

The Single Plan for Student Achievement

School: South Ranchito Dual Language Academy
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District: El Rancho Unified School District
Principal: Dr. Maria Morales-Thomas
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

South Ranchito Dual Language Academy's Vision and Mission Statements

MISSION

The mission of South Ranchito Dual Language Academy, in partnership with the community, is to provide a quality education that encourages creative and critical thinking in supportive environment. We are committed to providing enriched curriculum with high expectations for all students which emphasizes the skills, concepts and processes necessary for the technological and cultural challenges of the 21st century. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and a technologically advanced society. All teachers at South Ranchito are highly qualified and teach with an emphasis on 21st-century skills of communication, collaboration, creativity, and critical thinking.

South Ranchito Dual Language Academy offers English speaking and Spanish speaking students an exciting, enriching and challenging educational opportunity. All students will learn to read, write, and communicate effectively in Spanish and English while achieving high levels of academic success. Students will have the bilingual skills and cross-cultural competencies needed to succeed in our multicultural society and global economy.

VISION

Our students will:

Perform at high levels of proficiency in all academic content areas.

Develop positive social and emotional characteristics necessary for college and career readiness.

School Profile

South Ranchito Dual Language Academy is located in Pico Rivera, California and has been a landmark in the Pico Rivera community for many years. Demographic information for South Ranchito Dual Language Academy consists of 539 students enrolled, which 87% are from a low socioeconomic status. The school has a population of 57% English learners. Of the 539 students enrolled at South Ranchito, 535 are Hispanic or Latino.

Our classes consist of general education classrooms, dual language immersion classrooms, and our Transitional Kindergarten class, and we also have three Autism Focus classes servicing students in K-5. South Ranchito Dual Language Academy relies on volunteers and community support. Volunteers help our staff prepare classroom materials, assist in the classroom and with various school functions. Our families actively collect Box Tops to raise money for student recognition. Our PTO leads fundraisers with the support of community businesses such as McDonald's, Menchies, and Shakey's. Proceeds and gift certificates go towards grade level field trips, 5th grade activities and promotion, student and teacher recognitions, and parent events. In partnership with the Cisneros Foundation and Scholastic, students also receive books to promote literacy.

South Ranchito Dual Language Academy offers a strong curriculum focused on the California Common Core State Standards. Reading, English Language Development, Writing, Mathematics, Science, Social Studies, and physical education provide the foundation for student success. We implement Project-Based Learning to enrich 21st Century Skills. Students have exposure to curriculum-based field trips.

We offer Lego Robotics, Folklorico, Art, Google Computer Science, Digital Literacy, Music and access to the computer lab to provide enrichment for students. Our school also offers opportunities to develop leadership skills through Student Council by coordinating events that promote school spirit and community projects. Through Title I funding, tutoring services are offered to students performing below grade level. Differentiated Instruction is offered during RTI (Response to Intervention) in English Language Arts and Mathematics.

South Ranchito Dual Language Academy is committed to providing a safe learning environment. All teachers have been trained in PAX, Olweus Bully Prevention Training, and PBIS (Positive Behavior Intervention Supports). Teachers hold weekly "class meetings" addressing character development inclusive of the Five Character Counts Pillars: Respect, Responsibility, Trustworthiness,

Citizenship, and Fairness. El Rancho Unified School District supports South Ranchito DLA with a PBIS Internal Coach who assists with the implementation of Positive Behavioral Interventions and Supports. Through the Elementary Secondary School Counseling Grant, we have a Mental Health Counselor who provides individual, group, and parental counseling and also provides training and guidance to staff. In addition, there are three Youth Mental Health First Responders.

District, school and classroom expectations and responsibilities are given to parents and students at the beginning of the school year. During Parent Conferences in October, teachers, parents and students sign a School Parent Compact. A Title I Parent Orientation Meeting occurs in the Fall. Teachers maintain ongoing communication with parents regarding student's strengths and areas of need. Teachers and staff consistently monitor school-wide expectations and teach students problem solving strategies. Students are recognized on a monthly basis for academic achievement and citizenship. Awards and certificates are presented for Student of the Month, Hall of Fame, Character Counts and Accelerated Reader at our monthly assembly.

South Ranchito Dual Language Academy's professional development is structured and implemented by the Principal, Digital Learning Coach, TEAL Coach, PBIS Coach and Team, Leadership Team, ELPCT (English Learner Program Contact Teacher), Math, ELA, VAPA, Social Studies and Science Curriculum Council members. We also participate in collaboration meetings with the eight elementary schools in the district.

We will continue to implement Common Core State Standards, integrate technology, focus on depth of knowledge questioning, performance tasks and project based learning.

School discipline follows state and district guidelines. One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. South Ranchito DLA has focused on Positive Behavior Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports and to promote a positive culture needed for all students to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by decreasing misbehavior, while promoting positive behavior. Our school utilizes the principals of the Character Counts! program to reinforce character building and our entire school has been trained and is currently implementing PAX strategies. The PAX Good Behavior Game is an approach to the management of classrooms and behavior that rewards children for displaying appropriate on-task behaviors during instructional times. Our 2015-16 school year resulted in a 55.2% reduction in "off-task" behavior. Every month our school reinforces a specific character trait which includes recognizing students who demonstrate positive behavior. Students can earn B.A.R.K. Bucks (Be prepared, Act responsibly, Respect yourself and others, and Keep safe) on a daily basis. All staff will continue to enforce school wide expectations. In addition, a school-wide flow chart of major/minor incidents, agreed upon by all teachers, is referenced to determine whether an Office Discipline Referral (ODR) is warranted. Upon reviewing the ODR, school administration will determine disciplinary action and follow up with student and teacher. Students who need modifications/interventions will receive assistance by the principal, counselor, and teacher and engage the family on behavioral modification strategies. Students can receive the benefits of a team of school and district specialists, psychologist, speech pathologist and experienced teachers committed to excellence. Our school community also has access to site counseling services provided by the Safe School Healthy Student Grant.

Teachers at South Ranchito Dual Language Academy possess the credentials required by the State of California to teach multiple subjects in a K-5 school setting. Additionally, new teachers are provided with professional development that meets the needs of each individual through the Los Angeles County BTSA Consortium. Many of our teachers are pursuing coursework to further their professional development or already have credentials that extend beyond the teaching credential. Staff members are continuously engaged in a variety of professional development workshops. They share their new skills with their colleagues at staff meetings and via Google Classroom. All teachers are provided feedback weekly and coached on how to refine their instructional practices/strategies to best meet the needs of students. The areas of focus are student-progress towards proficiency in the California Common Core State Standards. Teachers work collaboratively in Professional Learning Communities (PLC) to develop data-driven instruction, share resources, and generate formative assessments twice a month.

Students gain a wealth of knowledge from a variety of books, supplementary materials, direct teaching, extended learning activities and the use of technology. Teachers administer assessments, from various sources, on an ongoing basis. The District's ELA and Math benchmark exams for grades K-2 reflect the state standards established for all students and are aligned to our student report cards. Students in grades 3-5 participate in the CAASPP Interim Assessments as established by district guidelines. Currently, (2017--2018), our dual language teachers in K-2 adopted Maravillas a Spanish Language Arts program and the district adopted GO Math a Mathematics program for K-5 students. Student's success is achieved through a partnership between the home and school.

South Ranchito Dual Language Academy has a dual immersion Transitional Kindergarten (TK) classroom. TK is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and December 2nd of the current school year. It is the first phase of a two-year Kindergarten program that uses age-appropriate curricula aligned to the Common Core State Standards. State-funded preschool classes are located on our campus.

Parents are encouraged to be partners in the education of their child. Our Digital Learning Coach (DLC) facilitates parent workshops through School Smarts. This year our parents will have the opportunity to also participate in a series of workshops focusing on anti-bullying and PBIS. The DLC will also be offering tiered computer classes, so that parents have access and can utilize the school and district websites as a resource for information as well as assist with their child's education and support the development of 21st Century skills.

South Ranchito staff strives to provide a positive and supportive learning environment where all students can succeed academically. South Ranchito Dual Language Academy has been a landmark in the Pico Rivera community for many years. We believe in working together to prepare our students to be college and career ready. We, at South Ranchito Dual Language Academy, pride ourselves on actively involving the parents and community in an ongoing quest for excellence in the 21st century.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey will be made available on our school website for parents to complete. Information gathered will be used to plan parent workshops accordingly for the 2017-2018 academic school year (see attached Parent Survey). An evaluation survey is issued after every technology professional development in order to collect teacher feedback.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts walk-through observations of student engagement and classroom environment. Once a week the principal conducts walk-through classroom observations, and provides the teachers with written feedback. Additionally, the principal reviews teacher lesson plans, scheduled PBL unit and learning targets. Teachers participate in both formal and informal observations as well as conferences for evaluation purposes. Formal observations are done twice a year. One formal observation is done in fall and the second formal observation is done in winter. Twelve teachers are going through the formal evaluation process for the 2017-2018 academic school year. This year, the staff at South Ranchito Dual Language Academy will continue Professional Learning Communities (PLC). The professional learning community model is a method of collaboration that improves teaching practices. All grade levels will continuously monitor student progress and differentiate instruction based on formal and informal assessment data.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

South Ranchito Dual Language Academy staff meets by grade level to analyze data of the assessments listed below. The Principal and Digital Learning Coach also participate in these meetings.

TK-5th grade level teams review current data received from the beginning of the year, formative assessments, 3rd trimester benchmark exams from the previous year, and CAASPP data in order to appropriately group students for English Language Arts. Approximately every six to eight weeks, students' progress is evaluated to differentiate instruction during Language Arts. Additionally, documentation can be used for SSTs and to help identify which students will need additional interventions.

Assessments that South Ranchito staff analyze to monitor student achievement:

*California Standard Test: Science Exam only for grade 5, every May

*Students in Option 3 (Primary Language Instruction) in Grades 2nd thru 5th are administered the STS.

* District's benchmark assessment (EADMS):

a) Kindergarten: twice per year for both ELA and Math, once mid-year in February and the second time at the end of the year in May.

b) Grades 1-2: three times per year, November, mid-year in February and a performance task in May.

c) English Language Development (ELD) Avenues assessment, grades K-5, approximately every six weeks (varies per grade level)

Reclassification by the 5th grade will be a priority for all teachers.

* Accelerated Reader (AR), grades 1st-5th, approximately once a week (varies per grade level)

* Houghton Mifflin, grade K-5, approximately every six weeks (varies per grade level)

* Math Assessments

Additionally, student reclassification is a priority for our school. During Fall of 2016, 12 students were reclassified. After analyzing the most recent data, focus has shifted to Reading Comprehension and Writing to support students in the Intermediate level to progress towards reclassification. For the 2016-2017 academic school year 51 English learners were reclassified. A reclassification ceremony inviting parents is held in spring to recognize our students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to be prepared for the online testing system, students in English Language Arts in grades K-5 have access to Front Row, an online program which provides differentiated instruction. Students will also have access to Ten Marks, Front Row, and Think Central which are online Math programs that reinforce classroom instruction and builds deep conceptual understanding and procedural fluency. Teachers meet during their regular grade level modified day meetings to implement research based instructional strategies and modify lessons. Teachers also analyze data to provide appropriate intervention in order to improve student achievement.

