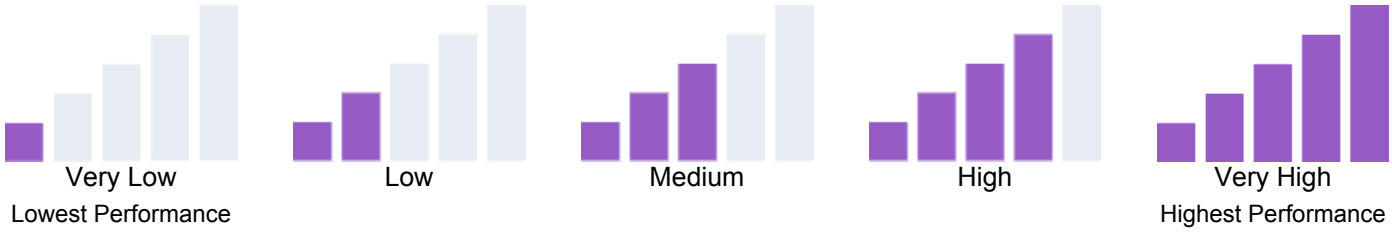
1. Currently, Rancho Las Positas had 43 English Learners. Which was 4.7% of the total school enrollment.
2. Currently, 10.5% of Rancho Las Positas' total enrollment is socioeconomically disadvantaged.
3. 9.8% of Rancho Las Positas' total enrollment is students with disabilities.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: High	Chronic Absenteeism: Very High	Suspension Rate: Very Low
Mathematics: High		
English Learner Progress: Low		

Conclusions based on this data:

1. Every effort is made to avoid suspension, by keeping students in school so learning can continue. Parents/guardians 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, lunchtime announcements, Wednesday morning announcements, and classroom visits.

2. English Learner progress continues to be a need at Rancho with our Hispanic/LatinX students. Making daily 30 minute blocks of ELD time a priority among staff will continue to support our ELs.

3. Universal Access Literacy time has changes they way we do intervention. Teachers will use Wednesday PD to collaborate and share best practices.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

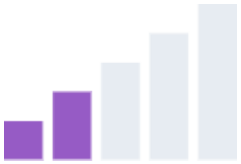
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	2	0	1	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very Low	
15.2 points above standard	105.9 points below standard	
266 Students	32 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Low	Very Low
	37.8 points below standard	133.4 points below standard
	60 Students	56 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		Very High 46.9 points above standard 31 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 38.2 points below standard 75 Students	No Performance Level 11.1 points above standard 29 Students		High 34.5 points above standard 124 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
141.2 points below standard 27 Students	6 Students	25.9 points above standard 218 Students

Conclusions based on this data:

1. Rancho Las Positas students scored 15.2 points above standard on the English Language Arts Fall 2022 Dashboard.
2. Rancho Las Positas English Learners scored 105.9 points below the standard.
3. Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities scored below the standard on the 2022 Dashboard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	2	0	1	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

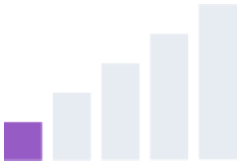
All Students

High

12.3 points above standard

265 Students

English Learners



Very Low

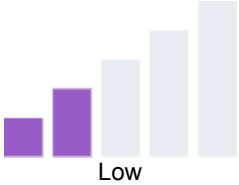
97.4 points below standard

31 Students

Foster Youth

Homeless

Socioeconomically Disadvantaged

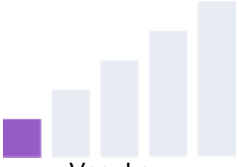


Low

34.8 points below standard

59 Students

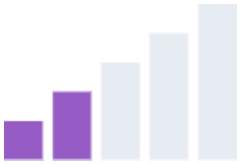
Students with Disabilities



Very Low

117.4 points below standard

56 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 1 Student		Very High 55.1 points above standard 31 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 42.8 points below standard 75 Students	No Performance Level 5.9 points above standard 28 Students		High 33.5 points above standard 124 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
133.6 points below standard 26 Students	6 Students	22.1 points above standard 218 Students

Conclusions based on this data:

1. Rancho Las Positas students scored 12.3 points above the standard on the mathematics section of the 2022 Fall Dashboard.
2. Rancho's English Learners scored 97.4 points below the standard on the mathematics section of the 2022 Fall Dashboard.
3. English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students all scored below the standard for mathematics section of the Fall 2022 Dashboard.

