

The Single Plan for Student Achievement

Rancho Vista Elementary

School Name

19-65102-6108245

CDS Code

Date of this revision: June 2018

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.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Cathy Bennett
Position: Principal
Telephone Number: 661-722-0148
Address: 40641 Peonza Lane
Palmdale, CA 93551
E-mail Address: c.bennett@westside.k12.ca.us

Westside Union Elementary School District

School District

Superintendent: Regina Rossall
Telephone Number: (661) 722-0716
Address: 41914 50th Street West
Quartz Hill, CA 93536
E-mail Address: r.rossall@westside.k12.ca.us

The District Governing Board approved this revision of the School Plan on .

II. School Vision and Mission

The mission of Rancho Vista Elementary School is to provide opportunities for each student to achieve personal excellence while striving to master the state standards. Working as a school community, we will encourage each child to "Reach for the Stars" as we aim to create respectful citizens and lifelong learners.

III. School Profile

RANCHO VISTA ELEMENTARY SCHOOL BACKGROUND

I. Description of the School

Rancho Vista School is located in the southwest portion of the Antelope Valley in the community of Palmdale. It serves Kindergarten through sixth grade students, with an enrollment of approximately 775. Rancho Vista is operating as a permanent school site, although the school is completely relocatable. There are currently 32 classrooms, two computer labs, a staff workroom, a multi-purpose building, a library, and an administration building. Twenty eight classrooms are currently being used as regular classrooms. Others include a Resource Specialist Room, Speech classroom/ELL Room, K-3 Special Day Class, and a 4-6 Special Day class. Rancho Vista receives URGF funds. Rancho Vista will use these funds for professional development, technology, and supplies for instruction.

II. Description of Base Program

The district provides the following:

1. One teacher for every 30-33 students.

Textbook adoptions:

Westside Union School District provides all students with textbooks to support the district's adopted instructional program. Additionally, each middle school teacher is provided with a class set of textbooks so that students have books to use at home. Funding is provided by the state for the acquisition of textbooks and instructional materials that are aligned with State Board adopted content standards in Reading/Language Arts/English Language Development. Mathematics, History/Social Science, and Science.

2. Instructional day lasts from 7:50 a.m. - 2:00 p.m.

3. Instructional/playground aides supervise morning arrival of students, lunch, and recess. Funds for playground aides are provided by the district.

4. A library program is supervised by the school site principal. This school's library is open 30 hours per week and is staffed by a district paid library clerk. Classes visit the library for 20-30 minutes a week and as needed.

5. The Educational Services Facility (ESF), located next to Quartz Hill Elementary School site, is open 40 hours per week.

6. The district offers an instrumental music program for upper elementary students.

7. In addition to textbooks, the school is allocated a specific amount per student per year for instructional supplies.

8. Classified staff assigned to the school includes: 1 eight-hour secretary, 1 six-hour general clerk, 1 six-hour health clerk, 24 special education aides, 1 library clerk, 2 computer lab aides, crossing guards, playground supervisors and 2 custodians.

9. The equipment budget is centralized at the District Office. As needs are determined, requests for new or replacement equipment are made.

10. The cafeteria program functions from a centralized kitchen.

11. Maintenance and grounds are centralized at the district level; assignments are made to schools as the need arises.

12. The district belongs to a joint powers agreement for transportation of students. There is no transportation service for the general education students at Rancho Vista as all live within the walking limits set by the Westside Union School District. Rancho Vista does have a bus that transports special needs students.

13. The district has a budget for staff development. Teachers may request to attend conferences/workshops. BTSA, Title II, and other funding is available on a limited basis. Classified employees are also offered staff development opportunities.

14. The district provides Campus Climate Assistants to help observe and participate on the playground by working proactively with students. Assistants help to create a culture of inclusion, care & safety; empower students to problem solve, conflict resolution, increase positive student behaviors and help to incorporate Boys Town protocols.

III. Description of the Program for Students Experiencing Difficulties

For many years, the thrust of the school's service to low achieving students has been to give supplementary instructional assistance by providing classroom aides to students who are achieving below grade level in basic skills, or to allow the aides to monitor other students while the teacher assists those having difficulty. With recent changes in the state and school district's budgets, we have been able to begin the utilization of bilingual aides in the class rooms to work directly with ELL students. Rancho Vista also opens their computer lab in the morning for student use. Rancho Vista is working to develop specific grade level interventions programs, within the school day, to assist any struggling students.

