



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 9, 2024
Schoolsite Council (SSC) Approval Date	October 9, 2024
Local Board Approval Date	November 12, 2024

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
Educational Partner Involvement	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Physical Fitness Test Results (PFT) 2020-2021	16
California Healthy Kids Survey.....	17
Student Population.....	18
Overall Performance	20
Academic Performance.....	22
Academic Engagement	28
Conditions & Climate.....	31
Annual Review and Update	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	40
Goals, Strategies, & Proposed Expenditures.....	42
Goal 1.....	42
Goal 2.....	45
Goal 3.....	48
Budget Summary and Consolidation	50
Budget Summary	50
Allocations by Funding Source.....	50
Expenditures by Funding Source	51
School Site Council Membership	52
Recommendations and Assurances	53
Addendum.....	54
Instructions: Linked Table of Contents.....	54
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	57
Appendix B: Select State and Federal Programs.....	59
Appendix C: Centralized Services for Planned Improvements in Student Performance.....	60
Appendix D: Programs Included in this Plan.....	61

Appendix H.....	62
Appendix I.....	63
Appendix J.....	65

School Vision and Mission

School Vision:

Rancho Las Positas Elementary School Vision: Rancho Las Positas 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

Welcome to Rancho Las Positas Elementary School, where education meets empowerment. Founded in 1973 and expanding its footprint over the years, Rancho Las Positas has become a beacon of modern learning. With a firm commitment to excellence, we foster a nurturing environment that ignites the potential within each student.

Facilities:

Our campus boasts state-of-the-art facilities designed to inspire curiosity and learning. With 30 classrooms, a multi-media center, two science labs, and a multipurpose facility, students have ample space to explore their interests. Our Extended Student Services (ESS) learning center provides additional support, while our community garden and playgrounds offer spaces for both education and recreation.

Programs:

Rancho Las Positas offers a range of programs to meet the diverse needs of our student body. From special education support to early intervention programs like Kid Connection, we prioritize every child's individual journey towards success.

Diversity:

With a student body of 574, Rancho Las Positas celebrates diversity in all its forms. Our community comprises individuals from various socioeconomic, ethnic, and educational backgrounds, enriching the learning experience for all. We embrace inclusivity, recognizing and honoring the unique contributions each student brings to our school.

Faculty:

Our dedicated faculty consists of experienced educators with advanced degrees and diverse professional backgrounds. Fostering a culture of collaboration and trust, our teachers uphold high standards and employ differentiated instruction to ensure every student thrives.

Whole Child Approach:

At Rancho Las Positas, we believe in nurturing the whole child—mind, body, and soul. From physical fitness initiatives like the Rancho Running Club to enriching science lab classes, we provide a holistic education that prepares students for lifelong success.

Student-Centered Learning:

Through Professional Learning Communities (PLCs) and ongoing staff development, we prioritize student-centered learning. Progress monitoring allows us to identify and address individual student needs, ensuring no child is left behind.

Community Engagement:

Our vibrant Parent-Teacher Association (PTA) and active parental involvement underscore the strong partnership between home and school. From Family Science Night to Science Fair, we provide numerous opportunities for families to engage with their child's education.

Support for English Learners:

Rancho Las Positas is dedicated to supporting English Learners through targeted interventions, social skills development programs, and advisory council nights. We strive to create an inclusive environment where every student can thrive academically and socially.

Transition Strategies:

We understand the importance of smooth transitions, whether from kindergarten to first grade or elementary to middle school. Through readiness assessments, orientation programs, and ongoing parent engagement, we ensure every transition is seamless and supported.

Parent/Family/Community Involvement:

At the heart of Rancho Las Positas is a strong sense of community. From onsite childcare programs to partnerships with local organizations, we provide a support network that extends beyond the classroom. Effective communication channels keep parents informed and engaged in their child's educational journey.

At Rancho Las Positas Elementary School, we are dedicated to shaping well-rounded individuals equipped for success in an ever-changing world. Together, we learn, grow, and serve, embodying our commitment to excellence in education.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.50%	1.41%	%	3	8	
African American	0.17%	1.41%	1.22%	1	8	7
Asian	12.61%	13.96%	12.89%	75	79	74
Filipino	2.69%	2.83%	3.48%	16	16	20
Hispanic/Latino	28.74%	26.68%	28.05%	171	151	161
Pacific Islander	0.17%	0.18%	0.17%	1	1	1
White	45.21%	42.93%	41.29%	269	243	237
Multiple/No Response	9.92%	10.6%	12.89%	59	60	74
	Total Enrollment			595	566	574

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	129	101	95
Grade 1	91	97	82
Grade 2	86	93	95
Grade 3	96	87	90
Grade 4	100	92	92
Grade 5	93	96	96
Total Enrollment	595	566	574

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 the sub category "multiple races." over the last three years.
3. Rancho Las Positas Elementary enrollment has remained steady over the past three years. The school's population has been between 560-590 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	58	44	43	8.40%	9.7%	7.5%
Fluent English Proficient (FEP)	39	45	33	7.70%	6.6%	5.7%
Reclassified Fluent English Proficient (RFEP)	18			10.0%	31.0%	

Conclusions based on this data:

1. Over the past three years, Rancho has seen a decline in the number of English Language Learner Enrollment
2. 5.7% of Rancho's students (33 students) were Fluent English Proficient (FEP) in 23-24.
3. 7.5% of Rancho's enrollment are English Language Learners.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	92	93	88	91	90	87	91	90	88.9	98.9	96.8
Grade 4	98	91	92	88	89	90	88	89	90	89.8	97.8	97.8
Grade 5	96	95	96	88	93	92	88	93	92	91.7	97.9	95.8
Grade 11												
All Grades	293	278	281	264	273	272	263	273	272	90.1	98.2	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2458.	2458.	2441.	33.33	42.86	27.78	34.48	20.88	27.78	18.39	17.58	30.00	13.79	18.68	14.44
Grade 4	2508.	2497.	2492.	44.32	39.33	36.67	27.27	23.60	24.44	12.50	16.85	18.89	15.91	20.22	20.00
Grade 5	2532.	2508.	2531.	26.14	24.73	28.26	36.36	38.71	39.13	25.00	11.83	14.13	12.50	24.73	18.48
Grade 11															
All Grades	N/A	N/A	N/A	34.60	35.53	30.88	32.70	27.84	30.51	18.63	15.38	20.96	14.07	21.25	17.65

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	34.48	37.36	22.22	52.87	52.75	66.67	12.64	9.89	11.11	
Grade 4	38.64	35.96	27.78	53.41	52.81	60.00	7.95	11.24	12.22	
Grade 5	28.41	29.03	25.00	63.64	53.76	63.04	7.95	17.20	11.96	
Grade 11										
All Grades	33.84	34.07	25.00	56.65	53.11	63.24	9.51	12.82	11.76	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3									
Grade 4									
Grade 5									
Grade 11									
All Grades									

Grade 3	20.69	26.37	13.33	66.67	53.85	68.89	12.64	19.78	17.78
Grade 4	20.45	23.60	20.00	64.77	58.43	65.56	14.77	17.98	14.44
Grade 5	20.45	16.13	26.09	67.05	62.37	56.52	12.50	21.51	17.39
Grade 11									
All Grades	20.53	21.98	19.85	66.16	58.24	63.60	13.31	19.78	16.54

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.54	16.48	12.22	73.56	65.93	77.78	6.90	17.58	10.00
Grade 4	15.91	14.61	12.22	71.59	71.91	72.22	12.50	13.48	15.56
Grade 5	14.77	15.05	20.65	76.14	70.97	68.48	9.09	13.98	10.87
Grade 11									
All Grades	16.73	15.38	15.07	73.76	69.60	72.79	9.51	15.02	12.13

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.14	30.77	23.33	60.92	52.75	67.78	14.94	16.48	8.89
Grade 4	30.68	24.72	20.00	60.23	59.55	67.78	9.09	15.73	12.22
Grade 5	20.45	20.43	28.26	72.73	58.06	57.61	6.82	21.51	14.13
Grade 11									
All Grades	25.10	25.27	23.90	64.64	56.78	64.34	10.27	17.95	11.76

Conclusions based on this data:

1. Overall, in ELA 61% of students met standards and 39% did not meet standards in 23-24.
2. 55% of Rancho third grade students, 61% of fourth grade students, and 67% of fifth grade students met ELA standards in 23-24.
3. Rancho Las Positas Elementary Elementary's ELA scores dropped two percentage points in 23-24.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	92	93	86	91	91	86	91	91	86.9	98.9	97.8
Grade 4	98	91	92	92	89	91	92	89	91	93.9	97.8	98.9
Grade 5	96	95	96	89	91	91	89	91	91	92.7	95.8	94.8
All Grades	293	278	281	267	271	273	267	271	273	91.1	97.5	97.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2477.	2460.	2444.	36.05	35.16	24.18	32.56	31.87	28.57	23.26	17.58	28.57	8.14	15.38	18.68
Grade 4	2502.	2517.	2510.	32.61	39.33	39.56	35.87	34.83	28.57	18.48	10.11	19.78	13.04	15.73	12.09
Grade 5	2536.	2517.	2524.	31.46	26.37	28.57	21.35	27.47	27.47	33.71	28.57	20.88	13.48	17.58	23.08
All Grades	N/A	N/A	N/A	33.33	33.58	30.77	29.96	31.37	28.21	25.09	18.82	23.08	11.61	16.24	17.95

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	40.70	39.56	28.57	50.00	42.86	51.65	9.30	17.58	19.78	
Grade 4	38.04	47.19	48.35	47.83	38.20	40.66	14.13	14.61	10.99	
Grade 5	33.71	24.18	29.67	55.06	56.04	50.55	11.24	19.78	19.78	
All Grades	37.45	36.90	35.53	50.94	45.76	47.62	11.61	17.34	16.85	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.53	45.05	19.78	53.49	35.16	61.54	6.98	19.78	18.68
Grade 4	31.52	35.96	35.16	56.52	51.69	46.15	11.96	12.36	18.68
Grade 5	25.84	17.58	24.18	58.43	61.54	57.14	15.73	20.88	18.68
All Grades	32.21	32.84	26.37	56.18	49.45	54.95	11.61	17.71	18.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.53	39.56	27.47	54.65	43.96	59.34	5.81	16.48	13.19
Grade 4	31.52	39.33	39.56	47.83	47.19	48.35	20.65	13.48	12.09
Grade 5	17.98	18.68	24.18	66.29	69.23	54.95	15.73	12.09	20.88
All Grades	29.59	32.47	30.40	56.18	53.51	54.21	14.23	14.02	15.38