School and Student Performance Data

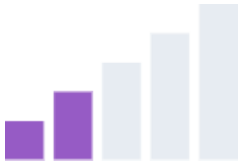
Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

42.9 making progress towards English language proficiency

Number of EL Students: 35 Students

Performance Level: 2

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.7%	31.4%	0.0%	42.9%

Conclusions based on this data:

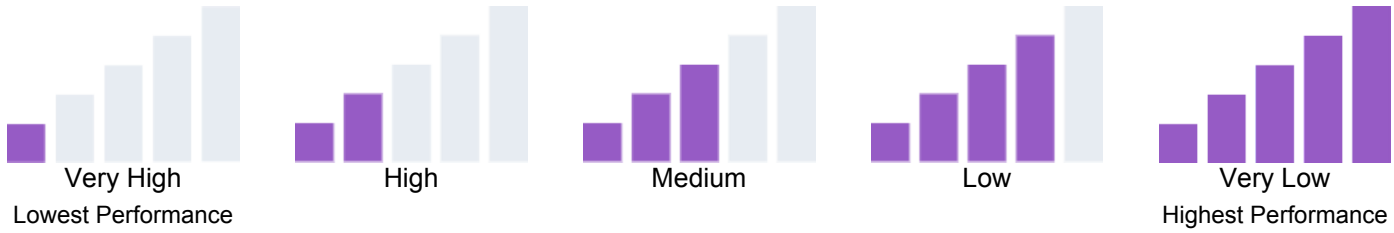
1. 31% of English Learners at Rancho have maintained their level as measured by the 2022 English Language Proficiency Assessments for California.
2. 42.9% of English Learners at Rancho have progressed at least one level as measured by the 2022 English Language Proficiency Assessments for California.
3. 25.7% decreased one level as measured by the 2023 English Language Proficiency Assessments for California.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

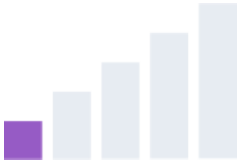
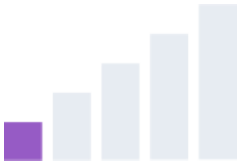
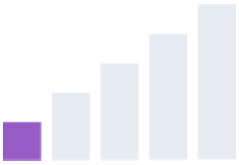
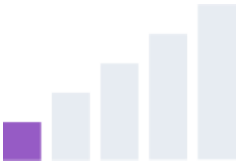


This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	
31.5% Chronically Absent	41.5% Chronically Absent	
616 Students	65 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
Less than 11 Students	43.2% Chronically Absent	34.2% Chronically Absent
4 Students	118 Students	117 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Level	No Performance Level	Very High	No Performance Level
Less than 11 Students	Less than 11 Students	36.6% Chronically Absent	12.5% Chronically Absent
6 Students	2 Students	82 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	Very High	No Performance Level	Very High
37.8% Chronically Absent	24.6% Chronically Absent	Less than 11 Students	28.7% Chronically Absent
172 Students	65 Students	1 Student	272 Students

Conclusions based on this data:

1. Every student group at Rancho Las Positas Elementary was "Chronically Absent" last year.
2. English Learners and Socioeconomically Disadvantaged Students had the highest percentage of absences.
3. These numbers are probably affected by the COVID pandemic.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

This section provides number of student groups in each level.