Some professional development time and materials are purchased out of district funds to assist teachers with remediation and intervention programs specifically for ELL students and socioeconomically disadvantaged students. The focus of this service is to help these students reach mastery of the regular education curriculum by giving the students individual and small group assistance through re-teaching, monitoring, reinforcement, clarification, use of specific technology, etc., of the material being covered at that grade level. Classroom interventions are offered for students based on assessment data (both grade level and state) and student needs.

This school has a Resource Specialist Program that can serve students identified as Individuals with Exceptional Needs (IWEN). In addition, this school receives the services of a speech specialist, school nurse, and school psychologist. Rancho Vista School has two Special Day Classes (SDC) for eligible students in grades K-3 and 4-6. Students are offered a modified core curriculum with mainstreaming into general education settings as appropriate and are fully included in assemblies, field trips, recesses, PE, and the cafeteria. Resource services are provided through full inclusion or a "push-in" model with the RSP teacher and aides supporting these students in their general education classrooms.

Referrals for Special Education assessments are handled through the Child Study process. This process includes 3 tiers of intervention prior to student assessment.

- . Level 1: Teacher/Parent meet and develop intervention plan. Plan implementation for 6 weeks.
- . Level 2: Teacher/Parent/Principal meet, review progress and document plan for intervention for 6 more weeks.
- . Level 3: The Child Study Team meets on a regularly scheduled basis and is made up of: the referring teacher, the principal, the resource specialist, the speech and language specialist, the school psychologist, the parents, and the school nurse. The Child Study Team reviews materials presented by the teacher, parent and other specialists, as well as the students' educational records and determines a plan of action. If the plan includes formal assessment for special education, then a request for assessment is signed by the parent for test authorization. Once permission is granted for assessment, assessment commences. The actual assessment includes observation in the classroom by the resource specialist, review of the health records by the school nurse, summary of achievement by the classroom teacher, academic assessment by the resource specialist, and a psycho-educational assessment by the district psychologist. After assessment has been completed an Individual Educational Plan (IEP) is created. The IEP team meets with parents to review the data and determine eligibility for special education services. If the student is found to be eligible the IEP team determines if special education is needed. If services are needed the IEP defines the specific special educational services to be provided and sets up measurable goals and objectives. Progress reports are also provided on a regular basis.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

An analysis of the data shows differences in proficiency levels for students. Based on data from benchmarks as well as state testing data, the scores show a broad range of proficiency levels from classroom to classroom. Reading and reading comprehension, as well as writing, writing strategies, and written conventions are an area of need. In math the areas of concerns are in measurement and geometry. Based on need it is recommended that resources be targeted towards all underperforming students in an effort to provide best instruction and appropriate interventions.

B. Analysis of Current Instructional Program (See Appendix B)

1. Additional help is available for children experiencing difficulties, particularly computer access in the computer lab in the morning.
2. AVID school wide program is being implemented in grades TK-6 with a specific area of focus.
4. The Westside Writing (common organizer and vocabulary) program is being implemented in all grade levels. Additional resources are needed to increase the effectiveness of the program in all classrooms.
5. Staff meets regularly at staff meetings using data teams to collaborate and plan instruction to improve student achievement.
6. Teachers are able to follow year-long plan and cover curriculum during the school year.
7. Continued targeted small group instruction is needed with a focus on application of math concepts and procedures, especially in the primary grades, to continue to identify and meet the needs of the individual students.
8. Boys Town Education Model and Methods program is being implemented in grades TK-6.
9. Staff development is needed for further integrating technology into the classroom.
10. 1 to 1 technology (Chromebooks for grades 3-6) is a goal for our site and district.
11. Students need more programs added to the iPads (Google, apps that teacher time, money and geography).
11. Teachers are looking for more staff development for working across the curriculum.
12. Teachers would like to re-evaluate Fast Forward. Some teachers feel it isn't working as effectively as they would like. Newer teachers need more training on the program and how to analyze results. Teachers feel like focusing on K-3 is the best use of the resource.
13. Students need more computer skills to prepare for the CAASP. This could be accomplished by mandatory typing in grades Tk-2. This could also include highlighting and drag/drop)
14. Tutoring aides with a ratio of 6:1

V. Description of Barriers and Related School Goals

The following statements describe the current educational practices at Rancho Vista Elementary School:

1. Common Core standards are the basis for instruction in language arts, math, social studies, science, PE / art and music. All instructional materials are directly aligned to district and state content standards by grade level. Teachers follow the district year long pacing plan for instruction with district benchmarks given quarterly. Ongoing reflection and progress covering the standards is part of the site administrator's goals for teachers. Teachers share their plans for student achievement, year long plans for instruction and professional development goals with administration. Site administrators are trained in coaching, content standards, supervision and evaluation of teachers. Continuing training is needed in helping teachers implement the new language arts curriculum, the new science curriculum enhance student engagement, use technology in the classroom, and meet the needs of a varied group of learners, in addition to insuring differentiated instruction is implemented in language arts and math. In addition, training in meeting the behavioral needs of students will be valuable to the teachers.

2. Availability of standards-based instructional materials appropriate for all student groups. Core curriculum materials, aligned with state content standards, are available to all students. Students are provided textbooks that are aligned to grade level content standards. Supplementary curricular materials and technologies may be used to enhance access to the curriculum for students. Our GATE students are challenged with enrichment materials and activities through differentiated lessons in classes and special programs outside the classroom. Our SDC students tend to work on standards based curriculum that is scaffolded to meet their needs. This is an ongoing challenge as they tend to perform low on classroom tests and benchmark exams but have difficulty accessing grade level standards based texts. We are continuing to seek additional interventions for our SDC and ELL populations. A goal is to continue increasing mainstream time for our SDC students and to increase their exposure to grade level standards with an overall goal of improved student achievement for our students with disabilities. We are beginning reading interventions for our students in general and special education performing below grade level. For these targeted students we are using a variety of technology based programs including Fast ForWord and Reading Assistant reading intervention program. We continue with the goal of each grade developing and refining an intervention program that works within the context of the school day.

3. Alignment of staff development to standards, assessed student performance and professional needs: Staff members are provided opportunities to attend district and site sponsored staff development trainings. Rancho Vista's teachers attended a writing workshops previously in support of our need to improve writing instruction based on recent benchmark data analysis. Many teachers were trained in the Nancy Fetzer Writing Program (some for a 2nd or 3rd time). As well, the district has provided training in Westside Writing and continues to provide support for this. Staff development has been provided in the areas of writing, using the new math curriculum, implementing technology, AVID and Project Lead the Way. The BTSA program provides support and instruction for teachers who are new to the profession. Administrative training is offered to provide assistance in the evaluation process, the use of data to inform instruction and developing professional learning communities. Additional training is needed in the areas of implementing the new language arts curriculum, increased use of technology, support for AVID implementation, and support for citizenship training for students.

4. Services provided by the regular program to enable under performing students to meet state standards: Students previously identified by their teachers as struggling have been offered after school tutoring and additional assistance from paraprofessional staff to help develop skills needed for their current grade level and beyond through the use of the Fast ForWord reading intervention program. Due to recent changes in budgeting, we have been able to offer assistance to ELL students through the use of bilingual aides who assist students directly in class during class time. These intervention programs continue to be a work in progress. Our resource program (RSP) is a full inclusion program with support provided in the general education classrooms for students identified as RSP and those placed in the resource clusters as "at-risk" students.

5. Services provided by categorical funds enable under performing students to meet standards: Services provided by categorical funds include funding to support ELL students identified as B / EI or I on their CELDT tests. These students focus on acquisition skills to help with their language development and ability to access the core curriculum at grade level. There is a need for enhanced interventions within the classroom; this has been partially developed in some grades and continues to be an area of focus for all grades. Enrichment programs and activities are provided for our GATE students. Currently our GATE students participate in a monthly pull-out program. This program is intended to offer the GATE students with enrichment activities that surpass the activities within the normal classroom activities. GATE students also participate in academic competitions including: Mathletes / Science Olympiad and Knowledge Masters programs as funding is available.

6. Use of state and local assessments to modify instruction and improve student achievement: Assessment data is used to drive instruction in all classes. All teachers review data and develop an improvement plan for their grade level and school wide. To assist our students who are performing at the lower academic levels, Rancho Vista offers a reading intervention program that is held during the school day in our computer lab. These students will progress through the differentiated levels of the Fast ForWord program while in the lab. The students utilize this program several times a week while at school and also have access to the program at home. Data analysis drives instruction at Rancho Vista.