Conclusions based on this data:

1. Overall, Rancho Las Positas Mathematics CAASPP scores were 59% of students met standards and 41% did not met standards in 23-24.
2. 63% of Rancho third grade students, 60% of fourth grade students, and 53% of fifth grade students met Math standards in 23-24.
3. Overall, Rancho Las Positas Elementary decreased their mathematics CAASPP scores by 6% in 23-34.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	9	5	10
1	*	*	*	*	*	*	*	*	*	6	5	5
2	*	*	*	*	*	*	*	*	*	4	6	9
3	*	*	*	*	*	*	*	*	*	10	7	8
4	*	1498.1	*	*	1510.0	*	*	1485.5	*	9	11	6
5	*	*	1508.7	*	*	1520.3	*	*	1496.6	10	8	11
All Grades										48	42	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	45.45	*	*	27.27	*	*	18.18	*	*	11	*
5	*	*	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11
All Grades	10.42	4.76	6.12	31.25	23.81	28.57	31.25	35.71	30.61	27.08	35.71	34.69	48	42	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	45.45	*	*	36.36	*	*	0.00	*	*	18.18	*	*	11	*
5	*	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11
All Grades	18.75	21.43	28.57	39.58	26.19	30.61	22.92	28.57	16.33	18.75	23.81	24.49	48	42	49

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
5	*	*	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11
All Grades	6.25	2.38	4.08	16.67	11.90	12.24	35.42	28.57	32.65	41.67	57.14	51.02	48	42	49

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
5	*	*	0.00	*	*	63.64	*	*	36.36	*	*	11
All Grades	12.50	14.29	6.12	62.50	57.14	61.22	25.00	28.57	32.65	48	42	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
5	*	*	90.91	*	*	0.00	*	*	9.09	*	*	11
All Grades	33.33	35.71	44.90	50.00	40.48	32.65	16.67	23.81	22.45	48	42	49

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
5	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
All Grades	12.50	4.76	4.08	39.58	33.33	42.86	47.92	61.90	53.06	48	42	49

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
5	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
All Grades	6.25	9.52	8.16	58.33	42.86	46.94	35.42	47.62	44.90	48	42	49

Conclusions based on this data:

1. Rancho Las Positas had 8.16% students that are considered "Well Developed," 46.94% students that are "Moderately Developed/ Somewhat Developed," and 44.90% students that were "Beginning" on the 23-24 ELPAC.
2. Rancho had 49 students in 23-24 that are English Language Learners.
3. Rancho Las Positas had an improvement of 4% from students in the "Somewhat/Moderately " performance level.

School and Student Performance Data

Physical Fitness Test Results (PFT) 23-24

Number of Students Tested

Total student tested = 87	87
Aerobic Capacity	87
Body Composition	87
Abdominal Strength and Endurance	87
Trunk Extensor Strength and Flexibility	87
Upper Body Strength and Endurance	87
Flexibility	87

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. 87 participated on each section of the test. That is a percentage of 90.6%.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

<ul style="list-style-type: none"> School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time” 	84 %	4.7
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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

- CHKS 2022 data reports 84% of 5th graders feel connected to school. That is a 9% increase from 2020.
- CHKS 2022 data reports 87% of 5th graders feeling safe at school. That is a 5% increase from 2020.
- 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.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	%	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	%	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	%	%
1.		
2.		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
566	29.7	7.8	0.2
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	7.8
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	168	29.7
Students with Disabilities	105	18.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.4
American Indian	8	1.4
Asian	79	14
Filipino	16	2.8
Hispanic	151	26.7
Two or More Races	60	10.6
Pacific Islander	1	0.2
White	243	42.9

Conclusions based on this data:

1. Rancho Las Positas had 44 English Learners. Which was 7.8% of the total school enrollment in 23-24.

2. 23.9% of Rancho Las Positas' total enrollment is socioeconomically disadvantaged in 23-24.

3. 16.4% of Rancho Las Positas' total enrollment is students with disabilities in 23-24.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	Chronic Absenteeism Yellow	Suspension Rate Blue
Mathematics Green		
English Learner Progress Red		

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 changed the way Rancho does intervention. Teachers will use Wednesday PD to collaborate and share best practices.