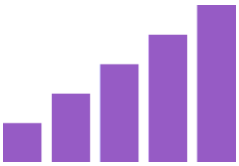
2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	7

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	
0% suspended at least one day	0% suspended at least one day	
626 Students	65 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
4 Students	120 Students	118 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
6 Students	2 Students	85 Students	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
177 Students	65 Students	1 Student	274 Students

Conclusions based on this data:

1. Rancho Las Positas has a very low suspension rate,
2. Rancho Las Positas implements Positive Behavioral Interventions and Supports (PBIS) to assist with students understanding schoolwide expectations.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 standard in ELA from 67% to 70% as measured by the 2023 CAASPP.	Rancho students grades 3-5 scored 64% as measured by the 22-23 CAASPP ELA Performance Summary.
Math CAASPP	Increase the number of students in 3rd-5th grade who meet or exceed standard in Math from 63% to 66%, as measured by the 2023 CAASPP.	Rancho students grades 3-5 scored a 67% as measured by the 22-23 CAASPP Mathematics Performance Exam.
ELA CAASPP	Decrease the number of students who scored Below Standard on the Writing Claim from 13.31% to 10.0% as measured by the 2022 CAASPP.	ELA Writing Claim areas have not been released as of this date.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities for Literacy/Reading Comprehension: Implementation of daily strategic intervention ELD time Sonday K-2 instruction for literacy support Provide small group reading intervention in grades K-5 to develop fluency and comprehension skills Provide Learning Ally audiobooks as accommodations for struggling readers Educational Software for Guiding Instruction (ESGI)	Actual Actions/Services for Literacy/Reading Comprehension: Implemented daily strategic intervention ELD time Sonday K-2 instruction for literacy support Provided small group reading intervention in grades K-5 to develop fluency and comprehension skills Provided Learning Ally audiobooks as accommodations for struggling readers Educational Software for Guiding Instruction (ESGI) Grade-level articulation	ESGI Computer Software License 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 900 Handwriting Without Tears 4000-4999: Books And Supplies LCFF - Base 1,450 BrainPOP Jr. 5000-5999: Services And Other Operating Expenditures Other 1,450	ESGI Computer Software License 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 1,207 Handwriting Without Tears 4000-4999: Books And Supplies District Funded 1,450 BrainPOP Jr. 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 1,995

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize MobyMax to enhance comprehension and vocabulary skills for at-promise students Grade-level articulation Dreambox Math for extra support Observation of EL instruction and follow up discussions with teachers	Dreambox Math for extra support Observations of EL instruction and follow up discussions with teachers	Two instructional assistants will provide targeted intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 27,062	
Strategies/Activities for Mathematics: Purchase and implement IXL Learning online math program Grade-level articulation Elementary District math coach to enhance teacher instruction Provide small group instruction to enhance math skills Utilize Youcubed and Silicon Valley Math Initiative (SVMI) resources Counting Collections K-3 Family Math Night 2022 Virtual Dreambox Math	Actual Actions/Services for Mathematics: Purchased and implemented IXL Learning online math program (Sped) Grade-level articulation Elementary District math coach to enhanced teacher instruction Provided small group instruction to enhance math skills Utilized Youcubed and Silicon Valley Math Initiative (SVMI) resources Counting Collections K-3 Family Math Night 2022 Virtual Dreambox Math	IXL Math Computer Software License 5000-5999: Services And Other Operating Expenditures LCFF - Base 450	IXL Math Computer Software License 5000-5999: Services And Other Operating Expenditures Discretionary 906.50
Strategies/Activities for Writing: Provide small group instruction to develop writing skills Grade-level articulation Handwriting Without Tears	Actual Actions/Services for Writing: Provided small group instruction to develop writing skills Grade-level articulation Handwriting Without Tears	Handwriting Without Tears 4000-4999: Books And Supplies LCFF - Base 1,450	Handwriting Without Tears 4000-4999: Books And Supplies District Funded 1,450
Continue use of Accelerated Reader (AR) program using all aspects of program Renewal of AR/STAR/students will take comprehension and	Actual Actions/Services Continued use of Accelerated Reader (AR) program using all aspects of program Renewal of AR/STAR/students will take comprehension and	Accelerated Reader / STAR 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 3,718	Accelerated Reader / STAR 5000-5999: Services And Other Operating Expenditures Site Based Gifts and Donations 5,653

