



2016-2017

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Rancho-Starbuck Intermediate School

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RESULTS FROM PREVIOUS YEAR'S GOALS

Goal A:

By August 2016, Math scores will increase by 3% overall as measured by CAASPP.

Met Partially Met XNot Met

We reviewed the following data:

IAB interim assessments and SBAC scores were used to determine progress.

The results tell us:

8th grade Math scores stayed the same but 7th grade dropped. We must still continue to evaluate and analyze our classroom strategies and our interventions. The results also tell us we need to dig deep to analyze the needs of specific subgroups as each of our subgroups had a slight decline especially in 7th grade math.

Goal B:

By March 2016, an English Language Development program using Read 180 curriculum will be implemented to support English Language Learners.

XMet Partially Met Not Met

We reviewed the following data:

Lexile levels, CELDT scores, grades, classwork, and the master schedule all provided the basis for determining the status of the goal.

The results tell us:

Students in the ELD program increased both Lexile levels and CELDT scores significantly showing the increased student achievement of our EL students and supporting the success and need for this program.

Goal C:

By May 2016, use of technology will be part of the instructional program used weekly in classrooms to enhance student learning and professional development will be provided for teachers.

XMet Partially Met Not Met

We reviewed the following data:

Numbers of devices on campus, PLC agendas, tech talk agendas, teacher handouts all provided needed data about our technology program.

The results tell us:

Use of technology has increased on campus including 8 Google classrooms and 7 chromebook carts are being used. Increased professional development has enhanced teacher and student use of technology.

Goal D:

By December 2015, Rancho-Starbuck PLC meetings will focus on monthly data driven inquiry and data will be analyzed to inform instruction.

XMet Partially Met Not Met

We reviewed the following data:

PLC worksheets, PLC meeting notes and department data collection were all used to monitor progress of this goal.

The results tell us:

Rancho staff works collaboratively and uses data regularly including benchmarks, common assessments, SBAC, and IAB interim assessments to monitor student progress.

MISSION STATEMENT

Mission Statement

Our goal at Rancho-Starbuck is to develop character, passion, and academic excellence in all students.

Vision

- To instill in our students the importance of hard work and responsibility
- To create a college bound campus that prepares our students for college and careers
- To offer standards-based instruction and develop critical thinking skills
- To create a nurturing environment where students are held accountable and rewarded for their efforts
- To maintain a culture where students are our top priority
- To provide instruction that is rigorous and relevant
- To continue our staff commitment to be the difference in the lives of our students
- To build a bridge between parents and school to support our students and their families

SCHOOL PROFILE

Rancho-Starbuck Intermediate School is located in the unincorporated area of southeast Los Angeles County. We are part of Lowell Joint School District and serve 811 students in the 7th and 8th grades. Rancho-Starbuck was constructed in 1964 and has enjoyed continuous upgrades and maintenance over the years. It has an upgraded library and computer technology center located within the library with 40 computer stations for individual and classroom use. An additional computer lab is available for classroom use with 40 computers and a Smart TV. Our campus also utilizes a computer lab with 42 computers for student use as part of the 7th grade computer class. Document cameras are in all classrooms and we have an updated STEM (Science, Technology, Engineering and Math) lab with 30 computers all that have professional CAD software. 8 classrooms function as Google classrooms and 7 classrooms have Chromebooks for each student. 158 iPads are used in classrooms in an ongoing basis. Software and computers are upgraded continuously and more Chromebooks are planned for this year. Technology at Rancho-Starbuck is continually updated and an integral part of the classroom experience in many classrooms. Rancho-Starbuck offers a myriad of elective offerings including a robust visual and performing arts program. A myriad of interventions are offered for students to support their academic and emotional needs. Flex, an intervention during the school day, provides both academic support and enrichment for all students.

The staff at Rancho-Starbuck Intermediate School is comprised of 30 fully credentialed teachers in their subject areas and one part-time teacher. We have two resource STAR Centers for our special needs students, and one moderate SDC. Our school team includes a school psychologist, speech and language specialist, full time counselor and one assistant principal. Additional support is provided by an office manager, school clerk, attendance clerk, a part-time nurse, full-time librarian, three STAR center aides, three full-time custodians and four noon duty aides.