School and Student Performance Data

Academic Performance English Language Arts

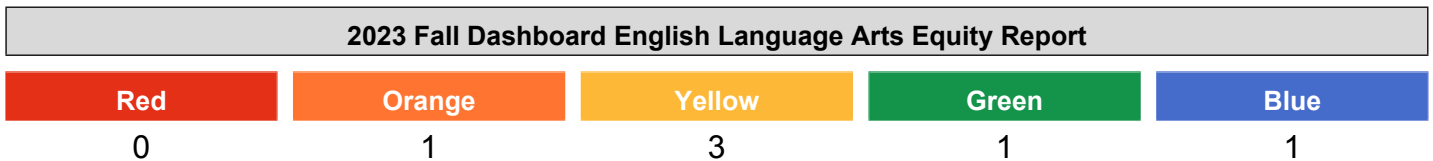
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 18.8 points above standard Increased +6.4 points 263 Students	English Learners Yellow 60.9 points below standard Increased Significantly +55.5 points 36 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 33.1 points below standard Increased +10.3 points 57 Students	Students with Disabilities Orange 87.9 points below standard Increased Significantly +64.5 points 68 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Blue 53.7 points above standard Increased +6.8 points 34 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.9 points below standard Increased Significantly +21.3 points 68 Students	43.8 points above standard Increased Significantly +42.4 points 29 Students	Less than 11 Students 1 Student	 Green 27.9 points above standard Decreased -5.7 points 117 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.1 points below standard Increased Significantly +43.6 points 24 Students	41.4 points above standard 12 Students	28.7 points above standard Increased +4.9 points 216 Students

Conclusions based on this data:

1. Rancho Las Positas students scored 18.8 points above standard on the English Language Arts Fall 2023 Dashboard.
2. Rancho Las Positas English Learners scored 112.1 points below the standard, but did increase 43.6 points in 2023.
3. Hispanic, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities scored below the standard on the 2023 Dashboard.

School and Student Performance Data

Academic Performance Mathematics

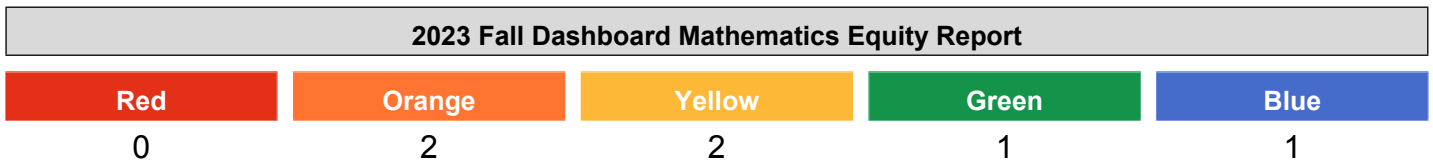
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 15.3 points above standard Increased +6.8 points 261 Students	English Learners Yellow 57.1 points below standard Increased Significantly +60 points 35 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Orange 49.6 points below standard Decreased -6.1 points 57 Students	Students with Disabilities Orange 102.6 points below standard Increased Significantly +45.7 points 68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	 Blue 59.8 points above standard Increased +4.7 points 34 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.9 points below standard Increased Significantly +27.8 points 67 Students	41.2 points above standard Increased Significantly +49.9 points 29 Students	Less than 11 Students 1 Student	 Green 21.7 points above standard Decreased -11.8 points 117 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.7 points below standard Increased Significantly +46.3 points 24 Students	34 points above standard 12 Students	24.8 points above standard Increased +5.1 points 215 Students

Conclusions based on this data:

1. Rancho Las Positas students scored 15.3 points above the standard on the mathematics section of the 2023 Fall Dashboard.
2. Rancho's English Learners scored 114.7 points below the standard on the mathematics section of the 2023 Fall Dashboard, yet increased 46.3 points.
3. English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students all scored below the standard for mathematics section of the Fall 2023 Dashboard.

School and Student Performance Data

Academic Performance English Learner Progress

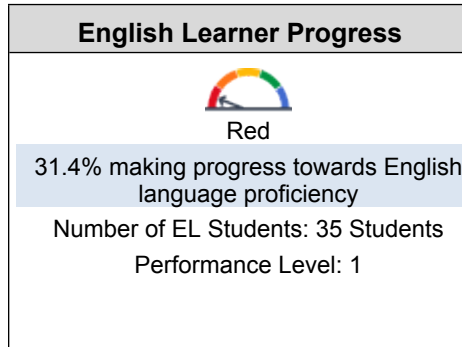
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
10	14	0	11

Conclusions based on this data:

1. 14/35 English Learners at Rancho have maintained their level as measured by the 2023 English Language Proficiency Assessments for California.
2. 11/35 English Learners at Rancho have progressed at least one level as measured by the 2023 English Language Proficiency Assessments for California.
3. 10/35 decreased one level as measured by the 2023 English Language Proficiency Assessments for California.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low
Lowest Performance