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
vocabulary tests in the AR program / August-June	vocabulary tests in the AR program / August-June		
February 2023 host Bedtime Books on campus for Rancho families Hold a fun evening family event where reading is encouraged and supported by staff and families Staff articulation (K-5th) Staff assessments (TK-1)	Actual Actions/Services February 2023 hosted Bedtime Books on campus for Rancho families Hold a fun evening family event where reading is encouraged and supported by staff and families Staff articulation (K-5th) Staff assessments (TK-1)	Bedtime Books - Fun family evening event where teachers read stories to students in pajamas Parent-Teacher Association (PTA) 100	Bedtime Books was cancelled due to pandemic 0
		Staff Articulation LCFF - Base 7,656	Staff grade levels received one half-day articulation time 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1,939
		Assessment Days for TK-1st grade LCFF - Base 2,914	Assessment Days for TK-1st grade 1000-1999: Certificated Personnel Salaries Site Based Gifts and Donations 3,240
		Professional Development Title II Part A: Improving Teacher Quality 2,805	Professional Development 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 0
		Professional Collaboration to review and analyze assessment data and ILT collaboration LCFF - Supplemental 2,043	

Analysis

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

The overall strategies were implemented in 2022-2023.

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

The effectiveness is a mixed result. The mathematics goal was met, although the ELA goal was not. The "Writing Claim" data has not been released yet to assess.

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.

None.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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
School Wide Information System Data (SWIS)	Goal is to reduce the number of behavior referrals each month from the prior month by 5%.	There was a total of 101 forms from the 22-23 school year with minor and major behaviors. They were entered into SWIS. LVJUSD is not longer using SWIS.
PowerSchool Attendance Data	Increase overall attendance rate to 97%.	Rancho Las Positas Elementary's attendance rate was 94.15% in 2022-2023.
FitnessGram	Increase the number of 5th graders scoring 5 or more on the Fitnessgram to 60%.	The California Fitnessgram has changed how they score. It is no longer scored by pass or fail, but by participation. Rancho has 100% participation from all 5th graders in 5 areas. They had 99% participation in one area.
PowerSchool Suspension Data	Maintain 2 or fewer suspension days in 2023 as measured by PowerSchool data.	Rancho Las Positas had no suspensions in 2023.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities for Positive Behavioral Interventions and Supports: Celebrate monthly spirit assemblies with a positive behavior recognition focus Analyze SWIS data with all relevant team members Utilize Kid Connection 3x per week Recognize positive behavior with Principal "Good News" phone calls, PAW awards, and Rancho Way stickers	Actual Actions/Services for Positive Behavioral Interventions and Supports: Celebrated monthly spirit assemblies with a positive behavior recognition focus Analyzed SWIS data with all relevant team members Utilized Kid Connection 3x per week Recognized positive behavior with Principal "Good News" phone calls, PAW awards, and Rancho Way stickers	Family Friendly Character building assemblies for students None Specified PTA 5,000	Family Friendly Character building assemblies for students None Specified PTA 5,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Announce students following The Rancho Way during lunchtime in MPR Announce students making academic and behavioral strides during Wednesday morning schoolwide announcements on PA system Join students at lunch tables who are demonstrating The Rancho Way Hold family-friendly, community-building events sponsored by the PTA Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors Hold monthly grade-level attendance contests	Announced students following The Rancho Way during lunchtime in MPR Announced students making academic and behavioral strides during Wednesday morning school wide announcements on PA system Joined students at lunch tables who are demonstrating The Rancho Way Held family-friendly, community-building events sponsored by the PTA Facilitated bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors Held monthly grade-level attendance contests		
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 afternoon dismissal Meet with students who have chronic absences and offer incentives to attend school on time daily	Actual Actions/Services for Attendance: Utilized CWA to monitor and assist with chronically absent families Recognized and celebrate top classes during monthly assemblies Recognized students at the end of year with perfect attendance certificates Communicated monthly attendance rates and weekly tardies with all stakeholders Principal visible at valet morning drop off and afternoon dismissal Met with students who have chronic absences and offer incentives to attend school on time daily	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
Rancho Way stickers for students who improve attendance	Rancho Way stickers for students who improve attendance		
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 Positive PAWS to students going above and beyond the Rancho Way	Actual Actions/Services for All Students Feeling Safe at School: Monthly Spirit Assemblies Student Council opportunities for grades 4 and 5 CHKS results data Recognized positive behavior with assembly shout-outs/appreciations Utilized Kid Connection and school psychologist Created student/staff videos that model expected lunchroom, blacktop, classroom, and bathroom behavior "Good News" phone calls to parents High Five Fridays on assembly days Positive PAWS to students going above and beyond the Rancho Way	Leadership and Good Decisions Assemblies PTA 5,000	Leadership and Good Decision Assemblies PTA 5,000
Strategies/Activities for Physical Fitness: Annual Mile Challenge in Spring 2023 Weekly Physical Education classes FitnessGram training with staff Walk and Roll to School Day in 2023 Bike Mobile/Bike Repair on campus Teachers will practice the FitnessGram skills during scheduled PE time, 200 minutes required every ten days PFT Coordinator will train all staff on engaging PE games which build strength and stamina	Actual Actions/Services for Physical Fitness: Held Annual Mile Challenge in Spring 2023 Weekly Physical Education classes FitnessGram training with staff Walk and Roll to School Day in 2023 Bike Mobile/Bike Repair on campus Teachers practiced the FitnessGram skills during scheduled PE time, 200 minutes required every ten days PFT Coordinator will train all staff on engaging PE games which build strength and stamina.	Running Club chains, charms, certificates 4000-4999: Books And Supplies PTA 400	Running Club chains, charms, certificates 4000-4999: Books And Supplies PTA 400