Rancho-Starbuck Intermediate School is a 2013 California Distinguished School and a 2015 Gold Ribbon School. Rancho-Starbuck was named a Scholar School and named to the School Honor Roll by California Business for Education Excellence in 2012, 2013, 2014. Rancho is known for its safe and orderly learning environment. The low record of suspensions/expulsions indicates a commitment to strong standards and a proactive approach to student behavior issues. The school institutes a comprehensive school safety program that includes a School Resource Officer. The staff places a high priority in developing responsible citizens through our Character Education and REACH programs. REACH is an acronym for Responsibility Effort Attitude Character Honor. We emphasize the importance of each of these themes and we recognize students for their achievement. In addition to Rancho-Starbuck's strong academic program, we continue to provide outstanding programs in technology, visual and performing arts, STEM and elective offerings. Rancho-Starbuck believes in fostering a school wide college atmosphere.

Included in the programs at Rancho-Starbuck are:

Resource Specialist Program

Special Day Class

Honors classes in Math and Language Arts

Tutorial program for struggling math students

G-Cad Prep - A construction math class for struggling math students

ELD class for English Learners

READ 180 Intervention reading program

Computer labs and computer classrooms

Full library

Speech and Language Services

Character Education Program

REACH student incentive program

ASB

Yearbook

Competitive Drumline

Top 100

National Junior Honor Society

STEM classes

Fine Arts program including art, vocal and instrumental music, drama, and percussion

After school sports program

REACH Circle - an adult mentor program for students

Full list of electives for students including STEM classes.

After school dances

Power Start /Power Finish- Before and after school study sessions

Pathway Intervention classes

Academic intervention after school classes

Flex schedule for enrichment and intervention during the school day

Junior Achievement
Science Olympiad

Why Try - a motivational program for struggling students

Rancho-Starbuck is proud of our accomplishments and our instructional program. Our courses are aligned to the state and district standards. Department Professional Learning Communities meet regularly to evaluate student progress and to plan curriculum and strategies to meet the needs of all students. California Standards are being taught at Rancho-Starbuck.

It is the goal of all Rancho-Starbuck personnel to make sure we offer a complete and balanced educational program and to foster character, passion and academic achievement for all students.

STUDENT ENROLLMENT BY RACE/ETHNICITY

Ethnic Group	%
African-American	1.5%
American Indian/Alaskan Native	0.1%
Asian	3.1%
Hispanic/Latino	62.8%
Pacific Islander	0.3%
Caucasian	29.2%
Multi-Racial	0.5%
Declined to State	%

FOUR-YEAR ENROLLMENT DATA BY GRADE LEVEL

Grade	2012	2013	2014	2015
K	NA	NA	NA	NA
1st	NA	NA	NA	NA
2nd	NA	NA	NA	NA
3rd	NA	NA	NA	NA
4th	NA	NA	NA	NA
5th	NA	NA	NA	NA
6th	NA	NA	NA	NA
7th	386	385	382	421
8th	378	399	392	387
9th	NA	NA	NA	NA
10th	NA	NA	NA	NA
11th	NA	NA	NA	NA
12th	NA	NA	NA	NA
Total	765	785	774	808

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT, LOCAL CONTROL ACCOUNTABILITY PLAN, AND DISTRICT STRATEGIC GOALS

Single Plan for Student Achievement (SPSA)*

The plan is designed to provide an analysis of student performance data, set priorities for program improvements, identify effective solution strategies, and provide ongoing monitoring of results.

Local Control Accountability Plan (LCAP)

Under the Local Control Funding Formula (LCFF) all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils in eight state priority areas:

- AREA 1** LCAP Priority - Basic Services
- AREA 2** LCAP Priority - Implementation of the Common Core State Standards
- AREA 3** LCAP Priority - Parent Involvement
- AREA 4** LCAP Priority - Student Achievement
- AREA 5** LCAP Priority - Student Engagement
- AREA 6** LCAP Priority - School Climate
- AREA 7** LCAP Priority - Course Access
- AREA 8** LCAP Priority - Other Student Outcomes

Strategic Goals

The Strategic Goals provide the essential framework required for the District to create a “roadmap” for a three year period. These goals are used to align District resources and enable the Governing Board to monitor progress made each year toward reaching the Vision, focusing on the Mission, living the Core Values, and accomplishing the Goals of the District.