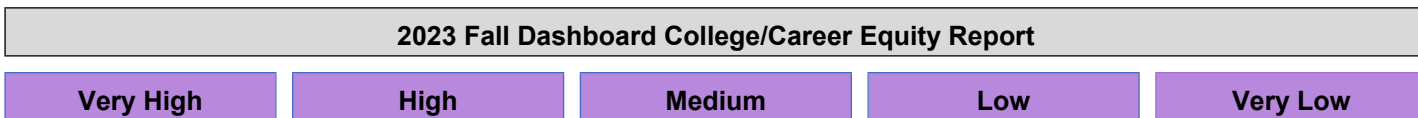
Low

Medium

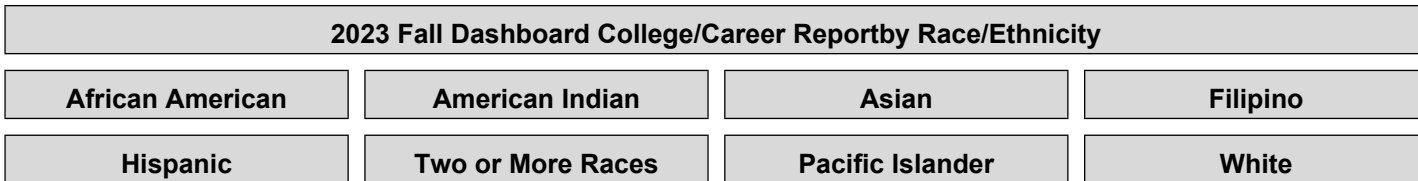
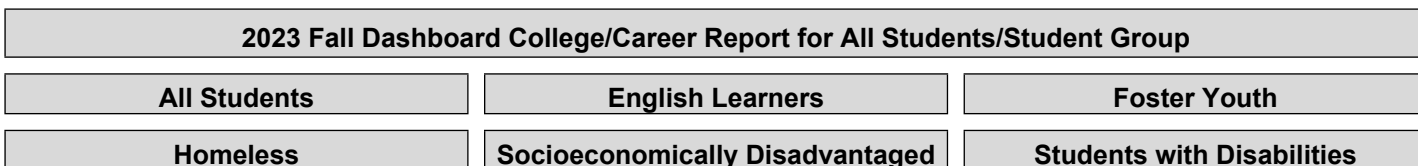
High

Very High
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

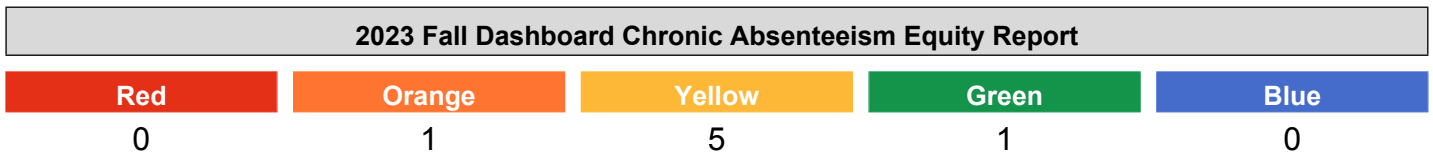
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined Significantly -17.9</p> <p>582 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>16.7% Chronically Absent</p> <p>Declined -24.9</p> <p>54 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>21.8% Chronically Absent</p> <p>Declined -21.4</p> <p>110 Students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined -18.6</p> <p>122 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 8 Students	 Yellow 13.4% Chronically Absent Declined -23.2 82 Students	6.3% Chronically Absent Declined -6.3 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.1% Chronically Absent Declined Significantly -19.7 155 Students	 Green 6.3% Chronically Absent Declined -18.4 64 Students	Less than 11 Students 1 Student	 Yellow 12.9% Chronically Absent Declined Significantly -15.8 248 Students

Conclusions based on this data:

1. Rancho Las Positas overall significantly declined its chronically absent students.
2. English Learners, Hispanic and Socioeconomically Disadvantaged students had the highest percentage of absences.
3. Every subgroup decreased their chronically absent numbers in 2023.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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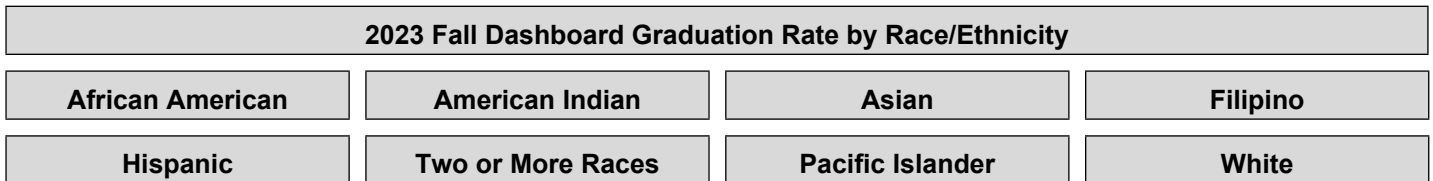
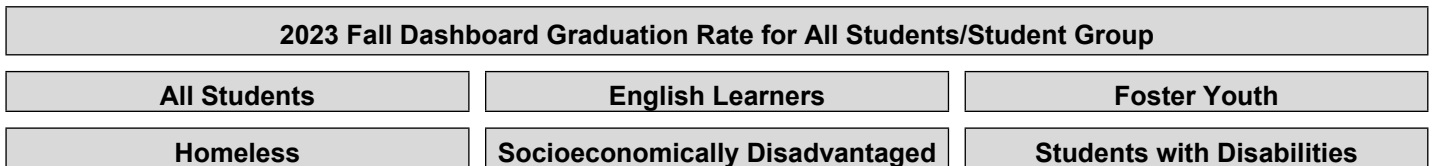
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Data does not apply to Rancho Elementary.