7. Family, school, district and community resources available to assist these students: There are barriers to overcome for many of our students in student achievement. A large number of Rancho Vista parents commute to work out of the area. This means that they are gone for long periods of the day and have few opportunities to participate in the education of their children and to volunteer in the schools. Many of our students are experiencing growing up with some form of poverty. For many it is the typical form of economic poverty. For others there are issues of unstable home lives and emotional poverty. Families experiencing poverty might not have home access to computers or internet. We strive to support these students while they are at school, which for some is the safest place they go. Community resources

available include: After school tutoring, Boys and Girls Club has after school care program, and free / reduced lunches. To assist our students who are performing at the lower academic levels, Rancho Vista offers a reading intervention program that is held during the school day in our computer lab. These students will progress through the differentiated levels of the Fast ForWord program while in the lab. The students utilize this program two to four times per week while at school and also have access to the program outside school time. We also work with Sycamore Hathaway to provide School Based Mental Health for students who need and qualify for these services.

9. Limitations of the current instructional program would be enhanced by:

- a. Ongoing staff development in the area of state adopted frameworks and content standards, district adopted curriculum, content standards including Universal Access, and CCSS.
- b. Continue fidelity to core curriculum will increase consistency for student learning.
- c. School day intervention programs need to be enhanced by each grade.
- d. Increased inclusion of SDC students in grade level mainstream classes.
- e. Increased collaboration and articulation between grade levels.
- f. Continue development of a Professional Learning Community and use of those skills to develop an RtI model.
- g. Enhance Parent education and support programs.
- h. Continue to enhance student learning through the use of AVID, TEAL Boys Town and LDTPE as well as other academic programs.
- i. Increased training on the support of ELL students and Socio-economically disadvantaged students.