Curriculum and Assessments

Teachers administer assessments in Language Arts, Mathematics, Social Studies and Science to guide instructional planning. These assessments are used to identify student achievement in the core curriculum, identify those students who are under-

performing, and require modifications.

Intervention

Intervention opportunities are available in many forms to South Ranchito Dual Language Academy students. Intervention strategies are implemented on a program-wide basis to promote student achievement. Students who are identified with low scores in Language Arts and Math are placed in our Intensive groups during their systematic intervention Language Arts and Math intervention block. For TK- 5th grade, after school tutoring is offered on a weekly basis. Our Saturday School Program utilizes Lexia and Ten Marks to provide students with additional practice and exposure to online assessments. In addition, we have a CAASPP Academy Saturday School Program for grades 3rd-5th, which focuses on writing. All students have the opportunity to attend Saturday School and have access to our technological resources. In order to meet the needs of English Language Learners, in grades 2nd thru 5th, who have been stagnant at a CELDT level for two years or more, are invited to attend ELLSC (English Language Learners Support Class), a supplemental Saturday class that focuses on English Language Development.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Students are taught by highly qualified teachers as monitored by Human Resources credentialing data as well as teacher evaluations. All dual language classes are taught by teachers who possess a BCLAD in Spanish.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

One-hundred percent of permanent full-time teachers at South Ranchito Dual Language Academy are fully credentialed.

The followings topics will be presented at our modified day meetings:

- *Text Dependent Questions
- *Data-Driven Instruction
- *AR 360
- *Depth Of Knowledge
- *Professional Learning Communities
- *Project Based Learning
- *Thinking Maps
- *GLAD (Guided Language Acquisition Design)
- *ELD & Language Arts Framework
- *Next Generation Science Standards for California
- *Instructional Round
- *Technology Integration
- *PBIS
- *Parent Engagement
- *Community Outreach
- *Cultural Awareness
- *Rubrics

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff Developments that have been planned for the 2017-2018 school year include:

- *Text Dependent Questions
- *Data-Driven Instruction
- *AR 360
- *Depth Of Knowledge
- *Professional Learning Communities
- *Project Based Learning
- *Thinking Maps

- *GLAD (Guided Language Acquisition Design)
- *ELD & Language Arts Framework
- *Next Generation Science Standards for California
- *Instructional Rounds
- *Technology Integration
- *PBIS
- *Parent Engagement
- *Community Outreach
- *Cultural Awareness
- *Rubrics
- *Systematic Intervention
- *Blended Learning

* Writing Strategies with a focus on each of the different genres. Furthermore, students will incorporate writing in math by justifying reasoning.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District ELA, Math, and Science workshops are scheduled throughout the 2017- 2018 school year, to provide support in the core curriculum. Curriculum council members report pertinent information to staff. The district EL Resource Teacher provides ongoing instructional assistance and support for teachers in English Language Development. The ELPCT (English Learner Program Contact Teacher) provides ongoing information pertaining to ELLs to staff members, follows up on reclassification of these students and monitors ELD program assessments. The Digital Learning Coach provides ongoing professional development in the area of technology. The DLC encourages and supports teachers to integrate technology in lesson design. South Ranchito Dual Language Academy teachers are trained on Project Based Learning by the District through the BIE Institute and provided support to implement PBL in their classrooms. New teachers have access to BTSAs; tenured teachers have access to Peer Assistance Review (PAR).

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher Collaboration opportunities have been regularly scheduled on a monthly basis. Teachers are also provided substitute release time to review student data at the end of each trimester. Leadership Teams and Curriculum Council members (ELA/Math/Science/ELD/VAPA) provide training to the staff.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

TK-5 teachers currently use the district's updated report card, which is aligned to the Common Core State standards, to help guide their instruction. TK-5 teachers utilize research based instructional strategies, standard based lessons, differentiated instruction, cooperative group learning, SDAIE and small/whole group instruction. TK-5 teachers also integrate the use of technology in their curriculum: via Google Apps for Education, Google Classroom, online supplemental programs and blended learning. All staff members utilize district and supplementary resources. Instructional minutes are met.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

South Ranchito Dual Language Academy offers both a traditional TK-5 program, a Spanish dual immersion class in TK, two in kindergarten, two in 1st grade classes, two in 2nd grade and 1 bilingual class in 3rd grade. South Ranchito Dual Language Academy takes great pride in providing quality educational services for all of our students. In TK-K, students receive 60 minutes of Language Arts Instruction. In grades 1st-3rd, students receive 150 minutes of Language Arts instruction. In grades 4th-5th, students receive 120 minutes of Language Arts instruction. In Math grades 1st-5th, students receive 60 minutes or more of instruction. EL students also receive 45-60 minutes of ELD instruction. Other core subjects, such as Social Studies, Science, and Visual and Performing Arts, are integrated throughout the lessons. This process allows for differentiated instruction and addresses the needs of all students. Furthermore, students receive everyday 30 minutes of physical education instruction by their teachers.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Grade levels use Common Core State Standards to create a timeline and to monitor all core subject areas that outlines classroom instruction and curriculum on a month-by-month basis for all grade levels. In addition, Language Arts intervention for the entire school is built into the regular school day schedule.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The district adopted the Go Math curriculum for Math. Maravillas is the Spanish Language Arts programs adopted by the district for our dual language teachers. All instructional materials are available to students: Title I, English Language Learners, Economically Disadvantaged, and Special Education students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core curriculum is supplemented with additional resources to help students access standards- aligned grade-level curriculum. For ELD, we use the district-adopted Avenues Program. For our core mathematics program, we use Go Math curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Core State Standards Instructional Materials

All students have access to the district Language Arts, Math, Social Science and Science materials. Each program has supplemental instructional materials to address the needs of underperforming students.

Accelerated Reader (AR)

Students in grades K-5 participate in the AR program. All students have access to AR books in the library and classroom computers are available to take AR tests. A student's AR level is established by the STAR (Standardized Test for the Assessment of Reading) for English. This test provides his/her ZPD (Zone of Proximal Development) and independent reading level. The teacher and the student set reading goals within their ZPD. STAR test is taken once per trimester to monitor student reading progress. This program allows underperforming students to work toward grade level reading by practicing reading at their diagnosed level. Every student's AR goal is to read at least one book per week and pass one test per week at 80% or above. Staff will also be implementing the use of AR 360.

Program scheduling

In TK-K, students receive 60 minutes of Language Arts Instruction. In grades 1st-3rd, students receive 150 minutes of Language Arts instruction. In grades 4th-5th, students receive 120 minutes of Language Arts instruction. In Math grades 1st-5th, students receive 60 minutes or more of instruction. EL students also receive 45-60 minutes of ELD instruction. Other core subjects, such as Social Studies, Science, and Visual and Performing Arts, are integrated throughout the lessons. This process allows for differentiated instruction and addresses the needs of all students. Furthermore, students receive everyday 30 minutes of physical education instruction by their teachers.

Instructional practices

Teachers regularly include Target Learning Objectives in their lesson plans and post them in their classrooms. Teachers partner with each other to provide differentiated instruction. Furthermore, teachers use strategies such as TAPPLE, whole and small group instruction, SDAIE strategies, graphic organizers, Thinking Maps, Writer's Workshop, peer tutoring, manipulatives, check for understanding, journals, and daily language arts and math warm up activities to address all students. Also, Implementing Explicit Direct Instructional strategies enriches the instructional program for all students. Per District guidance, staff continues to have access to a large variety of assessment resources through EADMS.

Student Success Team (SST)

The Student Success Team (SST) consists of the principal, school psychologist, general education teacher, speech and language teacher, RSP teacher, counselor and student's parent. SSTs address concerns pertaining to academic progress, emotional, behavioral or social needs. Students are referred to SST by their classroom teacher and/or per parent request. The SST makes recommendations for interventions and modifications.

14. Research-based educational practices to raise student achievement

Research-based educational practices include differentiated instruction, cooperative learning, culturally relevant pedagogy, digital literacy, small and large-group instruction, project-based learning, and direct instruction. Currently, the research-based instructional strategies implemented in our school are Thinking Maps, TAPPLE, SDAIE strategies, graphic organizers, and Target Learning Objectives. A needs assessment will be provided to determine teacher needs in the area of instructional practices. Additionally, after school tutoring is offered based on teacher recommendation and/or data for students who are below grade level standards.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

South Ranchito Dual Language Academy hosts a Back to School Night and Open House each year. Parents are invited to meet with their child's teacher to discuss classroom procedures, expectations, and grade level curriculum. We are planning to provide access to more resources for our parents by also hosting a resource fair during these two school events. Our Back to School Night and Open House resource fair will include: Pico Rivera Sheriff's Department, Pico Rivera Fire Department, Girl Scouts, ERUSD's school police officers advertising their Text- A-Tip to parents and students, ERUSD's Child Welfare and Attendance Team providing information on counseling services, as well as homeless family support services. Information is also made available to parents regarding the importance of student attendance, topics pertaining to English Language learners, and participation in our English Learner Advisory Committee (ELAC).

A School-Parent Involvement Policy has been developed to ensure the involvement of parents/guardians in the educational process of students. A School-Parent Compact was also created for parents and students who are participating in activities, services, and programs funded by Title I. We have ongoing communication with our parents and guardians to update them on progress made by their child. Parent communication occurs often through phone calls, emails, text, school website and newsletter, Blackboard, Remind App, Class Dojo, report cards, and/or progress reports. Parents are also provided opportunities to participate in school activities with interpreters and written communication in Spanish.

School Site Council (SSC) and ELAC (English Learners Advisory Committee), our parent advisory groups, provide recommendations and suggestions to the principal in regards to the school's instructional program. Members of these groups which include teachers, parents, and classified employees, work with the principal to develop, review and evaluate school improvement programs and school budgets. The members of these committees are elected by their peers.

Parents were encouraged to take the parent survey through our school website or via hard copies. Parents indicated the preferred times and subject matter for parent workshops. Parents are encouraged to support their child's education, which is demonstrated by their participation in parent workshops, Back to School Night, Open House, parent conferences, evening events and programs, and volunteering at the school site.

We will also be utilizing the School Smarts program to engage parents in a 7-week Parent Academy that will teach parents how to best advocate for their children. The School Smarts Parent Engagement Program will also help parents gained leadership skills to understand how to involve themselves proactively within the school setting.

In addition, we have the following groups of people/staff who assist our students not meeting grade level standards:

- SSC- School Site Council advises the administration on the development of the SPSA (Single Plan for Student Achievement) and budget. The needs of low performing students are identified and recommendations are discussed.
- ELAC discusses any topics related to the needs of EL students. South Ranchito Dual Language Academy is represented at the District Advisory Council meetings (DAC & DELAC) and the representatives share information at the SSC and ELAC school site meetings.
- All Dual Immersion TK-2nd grade classrooms have instructional aides who provide support to the students.
- College Tutors provide instructional support in small groups.

- REACH – Recreation & Education Accelerating Children’s Hopes provides an after school educational enrichment program in literacy and the arts. Time is allotted each day for students to complete homework.

PTO – The Parent Teachers Organization sponsors fundraisers to provide all TK-5th grade students extended learning activities outside of the school grounds. They also help to support various activities throughout the year. They work collaboratively with staff during evening events such as the Harvest Festival, Christmas Boutique, and our annual Cinco de Mayo Program.