Analysis

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

All strategies/activities were implemented in this area in 2022-2023.

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

Outside of attendance, Rancho met all of the goals it set.

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.

2023-2024 will continue it's Universal Access Literacy goals as well as Rancho's Response to Intervention (RTI) Literacy intervention.

Annual Review and Update

SPSA Year Reviewed: 2022-23

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 Keep Website and Marquee updated to reflect upcoming events High Five/Fist Bump Friday with students and parents/guardians at entrance on assembly days	Continued strong parent/guardian support and involvement Increase parent participation at Coffee Corner to an average of twenty-five parents. Increase the percentage of parents/guardians participating in Back to School Night by 5% by more frequent Blackboard event updates and reminders.	Strong parent/guardian support and involvement Rancho had an increased parent participation at Coffee Corner. There was an increased amount of participation on the 2022-2023 Back to School night in Fall 2022.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Strategies/Activities to Increase Parent and Community Engagement: Invite parent/guardian 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	Actual Actions/Services to Increase Parent and Community Engagement: Invited parent/guardian to attend monthly spirit assemblies Used Blackboard to keep families informed through voicemails and emails Provided translators for conferences, IEPs, SSTs, and ELAC meetings Provided 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	Spanish Interpreters for parent meetings, IEPs, and conferences 2000-2999: Classified Personnel Salaries LCFF - Supplemental 350	Spanish Interpreters for parent meetings, IEP's, and conferences 2000-2999: Classified Personnel Salaries LCFF - Supplemental 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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 Gifted and Talented Education (GATE) DELAC meetings Principal memo in Rancho PTA newsletter Principal visibility at morning valet and after-school pickup Principal attendance at District GATE events hosted by Rancho Principal Good News Friday phone calls home	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 Kept website and digital marquee current Peachjar electronic flyer updates Gifted and Talented Education (GATE) DELAC meetings Principal memo in Rancho PTA newsletter Principal visibility at morning valet and after-school pickup Principal attendance at District GATE events hosted by Rancho Principal Good News Friday phone calls home		

Analysis

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

The implementation of the strategies/activities were effective. The planned actions and actual actions were met.