VI. Planned Improvements in Student Performance

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 academic growth targets and grade level expectations. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL #1 (Based on conclusions from Analysis of Program Components and Student Data pages) The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index (API), the Annual Yearly Progress Report (AYP), and the English Language Development Test (CELDT), and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students including English learners, educationally disadvantaged students, foster, homeless and gifted and talented students, students with exceptional needs. Based upon this analysis, the council has established the following performance goals, actions and expenditures. Ensure that all students are equipped with the cognitive, linguistic, interpersonal and intrapersonal skills to be successful in a global society.	
Student groups and grade levels to participate in this goal: Student groups participating in this goal: Includes all Rancho Vista students, grades K-6. Students in grade K-6 will participate in district performance tasks and classroom summative assessments, as well as state testing for the appropriate grades.	What data did you use to develop this goal.? State testing data, benchmark assessment data, progress reports and report cards.
What were the findings from the analysis of this data? In the district writing assessment the scores grew from the pre test to post test. For example, the 6th grade scores increased from 46 % proficient or above to 57 % at proficient or above. In 5th grade the writing scores went from 39 % to 47 % and the 4th grade scores went from 32 % to 42 %, On the SBAC, RV's Language Arts grew 5.9 points. Math grew 4.8 points.	How will the school evaluate progress made toward achieving this goal? State testing data, benchmark assessment data, progress reports and report cards.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>1) Curriculum and instruction is aligned with the Common Core standards and taught in the order of district grade level pacing plans, which are adjusted to improve instructional pacing. Core curriculum is implemented regularly. Students will be provided books, materials and multi-media technology to support all content areas.</p> <p>2) Reflections during the year ensure that objectives are met and weaknesses are then addressed for the following year.</p> <p>3) Benchmark and other formative assessment data is analyzed by teachers and grade level teams to monitor student achievement of the CCSS.</p> <p>4) Classroom and District testing results will be analyzed regularly by grade level teams as well as the structured DATA teams to gauge student achievement and develop action plans.</p>	School year 2018-2019	<p>1) Planning time, Purchase of library books, computers, materials and supplies, and duplicating</p> <p>2) Planning time</p> <p>3) Planning time</p> <p>4) Planning time</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) TBD</p>	<p>1) URGF, District</p> <p>2) District</p> <p>3) District</p> <p>4) District</p>
<p>Improvement of instructional strategies and materials:</p> <p>1) Continue to work on a site writing program with common grade level writing assessments.</p> <p>2) Universal access time / differentiated instruction and flexible grouping is provided for all students. Specific focus is given to ELL students, students with disabilities, foster youth, homeless, and low socio-economic students not meeting proficiency standards.</p> <p>3) Grade level meetings to be held on a regular basis, including focused DATA teams.</p> <p>4) Collaborative learning both in small and large groups is implemented school wide to promote development of PLC's and RtI focused on improving student achievement.</p> <p>5) English language learners are provided ELD and SADIE instruction within the curriculum.</p> <p>6) Increase the number of students in SDC being mainstreamed into the general education setting in order to be exposed to the core curriculum content standards.</p> <p>7) Funding for library books and supplies. Students are taught how to use the library in their weekly sessions to the library.</p> <p>8) Increase use of student engagement strategies and project based learning, through the use of AVID, PLTW, TEAL, and other programs.</p> <p>9) Continue working to develop and refine effective learning objectives, rubrics, and common assessments.</p> <p>10) Leadership team will continue the self reflection process through MTSS.</p> <p>10) Many teachers will participate in the Standards Based Report card pilot.</p> <p>11) Teachers will be trained to use DIBELS.</p> <p>12) Teachers will implement DIBELS in K-2.</p> <p>13). Staff will be trained in UDL (universal design for learning).</p>	School year 2018-2019	<p>1) Meeting time to score/evaluate data/plan as needed</p> <p>2) GL planning time</p> <p>3)GL planning time, subs, DATA team coaches</p> <p>4) GL planning time, subs, DATA team coaches</p> <p>5) ELD training / subs</p> <p>6) NC</p> <p>7) Library Supplies</p> <p>8)Trainings</p> <p>9) Planning time, subs</p> <p>10) Planning time, subs</p> <p>11) Training, subs</p> <p>12)Training, subs</p> <p>13) Training, subs</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) NC</p> <p>7) TBD</p> <p>8) TBD</p> <p>9) TBD</p> <p>10) TBD</p> <p>11) TBD</p> <p>12) TBD</p> <p>13) TBD</p>	<p>1) District</p> <p>2) District</p> <p>3) District</p> <p>4) District</p> <p>5) District</p> <p>6) NC</p> <p>7) URGF</p> <p>8) District</p> <p>9) District</p> <p>10) District</p> <p>11) District</p> <p>12) District</p> <p>13) District</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Extended learning time:</p> <p>1) Students not meeting proficiency targets may have the opportunity to attend in school remediation programs (varied by grade level) .</p> <p>2) ELL students, students with disabilities, and low socio-economic students who are not meeting proficiency targets will be provided with remedial resources for additional support including remedial books, workbooks, technology programs, technology, and manipulatives.</p> <p>3)Qualifying students will be offered an opportunity to utilize the Fast ForWord/ Reading Assistant program at school and at home.</p> <p>4) As funds and staff become available, students will be invited to after school tutoring.</p>	School year 2018-2019	<p>1) Teachers' hourly rate per contract, supplies</p> <p>2) Purchase technology programs, remedial books, workbooks, manipulatives & duplication</p> <p>3) Staff salaries per contract</p> <p>4) Teachers' hourly rate per contract, supplies</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) TBD</p>	<p>1) URGF, District</p> <p>2) URGF, District</p> <p>3) District</p> <p>4) District</p>
<p>Increased educational opportunity:</p> <p>1) Enriched educational experience is provided through field trips and/or participating in educational assemblies</p> <p>2) Purchase of equipment to support technology in classroom and computer lab sessions for all students. Encourage access of web based program enrichment.</p> <p>3) Tutoring provided by peer and cross age tutors.</p> <p>4) Grade levels will work to enhance "in school" intervention programs. These programs will provide additional focus for ELL students, students with disabilities, foster, homeless, and low socio-economic students not meeting proficiency targets.</p> <p>5) Provide opportunities for intervention programs during and beyond the regular school day, such as after school tutoring.</p> <p>6) Specific identification and focus will be on the placement of the targeted population of long term ELLstudents at the intermediate, early advance and advance levels. The school will work to assign ELL students to classes where no more than 2 levels of ELL will be placed in one class, if possible.</p>	School year 2018-2019	<p>1) Field-trips & assemblies</p> <p>2) Purchase technology, maintenance & software</p> <p>3) NC</p> <p>4)GL Planning, ELL aides, aides, computer programs</p> <p>5) Staff salaries, supplies</p> <p>6) Planning</p>	<p>1)TBD</p> <p>2) TBD</p> <p>3) NC</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p>	<p>1) PTA</p> <p>2) URGF,Local Banking, District</p> <p>3) NC</p> <p>4) District</p> <p>5) District</p> <p>6) District</p>
<p>Involvement of staff, parents and community:</p> <p>1) School Site Council (SSC) meets to monitor implementation of school plan/budget. They will review updates on assessments. Input on how to improve the instructional program will be on agenda.</p> <p>2) GATE parents are invited to parent meetings on GATE issues.</p> <p>3) ELL parents are invited to join the Latino Literacy, ELAC and DELAC group and to participate in trainings to help their students.</p> <p>4). ELL parents will also review assessment data and offer input on how to improve the educational program.</p> <p>5) Parents receive quarterly progress reports, parent/teacher conferences as needed to support student achievement. Interpreters are available for conferences as needed, for help in the office, for help with PowerSchool training, and many district letters sent home are available in Spanish.</p> <p>6)ELL parents will be invited to semester conferences to discuss student progress. ELL aides will facilitate these meetings and interpret for them.</p> <p>7) Teachers work to update PowerSchool at least every three weeks.</p> <p>8) Phone dialer calls and emails update parents. The site webpage and marquee is also updated to include information about things going on at the site.</p>	School year 2018-2019	<p>1) NC</p> <p>2) NC</p> <p>3) Parent/ELL training, aide time</p> <p>4) Meeting time. Cost of interpreters if needed, subs, aides, supplies.</p> <p>5) ELL aide salary</p> <p>6)Aide salaries, sub time</p> <p>7) Updates on PS, CCA's time to pass out letters, counselor time</p> <p>8) Use of phone dialer</p>	<p>1) NC</p> <p>2) NC</p> <p>3) TBD</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) TBD</p> <p>8) TBD</p>	<p>1) NC</p> <p>2) NC</p> <p>3) District</p> <p>4) District</p> <p>5) District</p> <p>6) District</p> <p>7) District</p> <p>8) District</p>