- GOAL #1** Academic Excellence:
We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.
- GOAL #2** A Highly Qualified Staff:
We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technologies.
- GOAL #3** Safe and Respectful Environment:
We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community
- GOAL #4** Family and Community Partnerships:
We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

GOAL #5

Fiscal Excellence:

We believe that efficiency, transparency, and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals. We are committed to remaining fiscally solvent by effectively managing resources and pursuing new revenue sources

**The SPSA is specifically designed to align with the state's eight priorities of the LCAP and LUSD's Strategic Goals.*

Area 1 LCAP Priority - Basic Services		
Basic Services		
	Findings	Documentation
Teacher Misassignment	0	Student Accountability Report Card
Facilities in Good Repair	Good	Facility Inspection Tool Report
Student Access to Standards Aligned Instructional Materials	100%	Student Accountability Report Card

**Data from 2014-2015 School Accountability Report Card (SARC)*

Area 2 LCAP Priority – Implementation of Common Core State Standards (CCSS)	
Implementation of Common Core State Standards	
Strengths	Areas for Growth
<p>Attitudes and beliefs about common core are high. CCSS is the structure around which our classroom practices and curriculum are centered. Targeted professional development provides systematic support to teachers in development of lessons and strategies for common core as well as articulation among all staff.</p>	<p>Curriculum alignment to common core could be improved with additional resources for teachers that reach all levels of proficiency and provide text sets and multiple media sources.</p>

Area 3 LCAP Priority – Parent Involvement	
Annual Parent Survey	
Strengths	Areas for Growth
<p>Rancho parents report that their students feel safe at school, that the school teaches students to be responsible citizens, has high expectations, teaches</p>	<p>Parents would like to see Rancho provide multiple ways to be involved in their child's education and to continue our interventions. They also would like to</p>

state standards, and communicates to parents regarding student progress. Parents also appreciate the varied opportunities on campus for their children.	see campus facility upgrades.
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Parental Involvement	
Efforts to Seek Parent Input	Promotion of Parent Participation
Through our yearly parent survey, our families give input to our school. School Site Council meets quarterly to provide input and support. Regularly scheduled parent conferences also provide feedback opportunities. Parent nights on campus give parents an opportunity to ask questions on a wide range of topics.	Rancho offers many ways for parents to stay involved on campus including parent nights, volunteer opportunities, events, after school tutor opportunities, a parent portal, and weekly automated messages that provide information to parents. Through phone, email, text, and our school wide parent portal, parents are encouraged to attend all events.

Rancho-Starbuck Intermediate School Title I Parental Involvement Policy

VISION STATEMENT:

N/A

RESPONSIBILITIES

N/A

PROVIDING INFORMATION:

N/A

BUILDING CAPACITY FOR PARENT INVOLVEMENT

N/A

ACCESSIBILITY

N/A

Rancho-Starbuck Intermediate School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

The Rancho-Starbuck staff pledges to serve in our role as educators of the children who attend Rancho-Starbuck and will support the school/district's homework, discipline, and attendance policies in the best interest of our students. In addition, the staff will:

- provide a safe, healthy, motivating and nurturing learning environment for children
- work to address the individual needs of every student; providing extra help when needed
- teach the district curriculum emphasizing grade level skills and concepts
- correct and return class work in a timely manner
- work together with parents and communicate expectations through written, phone and personal contacts
- be positive role models and put students first in everything we do
- timely feedback and Edline updates

Student Pledge

Children must realize that their education is important. They are responsible for their own success. Students agree to carry out the following responsibilities to the best of their ability:

- be prepared and come to class on time each day
- return completed homework on time
- work as hard as I can on my school work
- be responsible for my own behavior
- be a responsible cyber citizen
- do my best in everything I do and ask for help when I need it
- be respectful to all on campus
- check Edline

Family/Parent Pledge

Parents understand that participation in their child's education will help his/her achievement and attitude. I will work to:

- encourage my child to complete assigned class work/homework and to always do their best
- talk to my child about school activities and homework every day
- attend Back to School Night, Parent-Teacher Conferences, Open House, and other school events

- encourage my child to engage in reading activities for at least 15 minutes every day
- provide a quiet place and time for my child to do homework
- make sure my child gets adequate sleep and a healthy diet
- support the school's discipline and attendance policies
- make sure that my child is on time for school each day
- keep an open line of communication with teachers
- check Edline
- teach my child to be a responsible cyber citizen

Student **Teacher** **Parent/Guardian**

Area 4 **LCAP Priority – Student Achievement**

Academic Performance Index (API)

The California accountability system measures the performance and progress of a school or district based on results of statewide tests administered in grades two through twelve. A school's Academic Performance Index (API) is a composite number representing the results of these tests and is reported as a numeric index (or scale) ranging from 200 to 1000.