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

These measures were effective as all goals were met.

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.

none.

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
ELPAC
Designated ELD Time
Lexia
Pearson Investigations
easyCBM

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP	64% of students in 3rd-5th grade met or exceeded standard in ELA, as measured by the 2023 CAASPP.	Increase the overall ELA CAASPP percentage to 70% in 23-24.
Math CAASPP	67% of students in 3rd-5th grade met or exceeded standard in Mathematics, as measured by the 2023 CAASPP.	Increase the overall Mathematics CAASPP percentage to 70% in 23-24.
ELPAC	25% percent of English Learners progressed at least one ELPAC Level	Increase the percentage of English Learners that progressed at least one ELPC level to 40 percent or higher in 23-24.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Literacy/Reading Comprehension:
Implementation of daily strategic intervention ELD time
Sonday instruction for literacy support
Provide small group reading intervention (RTI) in grades K-5 to develop fluency and comprehension skills (Reading Interventionist)
Targeted intervention for Literacy Universal Access Time
Provide Learning Ally audiobooks as accommodations for struggling readers
Grade-level articulation
AR Reader

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 – 6/9/2024

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	29,455
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant for Targeted Intervention
Amount	7,200
Source	PTA
Budget Reference	None Specified
Description	Accelerated Reader / STAR
Amount	12,000
Source	PTA
Budget Reference	None Specified
Description	Remaining balance for the Reading Interventionist
Amount	2805.00
Source	Title II Part A: Improving Teacher Quality
Budget Reference	None Specified
Description	Professional Development and Training for Staff
Amount	47751
Source	LCFF - Base
Description	Instructional
Amount	10098
Source	Other
Description	Technology Funds- Local Parcel Tax

Strategy/Activity 2

Strategies/Activities for Mathematics:
Purchase and implement IXL Learning online math program (Special Education Only)
Grade-level articulation
DreamBox Math Program (K-5)
Elementary District math coach to enhance teacher instruction
Provide small group instruction to enhance math skills
Counting Collections K-3
Math-a-Thon

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 – 6/9/2024

Person(s) Responsible

Principal. Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded

Strategy/Activity 3

Lexia Online Language Program
30 Minutes of Designated ELD time daily
Reading Intervention (RTI)

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

8/21/2023 – 6/9/2024

Person(s) Responsible

Principal, Teachers, Interventionists

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded

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
Positive Behavior Intervention and Supports (PBIS)
PBIS Behavioral Data (Minor/Majors)
California Healthy Kids Survey (CHKS) – Grade 5 (every other year)
Panorama Survey
PowerSchool Attendance Data
PowerSchool Suspension Data
Teacher Input
Positive Paw Announcements during Wednesday mornings
Shout -Outs /Appreciations at monthly spirit assemblies

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Rancho Behavior Forms (Minor/Major)	2021-2022 143 Behavior Forms 2022-2023 101 Behavior Forms	Goal is to reduce the number of behavior referrals in 2023-2024 under 100.
PowerSchool Attendance Data	Overall attendance rate for months 1-11 in 2022-2023 was an average 94.15%	Increase overall attendance rate to 96% for 2023-2024
FitnessGram	Fitnessgram 2022-2023 had almost 100% participation.	97% or better participation rate on the 5th grade California FItnessgram in 2023-2024.
PowerSchool Suspension Data	PowerSchool data shows 0 suspensions for the 2022-2023 school year.	Maintain 2 or fewer suspension days in 2023-2024 as measured by PowerSchool data.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Positive Behavioral Interventions and Supports:
Celebrate monthly spirit assemblies with a positive behavior recognition focus
Analyze SWIS data with all relevant team members
Utilize Kid Connection 3x per week
Recognize positive behavior with, PAW awards, and Rancho Way stickers
Announce students making academic and behavioral strides during Wednesday morning school wide announcements on PA system