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Auxiliary service for students and parents:</p> <p>1) Utilize instructional assistant (teachers / combo aides) to work with individuals and/or small groups to improve student achievement for ELL, students with disabilities, foster, homeless, or socio-economically disadvantaged students that are not meeting proficiency standards.</p> <p>2) Child study teams (CST) and Student Success Team (SST) meet as students are referred for academic and behavioral issues</p> <p>3) 6th grade students attend an orientation at Hillview (HV) Middle School before promotion.</p> <p>4) A transition meeting may be held for 6th grade students in special education between the elementary and middle schools.</p> <p>5) Retention letters are sent home by February for those students in danger of failing the school year</p> <p>6) Reports (other than quarterly) are sent home to update parents of student progress for those students who are not achieving at a satisfactory level</p> <p>7) Kindergarten Information Day (kindergarten Round-up) provides orientation and information for parents and prospective kindergartners.</p> <p>8) ELL Students assessed with ELPAC each year. EL coordinator meets with teachers at staff meetings to review the results. Teachers use this information in planning ELD instruction for their students.</p>	School year 2018-2019	<p>1) Aides salary & benefits/training materials</p> <p>2) Meeting time, subs</p> <p>3) NC</p> <p>4) IEP meeting/ Planning time, subs to cover class</p> <p>5) Postage & envelopes, as needed</p> <p>6) Duplication costs</p> <p>7) Duplication costs</p> <p>8) Staff costs</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) NC</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) TBD</p> <p>8) TBD</p>	<p>1) District</p> <p>2) District</p> <p>3) NC</p> <p>4) District</p> <p>5) District</p> <p>6) URGF, District</p> <p>7) URGF, District</p> <p>8) District</p>
<p>Staff development and professional collaboration:</p> <p>1) Staff are encouraged to attend in-services such as Westside Writing, AVID, PLTW, TEAL, and participate on district committees with a focus on curriculum adoptions and implementation, Universal access, differentiation, ELD strategies, student engagement, use of technology in the classroom, working with parents, use of academic language, effective learning objectives, and RTI. Release time to visit classrooms with a focus on differentiation, Universal Access and ELD strategies.</p> <p>2) Grade level meetings, DATA team meetings, and staff meetings for articulation, planning and professional development.</p> <p>3) Site based professional development during meeting time to focus on developing PLC's, Data Teams, MTSS, and DIBELS training and support.</p> <p>4) New teachers will be supported through the BTSA program.</p>	School year 2018-2019	<p>1) Workshop costs & substitutes as needed</p> <p>2) Grade level/staff meeting and planning time, subs, coaches</p> <p>3) Professional Development Materials, workshop costs, subs, staff salaries</p> <p>4) District BSTA Program</p>	<p>1) TBD</p> <p>2) NC</p> <p>3) TBD</p> <p>4) TBD</p>	<p>1) District</p> <p>2) NC</p> <p>3) TBD</p> <p>4) District</p>
<p>Monitoring program implementation and results:</p> <p>1) District and site based benchmark testing is given to all students and results are evaluated. Results of testing will be used to guide instruction based on data collected.</p> <p>2) Curriculum tests and student outcomes are evaluated by individual teachers, as grade level and by administrators to monitor student mastery of grade level standards.</p> <p>3) Teachers will participate in guided Data Teams with a Data Team coach, which will include developing, implementing and reviewing common assessments.</p> <p>4) Classroom Grades and District Benchmark scores (achievement and Common Core standards' tests) for students in grades K to 6 are evaluated. A plan to address areas of weakness is developed by grade level teams. Staff and the School Site Council will take part in test score analysis, as well as the writing and implementation of the school plan</p> <p>5) Teachers in K-2 will participate in Dibels assessment.</p> <p>6) Site teachers will research math assessment products and implement as funds become available.</p> <p>7) Administration will monitor the implementation of ELD using walkthroughs.</p>	School year 2018-2019	<p>1) Duplicating & Planning/meeting time articulation/planning time, subs</p> <p>2) Duplicating, articulation time, meeting time, subs, coaches</p> <p>3) Coaches, release time, subs</p> <p>4) NC</p> <p>5) Training, aides, subs, duplicating</p> <p>6) Supplies, computer program</p> <p>7) NC</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) NC</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) NC</p>	<p>1) URGF, District</p> <p>2) URGF, District</p> <p>3) District</p> <p>4) NC</p> <p>5) District</p> <p>6) District</p> <p>7) NC</p>