School and Student Performance Data

Conditions & Climate Suspension Rate

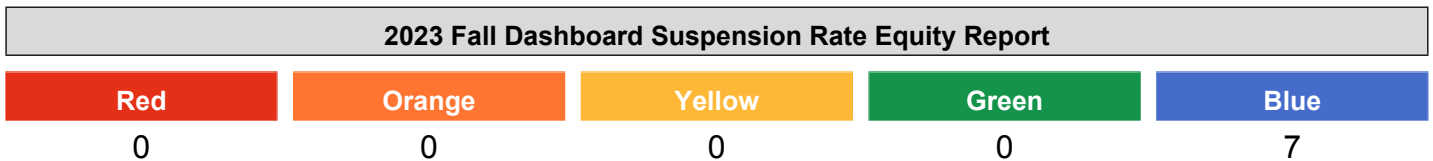
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Maintained 0 588 Students	English Learners Blue 0% suspended at least one day Maintained 0 55 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 112 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 123 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 8 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 84 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 157 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 64 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 250 Students</p>

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: 2023-24

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 overall ELA CAASPP percentage to 70% in 23-24.	The overall ELA CAASPP 23-24 percentage was 61%.
Math CAASPP	Increase the overall Mathematics CAASPP percentage to 70% in 23-24.	The overall Math CAASPP 23-24 percentage was 59%
ELPAC	Increase the percentage of English Learners that progressed at least one ELPC level to 40 percent or higher in 23-24.	39% of Rancho EL students progressed at least one ELPC level in 23-24.

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 Sunday 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	Strategies/Activities for Literacy/Reading Comprehension: Implementation of daily strategic intervention ELD time Sunday instruction for literacy support Provided small group reading intervention (RTI) in grades K-5 to develop fluency and comprehension skills (Reading Interventionist) Targeted intervention for Literacy Universal Access Time Provided Learning Ally audiobooks as accommodations for struggling readers Grade-level articulation AR Reader	Instructional Assistant for Targeted Intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29,455	Instructional Assistant for Targeted Intervention 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29,455
		Accelerated Reader / STAR None Specified PTA 7,200	Accelerated Reader / STAR None Specified PTA 7,200
		Remaining balance for the Reading Interventionist None Specified PTA 12,000	Remaining balance for the Reading Interventionist None Specified PTA 12,000
		Professional Development and Training for Staff None Specified Title II Part A: Improving Teacher Quality 2,805.00	Professional Development and Training for Staff None Specified Title II Part A: Improving Teacher Quality 2,805.00
		Instructional LCFF - Base 47,751	Instructional LCFF - Base 47,751

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Technology Funds- Local Parcel Tax Other 10,098	Technology Funds- Local Parcel Tax Other 10,098
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	Strategies/Activities for Mathematics: Purchased and implemented IXL Learning online math program (Special Education Only) Grade-level articulation DreamBox Math Program (K-5) Elementary District math coach enhanced teacher instruction Provided small group instruction to enhance math skills Counting Collections K-3	District Funded 0	District Funded 0
Lexia Online Language Program 30 Minutes of Designated ELD time daily Reading Intervention (RTI)	Lexia Online Language Program 30 Minutes of Designated ELD time daily Reading Intervention (RTI) Lexia Curriculum Training	District Funded 0	District Funded 0

Analysis

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

All outlined strategies were implemented in 2023-2024.

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

Rancho did not meet it's CAASPP Math and English "Expected Outcomes" for 2023-2024. Rancho had a slight drop in English and Math.

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

No differences.

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.

With LCFF Supplemental we were able to have a second reading intervention teacher to address the CAASPP ELA scores.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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
Rancho Behavior Forms (Minor/Major)	Goal is to reduce the number of behavior referrals in 2023-2024 under 100.	The number of referrals raised to about 213 in the 2023-2024 school year. This may be due to the fact that there was an administrator change and there was a change in their discipline styles and student documentation.
PowerSchool Attendance Data	Increase overall attendance rate to 96% for 2023-2024	Rancho had an increase in daily attendance rates at 94.73% in 2023-2024.
FitnessGram	97% or better participation rate on the 5th grade California Fitnessgram in 2023-2024.	Rancho has 90.6% participation rate in 2023-2024. 87 students out of 96 participated.
PowerSchool Suspension Data	Maintain 2 or fewer suspension days in 2023-2024 as measured by PowerSchool data.	Rancho had 2 student suspensions in 2023-2024.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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</p>	<p>Strategies/Activities 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, PAW awards, and Rancho Way stickers</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>behavioral strides during Wednesday morning school wide announcements on PA system</p> <p>Hold family-friendly, community-building events sponsored by the PTA</p> <p>Facilitate bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors</p> <p>Hold monthly grade-level attendance contests</p>	<p>Announced students making academic and behavioral strides during Wednesday morning school wide announcements on PA system.</p> <p>Held family-friendly, community-building events sponsored by the PTA</p> <p>Facilitated bi-monthly yard supervisor meetings to discuss PBIS data hotspots and implement strategies to invoke changes in behaviors</p> <p>Held monthly grade-level attendance contests</p>		
<p>Strategies/Activities for Attendance:</p> <p>Utilize CWA to monitor and assist with chronically absent families</p> <p>Recognize and celebrate top classes during monthly assemblies</p> <p>Recognize students at the end of year with perfect attendance certificates</p> <p>Communicate monthly attendance rates and weekly tardies with all stakeholders</p> <p>Meet with students who have chronic absences and offer incentives to attend school on time daily</p> <p>Rancho Way stickers for students who improve attendance</p>	<p>Strategies/Activities for Attendance:</p> <p>Utilized CWA to monitor and assist with chronically absent families</p> <p>Recognized and celebrated top classes during monthly assemblies</p> <p>Recognized students at the end of year with perfect attendance certificates</p> <p>Communicated monthly attendance rates and weekly tardies with all stakeholders</p> <p>Met with students who have chronic absences and offer incentives to attend school on time daily</p> <p>Rancho Way stickers for students who improve attendance</p>	None Specified 0	
<p>Strategies for Fitness Gram:</p> <p>100 hours a week of Physical Education</p>	<p>Strategies for Fitness Gram:</p> <p>100 hours a week of Physical Education</p>	District Funded 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment for the 5th grade California Fitnessgram PFT Coordinator will train all staff on engaging PE games which build strength and stamina</p>	<p>Alignment for the 5th grade California Fitnessgram PFT Coordinator trained all staff on engaging PE games which build strength and stamina</p>		
<p>Strategies/Activities for Positive Behavioral Interventions and Supports/ Minimize Suspensions:</p> <p>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</p>	<p>Strategies/Activities for Positive Behavioral Interventions and Supports/ Minimize Suspensions</p> <p>Celebrated monthly spirit assemblies with a positive behavior recognition focus Utilized Kid Connection 3x per week Recognized positive behavior with, PAW awards, and Rancho Way stickers Announced students making academic and behavioral strides during Wednesday morning school wide announcements on PA system 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</p>	<p>PBIS Incentives and Materials Parent-Teacher Association (PTA) 2,000</p>	<p>PBIS Incentives and Materials PTA 500</p>