Hold family-friendly, community-building events sponsored by the PTA
Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors
Hold monthly grade-level attendance contests

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 - 6/9/2024

Person(s) Responsible

Principal
Teachers
Office Specialist
Yard Duty Supervisors

Proposed Expenditures for this Strategy/Activity

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
Meet with students who have chronic absences and offer incentives to attend school on time daily
Rancho Way stickers for students who improve attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 - 6/9/2024

Person(s) Responsible

Principal
CWA
Executive Assistant
Office Specialist

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

Strategy/Activity 3

100 hours a week of Physical Education
Alignment for the 5th grade California Fitnessgram
PFT Coordinator will train all staff on engaging PE games which build strength and stamina

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/2023 - 6/9/2024

Person(s) Responsible

Principal/Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded

Strategy/Activity 6

Strategies/Activities for Positive Behavioral Interventions and Supports/ Minimize Suspensions
Celebrate monthly spirit assemblies with a positive behavior recognition focus
Utilize Kid Connection 3x per week
Recognize positive behavior with, PAW awards, and Rancho Way stickers
Announce students making academic and behavioral strides during Wednesday morning school wide announcements on PA system
Hold family-friendly, community-building events sponsored by the PTA
Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors
Hold monthly grade-level attendance contests

Students to be Served by this Strategy/Activity

All Students

Timeline

8/23/2022-6/8/2023

Person(s) Responsible

Principal
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Parent-Teacher Association (PTA)
Description	PBIS Incentives and Materials

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 online communication/gradebook
Parent participation on site committees
Staff utilizing Blackboard
Blackboard Data
PTA Coffee Corner with Principal
Collaboration between ELAC and PTA
School Site Council attendance
Website and Marquee updated to reflect upcoming events
Raccoon Tribune Parent Newsletter
PTA attendance at PTA meetings and School Events
Translation Services

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Teacher Association (PTO)	Rancho has a PTA that had all offices full by September 2023.	PTA creates meaningful events for community connection.
Parent Communication	Creation of new Parent Newsletter "Racoon Tribune" Blackboard emails and texts.	Parent satisfaction with school-home communication.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities to Increase Parent and Community Engagement:

Invite parent/guardian 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
ELAC & DELAC meetings

The Raccoon Tribune - Principal Newsletter

Students to be Served by this Strategy/Activity

All Students

Timeline

8/21/23-6/9/24

Person(s) Responsible

Principal
Teacher
Executive Assistant
PTA President & Officers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

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	2,805
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	111,309.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	47,751	0.00
LCFF - Supplemental	29,455	0.00
Title II Part A: Improving Teacher Quality	2,805.00	0.00
Other	10,098	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
2000-2999: Classified Personnel Salaries	29,455.00
None Specified	22,005.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	0.00
	LCFF - Base	47,751.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,455.00
	None Specified	0.00
	Other	10,098.00
	Parent-Teacher Association (PTA)	2,000.00
None Specified	PTA	19,200.00
None Specified	Title II Part A: Improving Teacher Quality	2,805.00

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
Dayna Taylor	Principal
Jacob Powers	Parent or Community Member
Kelly Fregoso	Parent or Community Member
Therese Maldonado	Classroom Teacher
Saghi Jafrakhani	Other School Staff
Jacqueline Taylor	Parent or Community Member
Sue Pierson	Classroom Teacher
Lucy Nguyen	Parent or Community Member
Adair Spence	Parent or Community Member
Alison Gomes	Classroom Teacher

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 15, 2023.

Attested:

Principal, Dayna Taylor on 10/23/23

SSC Chairperson, Jacob Powers on 10/23/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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.