- The district's Wellness Policy encourages that all students practice healthy nutritional choices and get at least one hour of physical activity daily.
- The Lions Club provides glasses free of charge for students in need.
- After school tutoring is provided for students not meeting grade level standards.
- In grades TK-5, all students participate in the character building program known as Character Counts! This program encourages students to do their best by demonstrating the six pillars of character. Our school fully implements the Olweus Bully Prevention Program in which students are encouraged to seek assistance from an adult at school or an adult at home when needed. Weekly class meetings on bully prevention are conducted in K-5th grade classes.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

To help support and promote the learning process, South Ranchito Dual Language Academy works in collaboration with a number of outside agencies, ranging from law enforcement to mental health and local employers. School-to-family communication is consistent. Parents who participate on the SSC and/or ELAC, receive training each year on the Single Plan for Student Achievement. These parents then are included in all of the committees’ discussions and decisions regarding our goals and action items. The SSC and ELAC meet on a regular basis.

The School Site Council is responsible for ongoing program evaluation. The School Site Council is comprised of participants at every level: teachers, administrator, and parents. The school community has identified strategies to encourage more parental and community involvement as it relates to the design, implementation, and evaluation of the Parent Involvement Policy, School- Parent Compact, and the school-wide plan.

In addition, parents are encouraged to participate in ELAC. Voting members are elected for a one year term. Notices of SSC/ELAC meetings are posted and sent to members 72 hours in advance. The school community is notified of meetings through a school notice and postings of notices on the school marquee, the school website, and in the front office. Meetings are open to the public.

Our School Site Council reviews and approves the school plan and proposed expenditures and recommends them to the District’s governing board for adoption in accordance with the District’s governing board policy and State law. Our SSC meeting agendas include (but are not limited to) the following topics: election of officers, bylaws, Uniform Complaint Procedures, SPSA adoption, plan revisions and implementations, updates and approvals, parent input, parent involvement and activities, Leadership Team meeting updates, on-going evaluation of educational programs, Safe School Plan, importance of school attendance, review of the Master Plan for English Learners, and needs assessment results. Each year, the SSC evaluates the implementation of the SPSA and the student outcomes achieved. Results of the annual evaluation of the effectiveness of the school plan is shared with all stakeholders and used to help plan and guide program improvements. Each year the plan is revised to ensure continued improvement of student achievement in the school.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Language Art and Mathematics -Response to Instruction (RTI)

Teachers in grades K-5th implement Systematic Intervention (RTI process, which is part of the existing Language Arts and Math block. Students are placed with others at the same, or near same, instructional level making it more efficient for the instructor to focus on a smaller range of skill levels. All staff have received training in this process. Students are grouped according to their assessed performance for instructional purposes. Following assessment, students receive targeted instruction at their Language Arts and Math level. Students receive Language Arts and math instruction utilizing supplemental materials in addition to the core curriculum. Supplemental materials have been purchased for this purpose.

English Language Development

Students receive daily ELD instruction from 45 minutes to 1 hour. Teachers collaborate and group students based on their ELD level. All EL students receive instruction from the district adopted Avenues program. Teachers use SDAIE strategies, thinking maps, sentence starters, frontloading vocabulary, visuals, manipulatives and graphic organizers. Progress in English development is monitored every six weeks. Students who are not making adequate progress are identified and instruction is modified. Identified EL students can receive extra support by attending the English Language Learners Support Classes program (ELLSC). The ELLSC objective is to assist students who have remained stagnant for two years in the same CELDT level.

College Tutors and Instructional Aides

College tutors and instructional aides provide supplemental assistance by supervising and reinforcing skills for individual or small groups of students in grades Kindergarten-Fifth not meeting grade level standards.

Educational Support Services

These services include the following:

- . Benchmark Assessment/Data Analysis
- . Accelerated Reader
- . Electronic Online SPSA
- . SARC
- . Math, Science, ELA, Visual and Performing Arts Curriculum Councils
- . Professional Development based on LEA plan and Educational Services Strategic Plan
- . District Planning and Monitoring Meetings
- . English Learner Literacy Support Class
- . English Learner Program Contact Teacher Committee
- . Program Improvement Support
- . Digital Learning Support Community

18. Fiscal support (EPC)

See attached budget. South Ranchito Elementary School receives Title I, Title I Parent Involvement, and Base funds.

Description of Barriers and Related School Goals

Barriers:

- Large class sizes (20 to 1 dissolved/average class size is 30)
- Limited funding for additional resources and teacher support
- Limited community and parent involvement
- Student attendance; excessive tardies and absences (excused and unexcused)
- Limited district-led staff development and on-going support of new programs
- Lack of training for substitutes
- Lack of access to Common-Core aligned, District-adopted curriculum
- High number of socioeconomically disadvantaged students

All grade levels have analyzed the academic performance of our students in the area of English Language Art and have considered the effectiveness of key elements of the instructional program for students failing to meet grade level proficiency. As a result, we have adopted and are committed to performing the following actions to raise the academic performance of students not yet meeting the Common Core State Standards:

- A) RTI: Every six to eight weeks students are assessed and instruction is modified according, to their reading level.
- B) Intervention: We will offer intervention to students who are not meeting grade level standards in the form of after school tutoring, Saturday Attendance Recovery, CAASPP Academy, ELLSC (for our ELLs) and the online-student paced intervention program Lexia.
- C) Teachers will continuously monitor student progress, conduct data analysis based on assessments and reflect on student progress and next steps.
- D) Teachers will implement their grade level PBLs to better prepare students for 21st century college and career ready skills.
- E) Students in grades K-2nd participate in district benchmarks while grades 3rd-5th participate in CAASPP interim assessments.

All grade levels have analyzed the academic performance of our students in the area of Math and have considered the effectiveness of key elements of the instructional program for students failing to meet grade level proficiency. As a result we have adopted the following goals and related actions to raise the academic performance of students not yet meeting the Common Core State Standards:

- A) Small group instruction/reteaching
- B) Intervention: We will offer intervention to students who are not meeting grade level standards through after school tutoring and online student paced intervention programs, such as Ten Marks and Front Row.
- C) Teacher will continuously monitor student progress, conduct data analysis based on assessments and reflect on student progress and next steps.
- D) Teachers will implement their grade level created PBLs to address 21st Century skills: communication, creativity, collaboration, and critical thinking
- E) Students in grades K-2nd participate in district benchmarks while grades 3-5 participate in CAASPP interim assessments.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	90	84	78	88	84	77	88	84	77	97.8	100	98.7
Grade 4	88	88	79	86	85	79	86	85	79	97.7	96.6	100
Grade 5	106	89	84	100	88	84	100	88	84	94.3	97.8	100
All Grades	284	261	241	274	257	240	274	257	240	96.5	98.1	99.6

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2377.1	2393.0	2382.1	6	11	5.19	10	20	16.88	43	27	37.66	41	42	40.26
Grade 4	2424.4	2405.0	2416.8	6	2	6.33	15	16	24.05	30	20	21.52	49	61	48.10
Grade 5	2468.0	2462.9	2441.7	4	10	2.38	30	17	19.05	26	31	35.71	40	42	42.86
All Grades	N/A	N/A	N/A	5	8	4.58	19	18	20.00	33	26	31.67	43	48	43.75

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	7	8	6.49	40	51	44.16	53	40	49.35	
Grade 4	12	4	11.39	50	39	53.16	38	58	35.44	
Grade 5	12	9	3.57	39	38	44.05	49	53	52.38	
All Grades	10	7	7.08	43	42	47.08	47	51	45.83	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	8	15	7.79	43	44	55.84	49	40	36.36
Grade 4	7	8	5.06	50	41	58.23	43	51	36.71
Grade 5	9	18	8.33	54	47	63.10	37	35	28.57
All Grades	8	14	7.08	49	44	59.17	43	42	33.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	17	7.79	68	57	59.74	26	26	32.47
Grade 4	8	1	12.66	65	79	46.84	27	20	40.51
Grade 5	3	9	3.57	71	63	58.33	26	28	38.10
All Grades	5	9	7.92	68	66	55.00	26	25	37.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	7	14	9.09	55	49	54.55	39	37	36.36
Grade 4	6	5	6.33	57	47	53.16	37	48	40.51
Grade 5	18	19	3.57	66	56	48.81	16	25	47.62
All Grades	11	13	6.25	59	51	52.08	30	37	41.67

Conclusions based on this data:

1. 56% of all students in grades 3rd -5th grade were above, at, or near mastering the standards for ELA.
2. All students in 3rd- 5th grade scored highest on the Writing (66%) and Listening (62%) standards.
3. Teachers need to focus on improving student achievement in the areas of Reading because (54%) of all students in 3rd -5th grade were below standard and in Research and Inquiry (58%) were below standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	90	84	78	88	84	78	88	84	78	97.8	100	100
Grade 4	88	88	79	87	86	79	87	86	79	98.9	97.7	100
Grade 5	106	89	84	101	88	84	100	88	84	95.3	97.8	100
All Grades	284	261	241	276	258	241	275	258	241	97.2	98.5	100

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2393.6	2400.3	2399.8	3	6	5.13	22	26	23.08	31	26	28.21	44	42	43.59
Grade 4	2427.6	2424.7	2412.1	2	1	2.53	10	13	7.59	53	44	43.04	34	42	46.84
Grade 5	2451.5	2446.2	2426.0	4	1	2.38	8	13	2.38	34	26	26.19	53	60	69.05
All Grades	N/A	N/A	N/A	3	3	3.32	13	17	10.79	39	32	32.37	45	48	53.53

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	11	15	16.67	44	32	37.18	44	52	46.15	
Grade 4	5	6	7.59	31	30	24.05	64	64	68.35	
Grade 5	8	2	2.38	28	27	19.05	64	70	78.57	
All Grades	8	8	8.71	34	30	26.56	58	62	64.73	

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	6	10	7.69	42	45	53.85	52	45	38.46
Grade 4	8	2	1.27	44	47	46.84	48	51	51.90
Grade 5	6	3	1.19	26	32	29.76	68	65	69.05
All Grades	7	5	3.32	37	41	43.15	57	54	53.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	9	17	10.26	58	58	60.26	33	25	29.49
Grade 4	6	1	1.27	52	45	43.04	43	53	55.70
Grade 5	2	2	3.57	51	41	27.38	47	57	69.05
All Grades	5	7	4.98	53	48	43.15	41	45	51.87

Conclusions based on this data:

1. 46% of all students scored above, at or nearly met on the CAASPP Math exam.
2. On Math concepts students scored highest on communicating reasoning (48%)
3. Teachers need to focus on increasing student achievement in math in the areas of concept and procedures (35%) and problem solving and data analysis (46%)

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			12	18	17	12	36	50	41	27	33	24	18		12
1	8	9	2	26	29	30	36	36	39	18	11	14	11	16	16
2		13	5	18	23	33	51	34	35	18	21	13	14	9	15
3				17	17	18	40	48	58	30	20	18	13	15	8
4	3		15	16	28	37	54	56	27	16	11	17	11	6	5
5	7	3	8	39	42	42	39	30	42	11	15	8	5	9	
Total	4	5	6	23	26	30	43	41	40	19	17	15	11	11	9

Conclusions based on this data:

1. 76% of students are scoring intermediate or above.
2. 92% of 5th grade students are scoring intermediate or above, demonstrating the most progress from Early Intermediate level.
3. Kindergarten and 1st grade have the highest number of students scoring at beginning and early intermediate, with 36% of Kindergarten students and 30% of 1st grade students scoring in that range.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				4	7		32	29		33	35		30	29	
1	8	8		26	27		36	35		18	10		11	20	
2		12		17	22		51	33		17	22		15	10	
3				17	17		40	48		29	20		15	15	
4	3	3		18	27		50	54		15	11		15	5	
5	7	3		39	41		39	32		11	15		5	9	
Total	3	4		19	21		40	38		22	21		16	16	

Conclusions based on this data:

1. Early Intermediate/Beginning Levels are highest in kindergarten, with 64% of students scoring in that range. Scores dramatically decrease by 5th grade, with 37% of students still scoring in the Early Intermediate/Beginning Levels.
2. Intermediate level has the highest number of students with an average of 40% of students in grades 1-5 scoring in that range.
3. Advanced and Early Advanced achievement levels are significantly higher in 5th grade, with 44% of students scoring in that range.