Analysis

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

All strategies were implemented in this area in 2023-2024, minus a few PTA events that were changed.

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

Rancho did not meet all "expected outcome" goals set, but did increase it's attendance numbers, suspension goals.

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

There were no differences.

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.

Continue PBIS strategies to improve attendance, behavior, and suspensions.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Teacher Association (PTA)	PTA creates meaningful events for community connection.	PTA created numerous free events for families to participate in.
Parent Communication	Parent satisfaction with school-home communication.	PBIS Parent Survey in May 2024 states satisfaction with school-home communication.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Strategies/Activities to Increase Parent and Community Engagement:</p> <p>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</p>	<p>Strategies/Activities to Increase Parent and Community Engagement:</p> <p>Invited parent/guardian to attend monthly spirit assemblies Used Blackboard/Final Site 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, BooHoo Breakfast, Kinder Cookies and Milk, assemblies, and awards assembly Student plays and performances were held</p>	PTA None Specified None Specified 0	PTA None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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	Kept website and digital marquee current Peachjar electronic flyer updates ELAC & DELAC meetings The Raccoon Tribune - Principal Newsletter		

Analysis

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

Multiple newsletters/emails were sent home a week by the Principal and other staff members. These messages gave important information and also send reminders for upcoming events.

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

PBIS Parent Survey in May 2024 states satisfaction with school-home communication over 95% satisfaction.

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

The expenditures were the same although PTA sponsored a few less events.

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.

Rancho will continue to find creative ways of reaching out to families.

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
Investigations
EasyCBM

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP	61% of students in 3rd-5th grade met or exceeded standard in ELA, as measured by the 2023-2024 CAASPP.	Increase the overall ELA CAASPP percentage to 70% in 24-25.
Math CAASPP	59% of students in 3rd-5th grade met or exceeded standard in Mathematics, as measured by the 2023-2024 CAASPP.	Increase the overall Mathematics CAASPP percentage to 65% in 24-25.
ELPAC	39% 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 24-25.

Planned Strategies/Activities

Strategy/Activity 1

Strategies/Activities for Literacy/Reading Comprehension:

Tier One English Instruction
Benchmark Advance Curriculum
Supplementary Novels
Library Programs
EasyCBM Literary Screener
Universal Access Time
Reading Intervention (RTI)
Special Education (SDC & Resource)
Designated ELD

Sunday
LVJUSD Phonics Assessment

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/24-5/30/25

Person(s) Responsible

Principal
Executive Assistant
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2,860
Source	Title II Part A: Improving Teacher Quality
Budget Reference	None Specified
Description	Professional Development and Training for Staff

Strategy/Activity 2

Strategies/Activities for Mathematics:

Tier One Math Instruction
Savvas Investigations
Big Ideas Math
Dreambox Math Program K-5
Numeracy Screener
Universal Access time
Special Education (SDC and Resource)
Counting Collections K-3

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/24-5/30/25

Person(s) Responsible

Principal. Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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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