Educational Partner 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 Educational Partner 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

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2023-2024
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.*
- ***Supporting our District SPSA Goals.***
- *$98,677*

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*
- ***supporting our District SPSA Goals****.*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- *$138,502*

Title III, Language Instruction for Limited English Proficient (LEP):
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.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters,* ***supporting our District SPSA Goals****.*
- *$157,783*

Title IV-A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, 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.*
- *$34,456*

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	$2,805
	Total amount of federal categorical funds allocated to this school	$2,805

State Programs		Allocation
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$47,751
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$29,455
	Total amount of federal categorical funds allocated to this school	$77,206

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$10,098

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

Projected LCFF Supplemental Funds $29,455

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: Instructional Assistant will provide targeted intervention to meet the unique learning needs of English learners, socio-economically disadvantaged youth, foster youth, and at-risk students. Phonemic awareness and phonics programs to enhance recognition of letter sounds and improve reading for at-risk students. Use of periodic assessments to drive small group instruction of no more than five students per group.	August 2023-June 2024	Principal	29,445	• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Total:	29,445	
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:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
Parent Involvement:				• Socio-econ. Disadvantaged • English Learner • Foster Youth
		Grand Total:	29,445	

Appendix H

Livermore Valley Joint Unified School District
Technology Funding Plan – ALL SITES
Technology Funds:

PROGRAM DESCRIPTION:

Rancho is working to maintain and enhance its current technology. Currently, each classroom has a teacher laptop, LCD/LED projector, and document camera. Some classrooms continue to have 1-2 thin client computers. We are in Phase 2 of replacing old projectors and document cameras, and plan that all classrooms will have LED projectors and new document cameras in their rooms by the end of the 2018 school year. Rancho received voice amplification systems installed in all classrooms May 2019. Rancho has 14 rolling carts with a total of 320 Chromebooks available for CAASPP testing. We are continuing to raise money to add more carts so that all students have access to the Chromebooks on a regular basis. As we increase the amount of Chromebooks we have, we are encouraging teachers to use Google Classroom and other programs and applications to enhance instruction for our students. Many classrooms have received iPads for student use through grants and donations.

Appendix I

Livermore Valley Joint Unified School District
ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN
2023-24

Elementary School Name: Rancho Las Positas Elementary Date September 22,2022 English Learner Liaison: Dayna Taylor

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

Guidelines:
- **Benchmark Advance ELD** component must be used K-5
- Focus on **ELD standards**, not a unit or theme
- Small groups should be kept to a maximum of 6 students
- 30 minutes of **Designated ELD** instruction per day (5 days a week)
- May be scheduled during reading and writing block (15 minutes/level)
- Students grouped by 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	10:30-11:00	
K	April Avila Ford	1/2	10:00-10:30	
	Allison Gomes	2	12:15-12:45	
	Daun Stevens	1/2	10:00-10:30	
	Chelsea Whitney/Kaitie Charland	N/A	N/A	
First	Heather Carroll	2	10:15-10:45	
	Christina Johnson	N/A	N/A	
	Allison Perlin		N/A	
	Susan Pierson	1/2	9:20-9:55	
Second	Amy Cofer	1,3	12:30-1:00	
	Patricia Gallagher	N/A	N/A	
	Deborah Littlefield	1	12:30-1:00	

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)
	Natasha Progar	N/A	N/A	
Third	Kathryn Rainey-Clark	3,4	8:45-9:15	
	William Cannon	2	9:15-9:30 M-TH 8:30-9:00 F	
	Therese Maldonado	1,3	8:45-9:15	
	Justine Camilleri/ Lyndsie Roy	2	8:45-9:15	
Fourth	Mary Bitzer	1	No ELs	
	Amy Dupuis	3	No ELs	
	Stephanie Ezell	3	1:00-1:30	
Fifth	Monica Craighead	N/A		
	Kathryn Mitchell			
	Shawn Worth	N/A		

Appendix J

2023-24 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.