LCFF State Priorities Snapshot

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate fluent literacy skills using both literary and informational texts.
SCHOOL GOAL #1:
The percentage of students performing at the scaled score of Standard Met or Exceeded in English Language Arts as measured by the CAASPP for grades 3-5 will be at 40% or above by June 2018.
Data Used to Form this Goal:
The staff at South Ranchito analyzed 2016/2017 district benchmark exam data, current CAASPP data and identify the areas of need for their grade level students. Data was used from benchmark exams from the previous year as well as teacher created beginning of the year assessments. Formative and summative assessments, textbook chapter tests, work samples, teacher observations, and teacher created tests for grades K-5 will be analyzed every 6 weeks.
Findings from the Analysis of this Data:
Based on the results of the State 16/17 CAASPP ELA Assessment, 22% of 3rd grade students scored at a Standard Met or Standard Exceeded while 40% scored at Standard Nearly Met and 38% scored at Standard Not Met. According to the data, 3rd grade's strongest area was in Listening: Demonstrating effective communication skills, with 67% of students performing Near, At or Above Standard. One area of focus for 3rd grade is Reading, as 48% of students scored below standard. Based on the results of the State 16/17 CAASPP ELA Assessment, 31% of 4th grade students scored at a Standard Met or Standard Exceeded while 23.5% scored at Standard Nearly Met and 45.5% scored at Standard Not Met. According to the data, 4th grade's strongest area was in Reading, with 66% of students performing Near, At or Above Standard. An area of focus for 4th grade is Research and Inquiry, as 39% of students scored below standard. Based on the results of the State 16/17 CAASPP ELA Assessment, 21.5% of 5th grade students scored at a Standard Met or Standard Exceeded while 35.5% scored at Standard Nearly Met and 43% scored at Standard Not Met. According to the data, 5th grade's strongest area was in Writing with 71.5% of students performing Near, At or Above Standard. An area of focus for 5th grade is Reading as 52.5% of students scored below standard.
How the School will Evaluate the Progress of this Goal:
To measure progress toward achieving this goal, we will utilize the following measures: formative assessments which include textbook assessments, chapter and unit tests, district benchmarks, Accelerated Reading tests, CAASPP data and student work samples. Additionally, data from Front Row, which provides a focus on ELA, will guide teachers intervention to drive their instruction in the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACADEMIC ASSISTANCE THROUGH COLLEGE TUTOR SUPPORT</p> <p>1. List all students who are low performing on formative and summative tests, writing samples, district benchmarks, Accelerated Reading data in grades K-5. 2. Develop schedule for college tutors to provide services to low performing students and RTI groups.</p>	8/16/2017 - 6/6/2018	<p>1. Principal will work with Human Resources to hire college tutors 2. All 1st -5th grade teachers</p>	<p>College Tutor</p> <p>College Tutor</p> <p>College Tutor</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>8,333</p> <p>8,333</p> <p>8,333</p>
<p>ACADEMIC INTERVENTION CLASSES OUTSIDE OF REGULAR SCHOOL DAY</p> <p>1. List students scoring at the strategic and intensive levels on formative and summative tests, writing samples, district benchmarks, Accelerated reading Data for grades Kindergarten - 5th 2. Develop a schedule to provide extended day services in the afternoon, after school and/or on designated Saturdays.</p>	10/2/2017 - 6/06/2018	<p>1. Teachers participating in program 2. Principal 3. Digital Learning Coach</p>	<p>After school tutoring by certificated teachers</p> <p>supplementary books and instructional supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p>	<p>3,000.00</p> <p>1,500.00</p>
<p>GRADE LEVEL COLLABORATION</p> <p>1. Digital Learning Coach and grade level representatives collaborates with the principal to determine days and times for grade level substitute release days to analyze data and identify areas of focus to modify instruction (approximately every six weeks). 2. Digital Learning Coach and grade level representatives notify secretary to secure substitute release days.</p>	8/16/2017- 6/6/2018	<p>1.Principal/Digital Learning Coach 2. Grade Level Reps 3. Secretary 4. K-5th grade teachers.</p>	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3. Digital Learning Coach secures location.</p> <p>4. Participating teachers prepare lesson plans for substitute release time.</p>						
<p>PROFESSIONAL DEVELOPMENT</p> <p>1. Principal, teachers, and digital learning coach review data to determine areas of low performance.</p> <p>2. Principal collaborates with district resource teachers, coordinators, instructional coach and grade level representatives to identify consultants who specialize in these areas.</p> <p>3. Teachers and digital learning coach identify conferences that specialize in these areas, and submit to principal.</p> <p>4. Principal contacts consultant to coordinate the professional development presentations.</p> <p>5. Principal generates paper work and/or board items to district for board approval.</p>	8/16/2017-6/6/2018	<p>1. Principal/Digital Learning coach</p> <p>2. Grade Level Reps</p> <p>3. District Personnel</p> <p>4. Secretary</p> <p>5. K-5th grade teachers/support personnel</p>	<p>Conference attendance/subs to attend/consultant presentations/conference materials substitutes</p> <p>professional development books and supplies</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Base</p> <p>Title I</p> <p>LCFF - Base</p>	<p>4,000.00</p> <p>1,500.00</p> <p>3,000.00</p>
<p>COMMUNICATION OF SCHOOL/STUDENT GOALS TO ALL STAKE HOLDERS</p> <p>1. Principal will communicate goals to the school community through monthly newsletter, flyers, teleparent, marquee, during schoolwide events and meetings.</p> <p>2. Teachers will monitor progress of goals.</p> <p>3. Parents will support goals and monitor progress.</p>	8/16/2017 - 6/6/2018	<p>1. Principal</p> <p>2. Teachers</p> <p>3. Library Media Technician</p> <p>4. Students</p> <p>5. Parents</p>	<p>technology and apps, office supplies</p> <p>student academic and school character recognition supplies for students</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Base</p> <p>LCFF - Base</p>	<p>4,000.00</p> <p>3,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4. Students will work to achieve the goal of "one book, one test per week".</p> <p>5. Library Media Technician will support students and staff in achieving the goal.</p> <p>6. Provide incentives to students for their achievements.</p> <p>7. Principal will monitor weekly progress.</p>						
<p>LEADERSHIP TEAM EXTRA-DUTY ASSIGNMENTS TO SUPPORT LOW ACHIEVING STUDENTS</p> <p>1. Principal schedules meetings on a monthly basis. 2. Members develop the agenda. 3. The agenda includes implementation of SPSA goals, decision making related to grade level data, student achievement, the needs of low performing students and research based instructional strategies</p>	9/5/2017- 6/6/2018	<p>1.Principal 2. Digital Learning Coach 2. Grade Level Representatives</p>	Teacher Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Base	4,000
<p>TECHNOLOGY SUPPORT FOR STUDENT ACHIEVEMENT</p> <p>Technology used to support instructional program, enhance teaching and learning: instructional technology tools and services, I pads, chrome books, printers, online educational programs, apps, ELMO, etc.</p>	8/16/2017- 6/6/2018	<p>1. Principal 2. Digital Learning Coach 3. Teachers</p>	<p>multimedia stereo wired headsets</p> <p>keyboard, , mouse, mouse pad</p> <p>HP Chromebooks and console license</p> <p>VIZIO LCD and display wall monitor mount</p> <p>Projectors</p>	<p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1,000.00</p> <p>400.00</p> <p>4,000.00</p> <p>4,000.00</p> <p>1,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>RESPONSE TO INTERVENTION SCHOOL-WIDE CLASSES/BLOCKED SCHEDULE</p> <p>1. Coordinates the RTI process for grades K-5 for English and Spanish Instruction. 2. Organizes the use of college tutors and for the purpose of small group instruction during RTI. 3. Provides staff development for certificated and support staff. 4. Prepares data results for grade level data analysis meetings. 5. Provides instructional services to low performing students in grades K-5.</p>	8/16/2017 - 6/6/2018	<p>1. Principal 2. Digital Learning Coach 3. Teachers</p>	<p>supplemental books and instructional supplies</p> <p>Supplemental materials, instructional supplies, Lexia (Language arts) software, technology, apps</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>LCFF - Base</p> <p>Title I</p>	<p>5,000.00</p> <p>3,000.00</p>
<p>CONTRACTS FOR EQUIPMENT THAT PRODUCES INSTRUCTIONAL MATERIALS TO SUPPORT STUDENT LEARNING</p> <p>1. After analyzing data approximately every six weeks, identify needs of low performing students. 2. List supplemental materials needed. 3. Submit order to secretary. 4. Secretary submits order to principal. 5. Grade level takes responsibility for utilizing instructional materials to meet the needs of low performing students.</p>	8/16/2017 - 6/6/2018	<p>1. Digital Learning Coach 2. Teachers 3. Principal/Secretary</p>	<p>Service contract for supplemental classwork and homework</p> <p>Use of copier for supplemental classwork and homework, office supplies</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>LCFF - Base</p> <p>LCFF - Base</p>	<p>1500.00</p> <p>1600.00</p>

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Upon graduation, all students will demonstrate the mathematical skills required to be an astute problem-solver.
SCHOOL GOAL #2:
The percentage of students performing at the scaled score of Standard Met or Exceeded in Mathematics as measured by the CAASPP for grades 3-5 will be at 40% or above by June 2018.
Data Used to Form this Goal:
The staff at South Ranchito analyzed 2016/2017 district benchmark exam data, current CAASPP data and identify the areas of need for their grade level students. Data was used from benchmark exams from the previous year as well as teacher created beginning of the year assessments. Formative and summative assessments, textbook chapter tests, work samples, teacher observations, modules, and teacher created tests for grades K-5 will be analyzed every 6 weeks.
Findings from the Analysis of this Data:
Based on the results of the State 16/17 CAASPP Math Assessment, 29% of 3rd grade students scored at a Standard Met or Standard Exceeded while 28.5% scored at Standard Nearly Met and 42% scored at Standard Not Met. According to the data, 3rd grade's strongest area was in Communicating Reasoning: Demonstrating ability to support support mathematical conclusions, with 70% of students performing Near, At or Above Standard. An area of focus for 3rd grade is Concepts and Procedures: Applying mathematical concepts and procedures, as 44% of students scored below standard. Based on the results of the State 16/17 CAASPP Math Assessment, 10.5 % of 4th grade students scored at a Standard Met or Standard Exceeded while 44% scored at Standard Nearly Met and 45.5% scored at Standard Not Met. According to the data, 4th grade's strongest area was in Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and mathematical problems, with 50.5% of students performing Near, At or Above Standard. An area of focus for 4th grade is Concepts and Procedures: Applying mathematical concepts and procedures, as 67.5% of students scored below standard. Based on the results of the State 16/17 CAASPP Math Assessment, 4.75% of 5th grade students scored at a Standard Met or Standard Exceeded while 26.25% scored at Standard Nearly Met and 69% scored at Standard Not Met. According to the data, 5th grade's strongest areas were in Problem Solving and Modeling/Data Analysis: Using appropriate tools and strategies to solve real world and Communicating Reasoning, with 31% of students performing Near, At or Above Standard. An area of focus for 5th grade is Concepts and Procedures: Applying mathematical concepts and procedures, as 78.5% of students scored below standard.