8/13/24-5/30/25

Person(s) Responsible

Principal, Teachers, Interventionists

Proposed Expenditures for this Strategy/Activity

Amount

0

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 Behavioral Intervention and Supports (PBIS)
 PBIS Behavioral Data (Minor/Majors)
 California Healthy Kids Survey (CHKS- 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 2023-2024 213 Behavior Forms	Rancho's goal collect data on the number of Principal visits "Majors" this year to compare in 2025-2026.
PowerSchool Attendance Data	Overall attendance rate for 2023-2024 was 94.73%	Increase overall attendance rate to 96% for 2024-2025.
FitnessGram	Fitnessgram 2023-2024 had 90.6% participation.	Rancho should have 97% or better participation rate on the 5th grade California Fitnessgram in 2024-2025
PowerSchool Suspension Data	PowerSchool data shows 2 suspensions for the 2023-2024 school year.	Maintain 2 or fewer suspension days in 2024-2025 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 schoolwide 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

8/13/24-5/30/25

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

8/13/24-5/30/25

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

8/13/24-5/30/25

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

8/13/24-5/30/25

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
Parent participation on site committees
Staff utilizing FinalSite
Finalsite Data
Collaboration between ELAC and PTA
School Site Council attendance
Website and Marquee updated to reflect upcoming events
Raccoon Tribune Parent Newsletter and texts
Attendance at PTA meetings and school events
Translation services

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Teacher Association (PTA)	Rancho has a PTA that had all offices full by September 2024. PTA Committees are growing. Online communication from classroom PTA reps to classroom parents.	PTA creates meaningful events for community connection.
Parent Communication	Parent Newsletter "Raccoon Tribune" Finalsite emails and texts. 95% positive communication from school score on PBIS parent survey.	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 Finalsite 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, Trunk or Treat, Outdoor Movie Night, Mile Challenge, Bedtime Books, Bingo Nights, BooHoo Breakfast, Kinder Cookies and Milk, Trunk or Treat Night and various assemblies .
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

8/13/24-5/30/25

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	\$2,860
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	4,860.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	\$52,100	52,100.00
Title II Part A: Improving Teacher Quality	\$2,860	0.00
Other	\$10,548	10,548.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
None Specified	0.00
Parent-Teacher Association (PTA)	2,000.00
Title II Part A: Improving Teacher Quality	2,860.00

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
Abby Schachner	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 9, 2024.

Attested:



Principal, Dayna Taylor on 10/09/24

SSC Chairperson, Abby Schachner on 10/09/24

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 measurable 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 2024-2025 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.**
- \$84,562

Title II, Part A, Supporting Effective Instruction:

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.*
- \$92,858

Title III, Language Instruction for English Learners (EL):

Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.

- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- *Supplemental materials to support immigrant and EL students.*
- \$153,655

Title III, Language Instruction for Immigrant Students

Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth.

Supplemental materials to support immigrant and EL students.

- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- \$32,434

Title IV, Part 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.*
- \$66,107

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	\$2,860
Total amount of federal categorical funds allocated to this school		\$2,860

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$51,075
	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$0
Total amount of federal categorical funds allocated to this school		\$2,860

Local Funding		
X	Technology Funds – Local Parcel Tax	\$10,296

Appendix H

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

PROGRAM DESCRIPTION:

At Rancho Las Positas Elementary School, we are committed to maintaining and improving our technology resources. Each classroom is equipped with essential tools such as teacher laptops, LCD/LED projectors, and document cameras. Additionally, every first-grade student is provided with a Chromebook. Thanks to generous grants and donations, several classrooms have also received iPads for student use.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2024-25

Elementary School Name: Rancho Las Positas Elementary Date September 2024 English Learner Liaison: Sarah Woolsey

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
 - 30 minutes of **Designated ELD** instruction per day (5 days a week)
 - Focus on **ELD standards**, not a unit or theme
 - May be scheduled during reading and writing block (15 minutes/level)
 - Small groups should be kept to a maximum of 6 students
 - 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)
K	Allison Gomes	2	10:15-10:45am	
	Daun Stevens	1	10:15-10:45am	
	Chelsea Whitney/Ali Perlin	1/2	10:15-10:45am	
First	Heather Carroll	No EL's currently in class	No EL's currently in class	
	Christina Johnson	3	9:20-9:50am	
	Amy Cofer			
	Susan Pierson	Level 1/3	M - F (9:20-9:50)	
Second	Natasha Progar	2/3	12:30-1	
	Patricia Gallagher	3	12:30-1:00	
	Deborah Littlefield			
Third	Kathryn Clark	No EL's currently in class	No EL's currently in class	
	William Cannon	No EL's currently in class	No EL's currently in class	

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)
	Therese Maldonado	1/3	12:35-1:05pm	
	Justine Camilleri/ Lyndsie Roy	1/2	12:35-1:05pm	
Fourth	Mary Bitzer	3	1:00-1:30 & W 10:30-11:00	
	Amy Dupuis	3	11:45-12:20	
	Stephanie Ezell	2	11:45-12:20 M-F	
Fifth	Monica Craighead	3	9:45-10:15	
	Kathryn Mitchell	2 & 4	M, T, Th 130 W, F 11:15	
	Shawn Worth	Level 3	M, T, W, Th (1:00 - 1:30) F (8:50 - 9:20)	

Appendix J

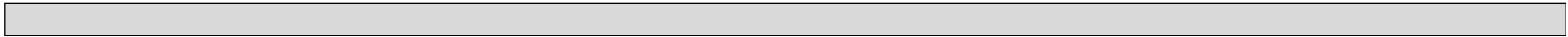
2024-25 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

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.

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