The test results used in calculating a school's API have different emphases. The amount of emphasis each subject or content area has in the API for a particular school or district is determined by statewide test weights and by the number of students taking each type of test.

2013		2014		2015		Three-Year Average*
Base	Growth	Base	Growth	Base	Growth	
882	875	N/A	N/A			862

*The State Board of Education has suspended API for the 2013-2014 academic year. The formula to calculate the three-year average is: 2013 API + 2014 API + 2015 API divided by three.

English Learner Language Data

English Learner Progress Toward Language Proficiency

	2012-13	2013-14	2014-15	2015-16

	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase	Decrease	No Change	Increase
# of Students	2	16	13	2	15	18	1	13	11	0	0	13
Percentage	6.5%	51.6%	41.9%	5.7%	42.9%	51.4%	4.0%	52.0%	44.0%	0%	0%	54%

NOTE: Numbers in this chart do not reflect the entire EL population, as kindergarten students are excluded as well as any student who does not have two years of California English Language Development Test (CELDT) scores.

English Learner Reclassification**											
RFEP = Reclassified Fluent English Proficient											
2012-13			2013-14			2014-15			2015-16		
ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs	ELs	Eligible ELs *	RFEPs
44	18	5	52	23	11	52	5	23	50	47	44

NOTE: EL numbers include those students prior to being Reclassified.

***Eligible ELs:** For students in K-2, English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking. For students in 3-12, English Learners must also have a minimum CST scale score of 300 or above in English-language arts and mathematics.

****Reclassification Criteria:** 1) English Learners whose overall CELDT score is Early Advanced or Advanced with a sub score of Intermediate or higher in Listening, Reading, Writing and Speaking; 2) A minimum CST scale score of 300 or above in English-language arts and mathematics; 3) A score of BASIC or above in the core subjects on the Elementary Report Card; 4) Teacher evaluation; and 5) Parent input.

CAASPP Results (All Students) – English Language Arts/Literacy									
Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	425	420	98.8	420	2567.3	21	38	23	17
Grade 8	388	386	99.5	386	2602.7	21	50	19	10
All Grades	813	806	99.1	806		21	44	21	14

Grade Level	READING	WRITING	LISTENING	RESEARCH/INQUIRY
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	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	32	45	23	29	52	19	20	65	15	32	54	14
Grade 8	37	50	13	35	52	13	19	71	10	38	51	11
All Grades	34	48	18	32	52	16	19	68	12	35	52	13

CAASPP Results (All Students) – Mathematics

Overall Achievement

Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	425	421	99.1	421	2551.1	19	26	32	22
Grade 8	387	385	99.5	384	2581.1	24	30	26	20
All Grades	812	806	99.3	805		22	28	29	21

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	29	38	33	22	47	32	22	62	17
Grade 8	36	39	25	21	56	23	24	61	16
All Grades	33	38	29	21	51	27	23	61	16

Analysis of Educational Practices - Educational Practices Survey

Strengths	Areas for Growth
Staff at Rancho-Starbuck see themselves as collectively responsible for student learning and hold each other accountable to the clearly defined school-wide expectations. Together they see the challenges facing student learning and together they work to find a solution. Teaching practices are geared toward specific outcomes the collaboration process is geared toward those outcomes.	Staff sees a need to increase use of data in collaborative work. A focus on collaborative inquiry that prioritizes decision making and practices on data needs to be a focus. Staff sees a need to provide opportunities for students to learn about and appreciate their own culture and the culture of others. Staff sees a need to provide curriculum that is both socially significant and relevant

to the personal and career interests of young adolescent students.