How the School will Evaluate the Progress of this Goal:

To measure progress toward achieving this goal, we will utilize the following measures: formative assessments which include textbook assessments, chapter and unit tests, district benchmarks, CAASPP data and student work samples. Additionally, data from GoMath, our new Math curriculum with access to digital data, and Front Row, an online platform that provides students access to review grade-level Math content, will guide teachers intervention to drive their instruction in the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACADEMIC ASSISTANCE THROUGH COLLEGE TUTOR SUPPORT</p> <p>1. List all students not meeting benchmark on EADMS. 2. List all students who are low performing on formative and summative tests, math chapter tests, Ten Marks and teacher made tests, grades K-5th. 3. Develop schedule for college tutors to provide services.</p>	8/16/2017 - 6/6/2018	<p>1. Principal will work with Human Resources to hire college tutors. 2. All Kindergarten - fifth grade teachers 3. College tutors</p>	<p>College Tutor</p> <p>College Tutor</p> <p>College Tutor</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	
<p>PROFESSIONAL DEVELOPMENT</p> <p>1. Principal, teachers and digital learning coach review data to determine areas of low performance. 2. Principal collaborates with district resource teachers, coordinators and instructional coach to identify consultants who specialize in these areas. 3. Teachers and digital learning coach identify conferences that specialize in these areas, and submit to principal. 4. Principal contacts consultant to coordinate the professional development presentations. 5. Principal generates paper work and/or board items to district for board approval.</p>	8/16/2017 - 6/6/2018	<p>1. Principal 2. Digital Learning Coach 2. Secretary 3. K-5th grade teachers</p>	<p>Conference attendance for staff professional development, consultants, conference reimbursement for conference materials and books</p> <p>substitutes for teachers to attend conferences and workshops for professional development</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>LCFF - Base</p>	<p>3,565.00</p> <p>3,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACADEMIC INTERVENTION CLASSES OUTSIDE OF REGULAR SCHOOL DAY</p> <p>1. List students not meeting benchmark on EADMS 2. List all students who are low performing on formative and summative tests, math chapter tests, Ten Marks, and teacher created tests, in grades K-5th. 3. Develop a schedule to provide extended day services before and after school.</p>	10/2/2017 - 6/6/2018	<p>1. Principal 2. Teachers 2. Digital Learning Coach 4. Instructional aides and/or college tutors</p>	<p>Tutoring by certificated Teachers</p> <p>Academic assistance Instructional aides and/or college tutors</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>LCFF - Base</p>	<p>3,000.00</p> <p>3,000.00</p>
<p>GRADE LEVEL COLLABORATION</p> <p>1. Digital Learning coach collaborates with the principal and participating teachers or grade levels to determine days and times for substitute release days to identify areas of low math performance 2. Digital Learning Coach notifies secretary to secure substitute release days. 3. Digital Learning Coach secures locations. 4. Participating teachers prepare lesson plans for substitute release time.</p>	8/16/2017-6/6/2018	<p>1. Principal 2. Instructional Coach 2. Secretary 3. K-5th grade teachers</p>	Substitutes	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
<p>GRADE LEVEL COLLABORATION</p> <p>1. Principal collaborates with district resource staff and digital learning coach to address low performing areas. 2. Dates of Modified and grade level meetings are identified. 3. Locations are secured.</p>	8/16/2017 - 6/6/2018	<p>1. Principal 2. District resource staff and digital learning coach. 3. Classroom teachers/instructional support.</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TECHNOLOGY AND EDUCATIONAL SUPPLEMENTAL MATERIALS THAT SUPPORT STUDENT ACHIEVEMENT</p> <p>1. After analyzing data approximately every six weeks, identify needs of low performing math students. 2. List supplemental materials needed. 3. Submit order to secretary. 4. Secretary submits order to principal. 5. Grade level takes responsibility for utilizing instructional materials to meet the needs of low performing students.</p>	8/16/2017 - 6/6/2018	<p>1. Principal 2. Secretary 3. Classroom teachers 4. Digital Learning Coach</p>	<p>Supplemental instructional materials Elmos multimedia speakers printers Front Row Math software, Project Based Learning research data base</p>	<p>4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies</p>	<p>LCFF - Base LCFF - Base Title I Title I Title I</p>	<p>4,000.00 2,500.00 700.00 1,000.00 6,000.00</p>

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
All students will graduate from high school ready for college and career based on Common Core State Standards in all content areas.
SCHOOL GOAL #3:
All students will reach high standards, attaining grade level proficiency or higher in Reading/English Language Arts by June 2018. 35% of English Learners will move up one ELD level for the 2017-2018 school year and 40% of our students will be reclassified.
Data Used to Form this Goal:
English Learners are administered the CELDT (California English Language Development Test) and results of this test indicate the ELD level of the student. Additionally, English Language learners are given the ELD Avenues Exam. Based on the ELD Avenues Exam student scores are reviewed and students are provided instruction according to their results. For reclassification in the 2016/2017 school year, we analyzed Avenues unit test results, CAASPP scores, CELDT data and report card grades of 2nd-5th grades.
Findings from the Analysis of this Data:
Based upon CELDT movement for South Ranchito Dual Language Academy: From 2016-2017, using students' overall scores, 6% of students scored at Advanced, 30% of students scored at Early Advanced, 40% of students are scoring intermediate, 15% of students scored at Early Intermediate, and 9% of students scored at the Beginning proficiency level. Conclusions based on the above data indicate that: 1.) 76% of students are scoring intermediate or above. 2.) 76% of students are scoring intermediate or above. 3.) Kindergarten and 1st grade have the highest number of students scoring at beginning and early intermediate, with 36% of Kindergarten students and 30% of 1st grade students scoring in that range.

How the School will Evaluate the Progress of this Goal:

To measure progress toward achieving this goal we will analyze Avenues unit tests and CELDT data.

For reclassification, we will analyze Avenues unit test results, CAASPP scores, CELDT data, Accelerated Reader Level, Performance Task scores, and report card grades.

Reclassification criteria includes: CELDT Proficiency:

Basic Skills Performance Comparison: Teacher Evaluation: Parent Opinion and Consultation:

CELDT Criterion met (Grades 1-5): Overall Score = Early Advanced or Advanced All subtests (Listening, Speaking, Reading and Writing) results are Intermediate or higher.

IRL (Independent Reading Level) equal to or above student's grade placement (numeric representation of a student's grade) as determined by the STAR Reading test scores (Accelerated Reader) OR District ELA Benchmark at 75% of above

Grade 3: 2015/16 CAASPP ELA Score = Met or Exceeded OR ELA Interim Assessment Blocks = Above Standard Required sub-tests: 1. Reading Informational Text 2.

Edit/Revise 3. Opinion Performance Task OR 1st trimester only (Accelerated Reader at grade level) AND Last 2nd grade District Benchmark at 75% or higher

Grades 4-5 2015 CAASPP ELA Score = Met or Exceeded OR ELA Interim Assessment Blocks = Above Standard Required sub-tests: 1. Reading Informational Text 2. Edit/Revise 3. Narrative Performance Task

Students will qualify on the teacher evaluation criterion based on grades: ELA (English Language Arts) Report Card: most recent trimester scores Score of 3 or higher in Reading (Literature, Informational Text and Foundational Skills and Speaking and Listening

ELD (Avenues): Grade 1: 80% or higher overall average in 2 most recent consecutive units Grade 2: Avenues units at 80% or higher (overall average) at the Advanced level in 2 most recent consecutive units. Example: ___% Vocabulary, grammar, comprehension + ___% Writing = Overall average: 75% or higher

Grade 3-5: Avenues units at 75% or higher (overall average) at the Advanced level in 2 most recent consecutive units. Example: ___% Vocabulary, grammar, comprehension + ___% Writing = Overall average: 75% or higher

Parents are invited to attend reclassification meeting and provide input.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACADEMIC INTERVENTION CLASSES AND MATERIALS FOR REGULAR SCHOOL DAY</p> <p>1. In September, grade levels will collaborate to develop the teaming process for ELD instruction. 2. Grade levels will develop a daily scheduled time for instruction/teaming. 3. Grade levels will make lists of students in their appropriate ELD level.</p>	8/16/2017 - 6/6/2018	1. Principal 2. Teachers 3. Digital Learning Coach 4. Instructional Aides and/or College tutors 5. Bilingual Clerk	supplemental instructional materials to support ELD school program: technology, paper, ink, online software and license programs, supplies	4000-4999: Books And Supplies	LCFF - Base	5,045.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Develop schedule for instructional aides and college tutors to provide services.						
<p>ACADEMIC ELD INTERVENTION CLASSES AND MATERIALS FOR CLASSES OUTSIDE OF REGULAR SCHOOL DAY</p> <p>1. List students who did not meet the CELDT criteria for two consecutive years. 2. List students who are low performing in Avenues unit test. 3. Develop a schedule to provide extended day services.</p>	10/1/2017 - 6/6/2018	<p>1. Teachers participating in program 2. Principal 3. Digital Learning Coach 4. Bilingual Clerk</p>	Academic intervention in the areas of reading, writing, speaking , and listening	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
<p>TEACHER COLLABORATION</p> <p>1. Principal and Teachers identify what students are not progressing to the next ELD level. 2. Principal collaborates with district's ELD Program Improvement Resource Teachers and Categorical Coordinator to address the instructional focus of ELD. EL Resource Teacher will continue to oversee the ELD program. This includes training of staff on instructional materials and various ELD and SDAIE strategies. The EL Resource Teacher is also responsible for helping to keep school sites in compliance with Federal and State mandates regarding the services and intervention that EL students receive, training and coordination of California English Language Development Test (CELDT)</p>	8/16/2017 - 6/6/2018	<p>1. Principal 2. District EL and Program Improvement Resource Teachers and Categorical Coordinator 3. Teachers 4. Bilingual Clerk</p>	Substitutes	1000-1999: Certificated Personnel Salaries	Title I	2,056.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>administration throughout each school year, and coordinating all aspects of the English Learner Advisory Committees (ELACs) and District English Learner Advisory Committee (DELAC).</p> <p>3. Dates of Modified Days, faculty and grade level meetings are identified.</p> <p>4. Locations are secured.</p>						
<p>ACADEMIC ASSISTANCE THROUGH COLLEGE TUTOR SUPPORT</p> <p>1. Grade levels will make lists of students in their appropriate ELD level.</p> <p>2. Grade levels will collaborate to develop the teaming process for ELD instruction.</p> <p>3. Grade levels will develop a daily scheduled time for ELD instruction/teaming.</p> <p>4. Develop schedule for instructional aides and college tutors to provide services.</p>	8/16/2017 - 6/6/2018	<p>1. Principal will work with Human Resources to hire instructional aides and/or college tutors.</p> <p>2. All first -fifth grade teachers.</p>	College Tutors	2000-2999: Classified Personnel Salaries	Title I	
<p>TECHNOLOGY AND SUPPLEMENTAL MATERIALS THAT SUPPORT STUDENT ACHIEVEMENT</p> <p>1. After analyzing data approximately every six weeks, identify needs of ELL students.</p> <p>2. List supplemental materials needed.</p> <p>3. Submit order to secretary.</p> <p>4. Secretary submits order to principal.</p> <p>5. Grade level takes responsibility for</p>	8/16/2017 - 6/6/2018	<p>1. Principal</p> <p>2. Digital learning Coach</p> <p>2. Teachers</p> <p>3. Secretary</p> <p>4. Bilingual Clerk</p>	Supplemental books and instructional materials, technology, apps, online educational programs (ex. Front Row, Ten Marks, Project Based Learning database, Rockalingua), ipads, chromebooks, etc.	4000-4999: Books And Supplies	Title I	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
utilizing instructional materials to meet the needs of low performing students.						

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Innovation and 21st Century Learning
LEA/LCAP GOAL:
ERUSD will invest resources to ensure a safe and productive 21st century learning environment for all students.
SCHOOL GOAL #4:
South Ranchito Dual Language Academy shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by: <ul style="list-style-type: none">• Reaching their highest academic, social, emotional, intellectual, and physical potential; and• Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and• Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide.
Data Used to Form this Goal:
<ol style="list-style-type: none">1. Attendance records and Saturday School Attendance Recovery records.2. 5th grade Physical Fitness Test results.3. School suspension and referral data by month in comparison to last year.4. Number of students enrolled in Lego Robotics, Art History class, and Science fair.

Findings from the Analysis of this Data:

South Ranchito has created a school-wide intervention pyramid that has decreased suspension rates over time. During the 2014-15 academic year, 12 students were suspended; during the 2015-2016 academic year, two students were suspended; during the 2016-2017 academic year 4 students were suspended.

We are Positive Behavior Intervention and Supports (PBIS) school. Office disciplinary referrals (ODRs) information is entered into SWIS which is a data collection tool. For the 2016-2017 there was a total of 536 students enrolled. There was 408 students that had 0 ODRs, 75 students received 1 ODR, 39 students received between 2-5 ODRs, 7 students received between 6-8 ODRs, and 7 students received 9 or more ODRs. In summary, 90.11% students received between 0-1 ODRs, 7.28% received between 2-5 ODRs and 2.61% students received 6 or more ODRs.

The ODR's have a section where staff indicate whether the student is being written up for a major or minor incident. MAJORS are the following: 429 students received 0 ODRs, 65 students received 1 ODR, 31 students received between 2-5 ODRs, 5 received between 6-8 ODRs, and 6 received 9 or more major incidents. In summary, 92.16% students received between 0-1 majors, 5.78% received between 2-5 majors, and 2.05% received 6 or more majors.

MINOR incident data indicates the following: 487 students received 0 minor ODRs, 36 received 1 minor ODRs, 13 students received between 2-5 minor ODRs, 0 received 6-8 minor ODRs, and 0 received 9 or more minor incidents. In summary, 97.57 were between 0-1 minors, 2.43% were between 2-5 minors, and 0% were 6 or more minors.

According to a comparison of Physical Fitness data for 2013-14 and 2014-15, students scored slightly higher in 2013-14 than 2014-15: Aerobics +5.6%, Body Composition +4.1%, Abdominal Strength +3.4%, Trunk Extension -3%, Upper Body Strength +12.6%, and Flexibility +4%. Currently, there are no updated results for the 2015-2016 academic year.

Based on attendance and participating records, 13 students were served through our after-school Robotics team. It was a 2-month program that ended in a Robotics Expo competition against the local school Burke. Out of 7 teams, we placed 2nd and 3rd. In addition, 87 students (entire 5th grade) participated in Robotics through in-class instruction and support. Through the CAASPP Academy, 29 students were served during a period of 4 weeks of after-school enrichment. Lastly, Google CS First was implemented in its entirety with a group of 27 students through in-class instruction and support.

This data will be compared to 2017-18 enrollment of the 3 programs still offered at South Ranchito DLA.

How the School will Evaluate the Progress of this Goal:

To measure progress toward achieving these goals we will use the following measures:

1. Attendance records.
2. 5th grade Physical Fitness Test results.
3. Behavior documentation such as referrals, detention notices, suspensions and expulsions.
4. Participation rates in robotics classes, CAASPP Academy and other enrichment opportunities.
5. Monitor progress towards meeting the goals of the Olweus Bully Prevention Program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT 1. Principal and teachers review data to determine professional development needs. 2. Principal collaborates with district resource teachers, coordinators, and grade level reps to identify consultants who specialize in these areas. 3. Principal, grade level reps and teachers identify conferences that specialize in these areas, and submit to principal. 4. Principal generates paper work and/or board items to district for attendance at conferences or consultants to conduct professional development at school site.	8/16/2017 - 6/6/2018	1. Principal 2. Grade Level Reps 3. District Personnel 4. Secretary 5. K-5th grade teachers/support personnel	Conferences, workshops, Professional Development, and consultants substitutes conferences and workshops	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base LCFF - Base Title I	4,400.00 5,000.00 2,000.00
PERFORMING ARTS and Robotics for AFTER SCHOOL CLASSES 1. Folklorico Classes-teacher instructs students on the cultural dance and schedules performances at both the school site and throughout the district. 2. Music Classes-teacher teaches students a instrument: guitar or violin. Music appreciation. 3. Art History classes. 4. Robotics after school classes	8/16/2017 - 6/6/2018	1. Principal 2. Teachers 3. Secretary 4. Consultant 5. Instructional Aide	Teacher extra duty for after school performing arts activities Teacher extra duty for after school performing arts activities Murals to promote school programs and PBIS culture Robotics after school classes for students to compete with local school districts Robotics instructional materials	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	LCFF - Base LCFF - Base LCFF - Base LCFF - Base LCFF - Base	3,000.00 3,000.00 3,000.00 3,000.00 2,500.00
STUDENT COUNCIL ADVISERS 1. Advisers coordinate the Student Leadership Election Process.	8/16/2017 - 6/6/2018	1. Teacher Advisors 2. Principal	Student Leadership Advisers	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Advisers meet with elected students and plan activities to promote school spirit.						
<p>TECHNOLOGY SUPPORT AND SUPPLEMENTAL MATERIALS FOR STUDENT ACHIEVEMENT</p> <p>1. All teachers will teach Science standards that pertain to Environmental Education. 2. The principal and grade level reps will collaborate with the school's Safety Coordinator regarding the district's focus on Character Building. 3. All teachers will teach Character Education. 4. Our school will continue the implementation of the Olweus Bully Prevention Program this year. 5. The school community will monitor the "Open Campus" policy after school to ensure safety for all students and staff participating in after school activities including the R.E.A.C.H. Program. 6. Students will receive recognition and rewards for demonstrating positive behavior</p>	8/16/2017 - 6/6/2018	<p>1. Principal/School Safety Coordinator 2. Certificated staff 3. Olweus Committee 4. Classified staff, including office staff 5. Student Council Advisors 6. All students including Student Council Officers and representative.</p>	Supplemental Materials, Technology, Computers, Apps, Online programs	4000-4999: Books And Supplies	LCFF - Base	5,000.00