Analysis of Educational Practices - Professional Learning Communities Survey

Strengths	Areas for Growth
Rancho-Starbuck believes at its core that we are a school committed to continuous improvement and academic achievement for all students. Instruction is focused on student engagement, collaboration and creativity. Rancho has developed an atmosphere of trust among its staff and has developed a positive culture among staff, students and families.	Staff is committed to developing technology as an integral part of our instructional program. Staff places a high priority on articulation with other junior high schools and will seek future ways to continue that collaboration as well as placing a high priority on interdisciplinary collaboration.

Area 5	LCAP Priority – Student Engagement			
Four-Year Attendance Rate				
	2012-13	2013-14	2014-15	2015-16
	Attendance Rate	Attendance Rate	Attendance Rate	Attendance Rate
Rancho-Starbuck	96.79%	97.10%	96.90%	96.95%
District	96.70%	96.86%	96.66%	96.80%

Chronic Absenteeism				
Defined as a student who is absent for any reason on ten percent or more of the school days in the school year				
	2012-13	2013-14	2014-15	2015-16
	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate	Chronic Absenteeism Rate
Rancho-Starbuck	5.3%	4.7%	5.8%	5.0%
District	6.0%	5.7%	6.0%	4.4%

Area 6	LCAP Priority – School Climate			
Four-Year Suspensions/Expulsions				
	2012-13	2013-14	2014-15	2015-16
Suspensions	4.49	2.35	3.13	TBD
Expulsions	0.00	0.00	0.00	0.00

*Suspension data represents the total number of partial or full-day suspensions for the school year. This data does not represent the number of events by unduplicated student counts, that is, one student may generate multiple suspension days.

Four-Year Mobility Rate				
	2012-13	2013-14	2014-15	2015-16
Mobility				

Area 7		LCAP Priority – Course Access										
Number of Students On-Track for Graduation – Rancho-Starbuck Intermediate School												
GRADE	2013			2014			2015			2016		
	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track	Enrollment	# on Track	% on Track

Area 8		LCAP Priority – Other Student Outcomes			
Physical Fitness					
Grade Level	Percent of Students Meeting Fitness Standards				
	Four of Six Standards		Five of Six Standards		Six of Six Standards
7	15.1%		19.2%		45.3%

CRITICAL FINDINGS

As a result of analyzing the eight state LCAP priorities, other local data, and educational practices, Rancho-Starbuck Intermediate School has selected to focus on the following:

State Priorities	Challenges
LCAP Priority - Basic Services	
LCAP Priority - Implementation of the Common Core State Standards	Rancho-Starbuck identified a need to continue to bring application based teaching to the classroom to meet the needs of 21st century learning and critical thinking.
LCAP Priority - Parent Involvement	Rancho-Starbuck wants to continue to offer parent involvement opportunities like our parent nights and to offer content area parent support.
LCAP Priority - Student Achievement	Rancho-Starbuck has a need to increase overall student achievement in Math. In addition, there is a need to focus on subgroup gaps. In order to increase student achievement, staff at Rancho is committed to providing a personalized environment that supports each students growth in intellectual, ethical, social and physical development.
LCAP Priority - Student Engagement	Staff believes it is important to provide students with an opportunity to learn about and appreciate their own culture and the cultures of others. Staff identified a need to focus on making the curriculum both socially significant and relevant to the personal and career interests of adolescent students. Also, Rancho-Starbuck identified a need to continue to increase technology use on campus in order to increase student engagement. Through application based learning like PLTW and G-Cad, we will strive to continue meeting the needs of 21st century learning.
LCAP Priority - School Climate	
LCAP Priority - Course Access	
LCAP Priority - Other Student Outcomes	

ACTION PLAN

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): 2.1) Student achievement will continue to be above state and county averages as measured by CAASPP. The number of students meeting or exceeding the standards will increase by 2%.

School Goal:

By May 2017, overall Math scores will increase by 3% from 50% to 53% of students that Met or Exceeded the Standard as measured by results on the California Assessment of Student Performance and Progress (CAASPP).