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental Involvement
LEA/LCAP GOAL:
ERUSD will actively promote and invest in engaging parents and students in classroom activities and extended learning opportunities.
SCHOOL GOAL #5:
South Ranchito SSC, PTO and staff will increase parental participation at school wide events by 25%.
Data Used to Form this Goal:
Attendance and volunteer rosters were reviewed and compared to the previous school year. Results from parent survey participation.
Findings from the Analysis of this Data:
<p>PTO participation increased from one teacher and the principal to a teacher, the principal, the Digital Learning Coach and a support staff member. Additionally, a group of parents consistently volunteered and participated throughout the school year, officially establishing themselves as founding members of our school's official PTO.</p> <p>In September of 2015, we had 15 parents participate in our online parent survey. In 2016, parents from SSC rallied parents to participate and participation rates increased to 53 parents. At the start of the new year, in early January 2017, a new parent survey was shared with all parents and a total of 263 parents submitted completed surveys. Additionally, the School Smarts Parent Academy reached 45 parents at Parent Engagement Night and a total of 21 parents, who consistently attended parent workshops, 11 of which graduated from the academy.</p> <p>Read Across America Day also attracted a great deal of parent engagement with 36 parents and families volunteering to come read to our students.</p> <p>Parent participation at Back to School Night, Harvest Festival, Holiday Boutique and all school-sponsored events also demonstrated an average of 100 parents per event.</p>
How the School will Evaluate the Progress of this Goal:
<p>Attendance rosters from school wide events, including Back to School Night, Harvest Festival, Holiday Boutique and all school-sponsored workshop, will be used to measure progress of parent participation.</p> <p>Results from parent survey will guide monthly parent workshops and participation rates will be monitored monthly. Additionally, the school will sponsor computer based workshops to provide parents with digital learning opportunities as well as inform them on resources available online to support student learning at home. School will also send home a monthly newsletter with opportunities and resources to support communication; Remind app (phone texting service) or Class Dojo will be implemented in 17-18 school year according to class, to ensure parents receive updated alerts on schools and class events.</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>PARENT WORKSHOPS</p> <ol style="list-style-type: none"> 1. Use Instructional Coach to provide and schedule parent workshops. 2. All parents are contacted (notice, teleparent, technology resources) to encourage participation. We will also target parents of low performing students. 3. Provide workshops at times that are consistent with the results from the parent survey. 4. Secure babysitters, rooms. 5 To increase the attendance at School Site Council they decided to bring a new parent to each meeting. 	8/16/2017 - 6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. School Site Council 3. English Learners Advisory Council 4. District resource teachers and coordinators 5. Instructional Coach 6. Teachers to encourage parent participation. 	parent instructional books and materials, paper, supplies, office supplies, technology for presentation	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,435.00
<p>SCHOOL-PARENT COMMUNICATION/WORKSHOPS/SCHOOLWIDE EVENTS</p> <ol style="list-style-type: none"> 1. Workshops provided will be in the areas of Common Core literacy math, mental health and parenting, and support technology. 2. Digital Learning Coach will administer online parent survey at Back To School Night to determine the topic of the workshops provided on a monthly basis. 3. Determine flexible days and times. 4. Advertise workshop to grade level parents via flyers, Teleparent. 5. Secure location and child care. 6. Teachers will target parents of low performing students. 	8/16/2017 - 6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. Teachers/grade level 3. Digital Learning Coach 4. District Resource Staff 5. Secretary 	Supplemental materials, paper, supplies to organize, advertise, present parent workshops and other events involving parents and the community	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TECHNOLOGY AND SUPPLEMENTAL MATERIALS TO SUPPORT STUDENT ACHIEVEMENT IN SOUTH RANCHITO'S RESPONSE TO INTERVENTION SCHOOL-WIDE CLASSES</p> <p>1. Digital Learning Coach solicits parent volunteers for the Response to Instruction (RTI) Program. 2. All parents are notified of PTO and School Site Council Meetings. 3. Parents will help their children support the AR goal of, "One book, one test, per week".</p>	8/16/2017 - 6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. Digital Learning Coach 3. Secretary 4. Library Media Technician 5. Parents 6. Students 	Supplemental, instructional, common core, technology materials to support RTI program	4000-4999: Books And Supplies	LCFF - Base	3,000.00
<p>PARENT WORKSHOP MATERIALS FOR SUMMER SUPPORT</p> <p>1. SSC and ELAC parents give Digital Learning Coach feedback on the support that parents need regarding academics. 2. Digital Learning Coach prepares a parent meeting to instruct parents on how to support their child's learning at home during the summer months. 3. Digital Learning Coach to order materials that parents can use to support student learning.</p>	8/16/17-6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. School Site Council 3. English Learners Advisory Council 3. Parent Teacher Organization 4. Teachers 5. Digital Learning Coach 	<p>Supplemental materials, conferences, technology, resources</p> <p>Teacher Salaries to present at parent workshops</p>	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Intervention Program infused with technology standards
LEA/LCAP GOAL:
ERUSD will provide differentiated learning options for students above and beyond the core program.
SCHOOL GOAL #6:
Increase program-wide focus on the systematic application of technology in learning. Provide teachers differentiated professional development to support technology integration.
Data Used to Form this Goal:
Staff surveys on use of technology in the classroom, CAASPP Academy, Principal and DLC Observations, teacher feedback on digital learning struggles and strengths.
Findings from the Analysis of this Data:
Based upon self-study findings and the implementation of the Common Core State Standards and Smarter Balanced Assessments, the program recognizes the need to increase students' access and use of technology to be productive members in a 21st century global economy. Effective use of technology in teaching and learning will help increase student engagement and therefore will have a greater impact on student achievement. In order to increase student exposure to digital learning, a new intervention model, using blended learning, will be implemented in the 17-18 academic year. Through this systematic intervention approach, all students will be guaranteed access to technology and digital supplemental support every day for at least 40 mins. Additionally, all students in grade levels Tk-2nd grade will have access to Seesaw, a digital platform that allows students to keep digital portfolios of their work; 3rd-5th grade students will all have access to and use Google Classroom as it will be embedded to their day to day instruction.
How the School will Evaluate the Progress of this Goal:
Results and analysis from surveys (parents, staff) and needs assessment. Additionally, observation feedback from Digital Learning Coach, lesson plans and teacher/class use of technology according to classroom observations. Data gathered from benchmark exams and from technology programs used to supplement instruction, including Front Row, GoMath! Digital, Standards Digital Plus, will also be analyzed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>TECHNOLOGY AND SUPPLEMENTAL MATERIALS TO SUPPORT STUDENT ACHIEVEMENT</p> <p>Technology used to support after school and Saturday School instructional program, enhance teaching and learning: instructional technology tools and services, Ipads, chrome books, printers, online educational programs, apps, ELMO. Additional resources to support extended day programs.</p>	8/16/2017-6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. Digital Learning Coach 3. Teachers 	Technology used to enhance teaching and learning: Ipads, chrome books, printers, online educational programs, apps, ELMO. Additional resources to support extended day programs. Technology and Supplemental instructional materials	4000-4999: Books And Supplies	LCFF - Base	6,402.00
<p>TECHNOLOGY AND SUPPLEMENTAL MATERIALS TO SUPPORT STUDENT ACHIEVEMENT IN THE ACADEMIC INTERVENTION CLASSES OUTSIDE OF REGULAR SCHOOL DAY</p> <ol style="list-style-type: none"> 1. List students scoring at the strategic and intensive levels on reading and math formative and summative tests, district benchmark tests, Lexia, Ten Marks, and writing assessments in grades Kindergarten - 5th 2. Develop a schedule to provide extended day services after school and/or on designated Saturdays. 	8/16/2017-6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. Digital Learning Coach 3. Teachers 	After School intervention and/or academic Saturday School program	1000-1999: Certificated Personnel Salaries	Title I	5,000.00
<p>REACH AFTER SCHOOL PROGRAM</p> <p>The teachers and principal will work closely with the REACH coordinator to ensure that students are completing homework, that they understand the rules of the school also apply during their extended stay, that teachers and principal are</p>	8/16/2017-6/6/2018	<ol style="list-style-type: none"> 1. Principal 2. Teachers 3. REACH Program Coordinator 				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
involved in the events hosted by the after school R.E.A.C.H. Program.						
VIDEO PRODUCTION AFTER SCHOOL CLASSES Video Club 4/5th grade program incorporates students learning 21st Century video production skills as well as an introduction to public speaking for students, teachers and parents to view students' projects on our school website.	8/16/2017-6/6/2018	1.Principal 2.Teacher 3. Instructional Aide	Supplemental Materials, technology, apps, and supplies	4000-4999: Books And Supplies	LCFF - Base	3,000.00
			Teacher provides video production instruction after school	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,500.00
			Instructional Aide provides video production after school	2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
LEGO Robotics 1. Prepare Lesson Plans 2. Provide blocked schedules for Lego Robotics class and/or after school 3. Provide opportunities for students to work in groups to build a robot and compete with local school districts	8/16/2017-6/6/2018	1.Principal 2.Teacher 3. Instructional Aide	Instructional Aide provides Robotics instruction	2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
			Teacher provides Robotics instruction	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,500.00
			Supplemental Materials, technology, apps, and supplies	4000-4999: Books And Supplies	LCFF - Base	3,000.00



El Rancho Unified School District

Title I Program Improvement (PI) Required Components Checklist

The following components required in Title I, Part A, Section 1116, for PI are addressed in the South Ranchito Dual Language Academy School Single Plan for Student Achievement as indicated below.

Required PI Plan Components		SPSA Reference Page(s)
X	1. Scientifically-based research: Incorporate strategies based on scientifically-based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement	6-10,14-15
X	2. Successful Policies & Practices: Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the State's proficient level of achievement on the State academic assessment.	6-10,14-15,25,30
X	3. Professional Development (PD):	4-5, 8-9, 27, 44, 46
X	Provide an assurance that the school will spend not less than 10 percent of the Title I funds made available to the school for each fiscal year that the school is in program improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that -	4-5, 8-9, 27, 44, 46
X	Directly addresses the academic achievement problem that caused the school to be identified for school improvement	4-5, 8-9, 27, 44, 46
X	Meets the requirement for professional development activities under section 1119	4-5, 8-9, 27, 44, 46
X	Is provided in a manner that affords increased opportunity for participating in that professional development	4-5, 8-9, 27, 44, 46
X	4. 10% Title I Reservation: Specify how the funds described above in (3) will be used to remove the school from school improvement status.	25-48
X	5. Specific Annual, Measurable Objectives: Establish specific annual, measurable objectives for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment.	25-48
X	6. Parent Notification: Describe how the school will provide written notice about the identification to parents of each student enrolled in such school, in a format and, to the extent practicable, in a language that parents can understand.	5, 11-13
X	7. Shared Responsibility for Improvement: Specify the responsibilities of the school, the local educational agency, and the State educational agency serving the school under the plan, including the technical assistance to be provided by the local educational agency.	3-4, 10-13, 25-48
X	8. Parent Involvement: Include strategies to promote effective parental involvement in the school.	5, 11-11, 43-45

X	9. Extended Learning: Incorporate, as appropriate, activities before school, after school, during the summer, and during any extension of the school year.	15,25,30-31,34-35
X	10. Incorporation of a teacher mentoring program: Activities to coach and assist teachers in their effectiveness working with at-risk subgroups.	4,9



El Rancho Unified School District

Title I School Wide Plan Required Components Checklist

The following components required in NCLB Title I, Part A, Section 1114 for SWP are addressed in the South Ranchito Dual Language Academy School Single Plan for Student Achievement as indicated below.

Required SWP Plan Components	SPSA Reference Page(s)	
X	1. Comprehensive needs assessment of the entire school: Based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards	5-11, 15-46
X	2. Schoolwide reform strategies that: <ul style="list-style-type: none"> ▪ provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement ▪ use effective methods and instructional strategies that are based on scientifically based research that – <ol style="list-style-type: none"> 1. strengthen the core academic program; 2. increase the amount and quality of learning time, such as providing extended opportunities outside the regular school day; 3. include strategies for meeting the educational needs of historically underserved populations (migrant students, homeless students, and American Indian students) ▪ include strategies to address the needs of all children in the school, but particularly the needs of low-achievement children 	6, 8-10,15
X	3. Instruction by highly qualified teachers	4,7
X	4. High-quality ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, other school staff and parents	4-5, 8-9, 27,40, 44, 46
X	5. Strategies to attract high quality, highly qualified teachers to high-need schools	4
X	6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services	5, 11-13
X	7. Plans for assisting preschool children in transition from early childhood programs to local elementary programs	5, 10
X	8. Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program	10, 15, 25-48
X	9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of state content standards receive timely, effective additional assistance.	6-10, 14-15, 25, 30-31, 34-35
X	10. Coordination and integration of federal, state, and local services and programs	12-13

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	64,720.00	0.00
Title I Part A: Parent Involvement	1,435	0.00
LCFF - Base	122,947.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF - Base	122,947.00
Title I	64,720.00
Title I Part A: Parent Involvement	1,435.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	59,556.00
2000-2999: Classified Personnel Salaries	36,999.00
4000-4999: Books And Supplies	75,482.00
5000-5999: Services And Other Operating Expenditures	3,100.00
5800: Professional/Consulting Services And Operating	13,965.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	45,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	12,000.00
4000-4999: Books And Supplies	LCFF - Base	54,447.00
5000-5999: Services And Other Operating	LCFF - Base	3,100.00
5800: Professional/Consulting Services And	LCFF - Base	8,400.00
1000-1999: Certificated Personnel Salaries	Title I	14,556.00
2000-2999: Classified Personnel Salaries	Title I	24,999.00
4000-4999: Books And Supplies	Title I	19,600.00
5800: Professional/Consulting Services And	Title I	5,565.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,435.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,499.00
Goal 2	31,765.00
Goal 3	14,101.00
Goal 4	32,900.00
Goal 5	6,435.00
Goal 6	30,402.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Yadira Arellano-Lopez				X	
Brenda Rodriguez				X	
Lilly Rodriguez				X	
Melissa Galviz				X	
Alma De La Cruz				X	
Dr. Maria Morales-Thomas	X				
Arleen Anaya		X			
Irene Zepeda		X			
Monica Hernandez		X			
Maria Dominguez			X		
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

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

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9/18/17.

Attested:

Dr. Maria Morales-Thomas

Typed Name of School Principal

Signature of School Principal

Date

Brenda Rodriguez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature

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

Dr. Maria Morales-Thomas	<i>Dr. Maria Morales-Thomas</i>	9-18-17
Typed Name of School Principal	Signature of School Principal	Date

Brenda Rodriguez	<i>Brenda Rodriguez</i>	09/18/17
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

El Rancho Unified School District
South Ranchito Dual Language Academy

"Knowledge Is the Road to Success"

SCHOOL-PARENT COMPACT
2017-2018

The mission of South Ranchito Elementary School in partnership with the community is to provide quality education that encourages creative and critical thinking in a supportive environment. Our commitment is to prepare students to be productive citizens and lifelong learners in a culturally diverse and technologically advanced society.