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Teachers will analyze assessment questions that target Communicating Reasoning.	September 2016 - May 2017		
Teachers will collaborate on best practices in the area of Communicating Reasoning.	September 2016 - May 2017		
IAB results will be used to drive instruction towards higher mastery of Communicating Reasoning.	September 2016 - May 2017		
Student data will be reviewed monthly during Professional Learning Community meetings.	September 2016 - May 2017		
Interventions will be provided during the school day for those in the Standard Nearly Met band in the claim area of Communicating Reasoning.	September 2016 - May 2017		
Math team will analyze data to provide a profile of students not succeeding in math in order to include additional strategies for math success.	September 2016 - May 2017		
Science team will support the Math reasoning goal through concentration of asking "why" and expecting explanations.	October 2016 - May 2017		
Science will apply Math skills through incorporating many math concepts.	October 2016 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Instructional strategies, test prep, and concept application will be incorporated to help increase mastery across claims.	September 2016 - May 2017		
In PE, students teachers will do heart and BMI calculations to support the math goal.	October 2106 - May 2017		
PE students will graph home exercises and steps and do skip counting	October 2106- May 2017		

District Strategic Goal:

Academic Excellence:

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): 2.1 Student achievement will continue to be above state and county averages as measured by CAASPP. The number of students meeting or exceeding the standards will increase by 2%.

School Goal:

By May 2017, Rancho-Starbuck will focus on data collection and analysis to drive instruction as measured by PLC worksheets, Illuminate data and department data collection documents.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Teachers will use IAB and ICA smarter balanced tests as benchmarks.	October 2016 - May 2017		
Teachers will review collection of data from benchmark tests after putting data into Illuminate for analysis.	October 2016 - May 2017		
Data coaches will offer professional development to teachers in collection of Illuminate data.	October 2016 - May 2017		
Administration will participate in the collection and dissemination of data to teams for analysis.	August 2016 - May 2017		
Teachers will use results from common assessments including IAB and ICA to provide interventions for students.	September 2016 - May 2017		
Teachers will continue to collaborate during PLC meetings using student data in a variety of forms including student work and assessments.	August 2016 - May 2017		

District Strategic Goal:

Highly Qualified Staff:

We attract, train, and retain high performing staff who actively engage, collaborate, and support students in effective instruction and the use of current technology.

LCAP Priority Area(s): 1.5) Expand and/or refresh technology equipment, infrastructure, and/or support over the previous year.

School Goal:

By May 2017, seven classrooms will complete a year as a Google classroom using Chromebooks. The use of technology will be part of the instructional program used weekly in Google classrooms. Staff members will provide support and staff development to other staff members to continue to increase technology use on campus as measured by professional development agendas, tech support documents, unit designs, classroom observation.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Chromebook teachers will attend district staff development throughout the 2016-2017 school year.	August 2016 - May 2017		
Chromebook teachers will meet quarterly to discuss progress and concerns regarding implementation.	October 2016 - May 2017		
Teachers will provide professional development and classroom visitations for interested staff members.	November 2016-May 2017		
Rancho's chromebook team will be given additional professional development including site visits to schools and conferences as needed.	October 2016 - May 2017		

District Strategic Goal:**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s):**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

School Goal:

By May 2017, Rancho-Starbuck staff will incorporate two areas of focus based on staff survey responses from Taking Center Stage - Middle School Reform as measured by completion of activities/projects decided upon by departments and the school leadership team. Focus area one is to provide students opportunities to learn about and appreciate their own culture and the culture of others. Focus area two is to provide curriculum that is both significant and relevant to the personal and career interests of young adolescents. Results will be measured by unit designs, classroom observation, PLC notes and agendas, content area projects.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
Math department will incorporate word problems related to culture. (Focus 1)	October 2016 - May 2017		
Math department will incorporate lessons using exchange rate of currency. (Focus 1)	October 2016 - May 2017		
Math department will provide real world application projects that will be of high interest to students and relate to career choices. (Focus 2)	October 2016 - May 2017		
Science will consider occupations associated with lessons ie. photosynthesis and agriculture and tie in professions associated with that unit (Focus 2)	October 2016 - May 2017		
Science will use Ted Talks as a source to study	October 2016 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
scientists. (Focus 2)			
Science will use Bill Nye videos that feature scientists. (Focus 2)	September 2016 - May 2017		
Science will do internet searches on scientists of different cultures and their contributions to science and display posters of cultural diversity of scientists. (Focus 1)	October 2016 - May 2017		
ELA 8 will focus on using texts, literature circles to explore individual cultures. In addition, ELA team will examine changes in core novels that reflect learning about other cultures. (Focus 1)	September 2016 - May 2017		
ELA 8 will use ERWC Social Media module as socially significant unit. (Focus 2)	September 2016 - May 2017		
Social Studies will focus on cultural appreciation through discussion as materials are read. (Focus 1)	October 2106 - May 2017		
Social Studies will study achievements of various ancient and medieval cultures and how those achievements impacted the world. (Focus 1)	October 2106 - May 2017		
Social Studies will discuss and research current events. (Focus 2)	October 2106 - May 2017		
The Leadership team will discuss and present ideas to the staff for implementation for both Focus Area 1	October 2106 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
and Focus Area 2.			
Counselor will explore career interest inventories to implement with select classes on campus.	October 2016 - May 2017		

District Strategic Goal:**Academic Excellence:**

We expect all students to demonstrate continued and improved academic achievement, through communication, critical thinking, and creativity, to be college and career ready, and to become lifelong learners.

LCAP Priority Area(s): 2.1 Student achievement will continue to be above state and county averages as measured by CAASPP. The number of students meeting or exceeding the standards will increase by 2%.

School Goal:

7th grade ELA students will increase scores by 3% from 65% to 68% of those that met or exceed standards and 8th grade ELA students will increase by 4% moving from 71% to 75% of students who meet or exceed standards as measured by CAASPP data.

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
ELA teachers will analyze IAB benchmark data to inform instruction.	October 2016 - May 2017		
ELA teachers will implement bi-weekly writing practices using CAASPP test prep items that provide stimulus, item stems and rubric targets.	October 2016 - May 2017		
ELA teachers will analyze IAB questions that target writing and listening.	October 2016 - May 2017		
ELA teachers plan to use PLC time to collaborate on listening strategies.	October 2016 - May 2017		
ELA teachers will experiment with use of ICA's to track progress and revise instruction.	October 2016 - May 2017		
Interventions will be provided during the school day for students falling in the Standard Not Met band. Ongoing interventions will provide student support.	October 2016 - May 2017		
All staff will use the Tools & Strategies book created by staff that supports argument writing across the content areas.	October 2016 - May 2017		
Additional resources will be researched to provide support to struggling students.	October 2016 - May 2017		
Social Studies teachers will support the ELA goal by engaging in reading from many sources and utilize	October 2016 - May 2017		

Actions To Be Taken To Reach This Goal	Timeline	Mid-year Evaluation	End-of-Year Results
strategies in academic vocabulary development, cloze reading annotation, collaborative reading, Kagan Cooperative Learning.			
Social Studies teachers will provide writing opportunities through journal responses, citing textual evidence, DBQ, summaries.	October 2016 - May 2017		
Science will support ELA goals by providing close and collaborative reading. Science will support writing using lab reports, summary paragraphs, Cornell Notes.	October 2016 - May 2017		
Science will support writing using lab reports, summary paragraphs, Cornell Notes.	October 2016 - May 2017		
Science will support the listening goal by using clips without closed captions to require more active listening and Science will purposefully limit the amount of time directions are given.	October 2016 - May 2017		
In the area of listening, PE students will listen to and score presentations, and be responsible for listening to a variety of direct instruction lessons of PE related topics like rules, safety and techniques in sports.	October 2016 - May 2017		
In the area of writing, PE will support ELA in vocabulary development, research projects, and other written assignments.	October 2016 - May 2017		

FEDERAL BUDGET

The plan describes the activities to be conducted at the school for federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Federal Programs under the Elementary Secondary Education Act		Allocation
	Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	

SCHOOL SITE COUNCIL MEMBERSHIP

California Education Code Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council (SSC). 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
Linda Takacs	X				
Mrs. Whedon				X	
Mrs. Montes				X	
Mrs. Aguayo				X	
Mr. Dominquez				X	
Mr. McDonald				X	
Miss Takacs			X		
Mrs. Mayercheck		X			
Mrs. Roshan		X			
Mr. Allsman		X			
Mrs. Berg		X			
Numbers of members of each category:	1	5	1	5	

RECOMMENDATIONS AND ASSURANCES

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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)**:

X English Learner Advisory Committee

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 10/22/15.

Attested:

Linda Takacs

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date