Directions: We ask you to read and sign the part of the agreement that belongs to you.

As a principal, I Dr. Maria Morales-Thomas will:

- Ensure a safe learning environment for all students.
- Inform all parents regarding California Standards for your student(s).
- Monitor given resources to increase student achievement.
- Involve parents in the education of their children encouraging their participation in school activities, parent conferences, workshops and committees.
- Implement El Rancho Unified School District policies and school policies.
- Support school staff and families to locate resources needed to promote learning.
- Support and monitor the Olweus Bully Prevention Program.

As a teacher, I _____ will:

- Show respect for each child and his or her family.
- Provide an environment that is conducive to learning.
- Help each child grow to his or her fullest potential.
- Provide meaningful and appropriate homework activities.
- Help each child follow the school and classroom rules.
- Provide information on your child's progress on a regular basis.
- Help you with how you can help your child at home.
- Assist child in meeting the Common Core state standards.
- Teach, guide, monitor and support the Olweus Bully Prevention Program.

As a student, I _____ will:

- Come to school everyday and on time.
- Follow school and classroom rules (PBIS Expectations).
- Respect all school community members.
- Work and play cooperatively with my classmates.
- Complete class and homework assignments in a timely manner.
- Work towards meeting the Common Core state standards.
- Follow the Olweus Bully Prevention Rules
- Wear my school uniform

As a parent, I _____ will:

- Be responsible for getting my child to school every day on time.
- Ensure that my child come to school prepared and ready to learn.
- Provide a quiet homework place with no television/radio interference.
- Supervise/assist my child with the completion of his/her homework.
- Attend at least one school-wide activity each trimester.
- Attend at least one parent conference to discuss my child's progress.
- Assist my child in meeting the Common Core state standards.
- Attend Parent Workshops offered by the grade level.
- Support the Olweus Bully Prevention Rules.

Parent's/Guardian Signature

Child's Signature

Date

Teacher's Signature

Principal's Signature

Date

El Rancho Unified School District
South Ranchito Dual Language Academy

"Knowledge Is the Road to Success"

COMPROMISO DE LOS PADRES Y LA ESCUELA
2017-2018

La misión de la Escuela South Ranchito, en esfuerzo unido con la comunidad, es proveer una educación de alta calidad que promueve el razonamiento creativo y crítico, dentro de un medio ambiente alentador. Nuestro cometido es preparar a los estudiantes a ser ciudadanos productivos con miras de aprendizaje constante y sin fin en una sociedad con diversas culturas y avance tecnológico.

Instrucciones: Le pedimos que lea y firme la parte del siguiente acuerdo que le corresponde.

Yo, Dr. Maria Morales-Thomas, como directora me comprometo a:

- Asegurar un medio ambiente de aprendizaje seguro para todos los estudiantes.
- Informar a los padres acerca de los Estándares de Aprendizaje de California.
- Supervisar la instrucción y el aprendizaje de los estudiantes.
- Alentar a los padres a que participen en la educación de sus hijos y en las actividades escolares, conferencias de padres, talleres para padres y comités escolares.
- Asegurar el cumplimiento de las reglas de la escuela y del Distrito Escolar de El Rancho.
- Apoyar a las familias y al personal escolar a localizar los recursos necesarios para promover el aprendizaje.
- Apoyar y supervisar el programa de Prevención de Intimidación Escolar (Olweus Bully Prevention Program)

Yo, _____ como maestro(a) me comprometo a:

- Mostrar respeto a cada niño(a) y su familia.
- Proveer un medio ambiente que conduzca al aprendizaje.
- Ayudar a cada niño(a) a crecer y alcanzar su máximo potencial.
- Proveer un medio ambiente que conduzca al aprendizaje
- Ayudar a cada niño(a) a que obedezca las reglas de su salón y de la escuela.
- Proveerles en forma regular información acerca del progreso de su hijo(a).
- Ayudarles a conocer como ustedes pueden ayudar a su hijo(a) en casa.
- Asistir a su hijo(a) que alcance las normas básicas comunes.
- Enseñar, guiar, supervisar y apoyar el programa de Prevención de Intimidación Escolar (Olweus Bully Prevention Program)

Yo, _____ como estudiante me comprometo a:

- Venir a la escuela y llegar a tiempo todos los días.
- Obedecer las reglas de mi salón y de la escuela (PBIS Expectativas).
- Respetar a todos los miembros de la comunidad escolar.
- Trabajar y jugar cooperando con mis compañeros.
- Trabajar y terminar mis tareas en la clase y en la casa a tiempo.
- Trabajar para alcanzar las normas básicas comunes.
- Seguir las reglas del Programa de Prevención de Intimidación Escolar (Olweus Bully Prevention Program)
- Usar el uniforme escolar

Yo, _____ como padre/tutor me comprometo a:

- Ser responsable a que mi hijo(a) venga a la escuela todos los días y a tiempo.
- Asegurar que mi hijo(a) venga a la escuela preparado y listo para aprender.
- Proveer un lugar tranquilo sin ruido para que mi hijo(a) pueda hacer la tarea.
- Supervisar y ayudar que mi hijo(a) termine su tarea.
- Asistir a una actividad escolar cada trimestre.
- Asistir a una conferencia de padres y maestros para informarme del progreso de mi hijo(a)
- Ayudar a que mi hijo(a) alcance las normas básicas comunes.
- Asistir a los talleres de padres/madres que ofrecen los maestros(as) de ese grado.
- Apoyar el programa de Prevención de Intimidación Escolar (Olweus Bully Prevention Program)

Firma del Padre/Tutor

Firma del Alumno

Fecha

Firma del Maestro(a)

Firma de la Directora

Fecha



South Ranchito Dual Language Academy

Parent Involvement Policy

South Ranchito Dual Language Academy will implement required school parental involvement policy components as follows:

- 1. South Ranchito Dual Language Academy will take the following actions to involve parents in the joint development and joint agreement of its Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:**
 - *Gather and disseminate to parents for review the following materials: District wide Parental Involvement Policy, the School's Parental Involvement Policy, the school-parent compact, and Parent Notices from the Table on page 45 of the Title I, Part A Non-Regulatory Guidance. These materials will be disseminated to parents at regular Title I parent meetings, School Site Council meetings, and parent/teacher conferences. Written and oral input from parents will be solicited through Title I parent meetings, School Site Council meetings, parent/teacher conferences, school newsletters, school web site, and other regular written communications with parents.*

- 2. South Ranchito Dual Language Academy will take the following actions to distribute to parents of participating children and the local community the Parental Involvement Policy:**
 - *The School Parental Involvement Policy will be distributed to parents at Title I parent meetings and School Site Council meetings.*

- 3. South Ranchito Dual Language Academy will periodically update its Parental Involvement Policy to meet the changing needs of parents and the school through:**
 - *Input from monthly School Site Council meetings and feedback provided through parent surveys (hard copies and online).*

- 4. South Ranchito Dual Language Academy will convene an annual meeting to inform parents:**
 - *That South Ranchito Dual Language Academy participates in Title I;*
 - *The requirements of Title I ;*
 - *Their rights to be involved as outlined in Table B of Title I, Part A Parental Involvement Non-Regulatory Guidance (page 45), Section 1118; the school parent compact, Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, the district wide parental involvement policy, and the school's parental involvement policy.*
 - *To inform them of when Meetings will be held at various and convenient times to encourage parents to attend. Parents will be notified about meetings through school memos, newsletters, and the automated phone system.*

- 5. South Ranchito Dual Language Academy will hold a flexible number of meetings at varying times, and will provide paid childcare with Title I funding, as long as these services relate to parental involvement:**



South Ranchito Dual Language Academy

Parent Involvement Policy

- *To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement.*
 - *Our Digital Learning Coach facilitates parent workshops through School Smarts.*
 - *Parents will have the opportunity to also participate in a series of workshops focusing on anti-bullying and PBIS.*
 - *The DLC will also be offering tiered computer classes, so that parents have access and can utilize the school and district websites as a resource for information as well as assist with their child's education and support the development of 21st Century skills.*
- 6. South Ranchito Dual Language Academy will provide information about Title I programs to parents of participating children in a timely manner through:**
- *the automated phone system, memos, newsletters, and texts (using the application Remind)*
 - *Parents are also encouraged to take the parent survey through our school website or via hard copies.*
- 7. South Ranchito Dual Language Academy will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet through:**
- *Ongoing communication to update them on progress made by their child. Parent communication will occur often through phone calls, emails, text, school website and newsletter, Blackboard, Remind App, Class Dojo, report cards, and/or progress reports. Parents are also provided opportunities to participate in school activities with interpreters and written communication in Spanish.*
 - *If requested by parents, South Ranchito Dual Language Academy will also provide parents of participating children, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible through meetings with the student's teacher which may include the principal, and other staff as appropriate.*
- 8. South Ranchito Dual Language Academy will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:**
- *Parents may submit comments in writing regarding the school wide plan to their child's teacher, the principal, or the appropriate department within El Rancho Unified School District.*



South Ranchito Dual Language Academy Parent Involvement Policy

RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

- 1. South Ranchito Dual Language Academy will build the schools' and parent's capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents, and the community to improve student academic achievement through the following activities described below:**
 - *South Ranchito Dual Language Academy hosts a Back to School Night and Open House each year. Parents are invited to meet with their child's teacher to discuss classroom procedures, expectations, and grade level curriculum. We are planning to provide access to more resources for our parents by also hosting a resource fair during these two school events. Our Back to School Night and Open House resource fair will include: Pico Rivera Sheriff's Department, Pico Rivera Fire Department, Girl Scouts, ERUSD's school police officers advertising their Text- A-Tip to parents and students, ERUSD's Child Welfare and Attendance Team providing information on counseling services, as well as homeless family support services. Information is also made available to parents regarding the importance of student attendance, topics pertaining to English Language learners, and participation in our English Learner Advisory Committee (ELAC).*

- 2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:**
 - *The school-parent compact will be a part of the School Parental Involvement Policy on the school's web page.*
 - *During regular parent/teacher/student conferences, the school-parent compact will be completed and signed by the teacher, the parent(s), and the student.*
 - *As needed, the school-parent compact will be included with the School Parental Involvement Policy.*

- 3. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:**
 - *the State's academic content standards,*
 - *the State's student academic achievement standards,*
 - *the State and local academic assessments including alternate assessments,*
 - *the requirements of Title I,*
 - *how to monitor their child's progress, and*
 - *how to work with educators.*
 - Parents will receive training and necessary information on the topics above through:
 - *PTA workshops, School-Parent Intervention Compact, highlights of the standards, list of web sites, school sponsored trainings and workshops.*



South Ranchito Dual Language Academy

Parent Involvement Policy

- 4. As appropriate, the school will, with the assistance of the district, provide materials and training such as literacy training and using technology to help parents work with their children to improve their children's academic achievement and to foster parental involvement, by:**
 - *Our Digital Learning Coach facilitates parent workshops through School Smarts.*
 - *The DLC will also be offering tiered computer classes, so that parents have access and can utilize the school and district websites as a resource for information as well as assist with their child's education and support the development of 21st Century skills.*

- 5. The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:**
 - *Creating more opportunities outside of school for parent engagement; encouraging staff to attend parental involvement workshops and conferences and site staff development.*

- 6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:**
 - *Upon identification of parental need for information in another language or in another format, the school will take steps to ensure that the parent request is fulfilled.*