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #2 Ensure all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program	
Student groups and grade levels to participate in this goal: Student groups participating in this goal: Includes all Rancho Vista students.	What data did you use to develop this goal.? District performance tasks, assessment data, state testing, progress reports and report cards.
What were the findings from the analysis of this data? In the district writing assessment the scores grew from the pre test to post test. For example, the 6th grade scores increased from 46 % proficient or above to 57 % at proficient or above. In 5th grade the writing scores increased from 39 % to 47 % and the 4th grade scores went from 32 % to 42 %,	How will the school evaluate progress made toward achieving this goal? State testing Classroom Grades Classroom Assessments WUSD Benchmark data -2018-2019
On the SBAC, RV's Language Arts grew 5.9 points. Math grew 4.8 points.	

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of Instruction with content standards: 1) Curriculum and instruction is aligned with the Common Core standards and taught in the order of district grade level pacing plans, which are adjusted to improve instructional pacing. Core curriculum is implemented regularly. Students will be provided books, materials and multi-media technology to support all content areas. 2) Reflections during the year ensure that objectives are met and weaknesses are then addressed for the following year. 3) Benchmark and other formative assessment data is analyzed by teachers and grade level teams to monitor student achievement of the CA content standards. 4) Classroom and District testing results will be analyzed regularly by grade level teams as well as the structured DATA teams to gauge student achievement and develop action plans.	School year 2018-2019	1) Planning time, Purchase of library books, computers, materials and supplies, and duplicating 2) Planning time 3) Planning time 4) Planning time	1) TBD 2) TBD 3) TBD 4) TBD	1) URGF, District 2) District 3) District 4) District

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Improvement of instructional strategies and materials:</p> <ol style="list-style-type: none"> 1) Continue to work on a site writing program with common grade level writing assessments. 2) Universal access time / differentiated instruction and flexible grouping is provided for all students. Specific focus is given to ELL students, students with disabilities, foster youth, homeless, and low socio-economic students not meeting proficiency standards. 3) Grade level meetings to be held on a regular basis, including focused DATA teams. 4) Collaborative learning both in small and large groups is implemented school wide to promote development of PLC's and RtI focused on improving student achievement. 5) English language learners are provided ELD and SADIE instruction within the curriculum. 6) Increase the number of students in SDC being mainstreamed into the general education setting in order to be exposed to the core curriculum content standards. 7) Funding for library books and supplies. Students are taught how to use the library in their weekly sessions to the library. 8) Increase use of student engagement strategies and project based learning, through the use of AVID, PLTW, PBL, TEAL, and other programs. 9) Continue working to develop and refine effective learning objectives, rubrics, and common assessments. 10) Leadership team will continue the self-reflection process through MTSS 10) Many teachers will participate in the Standards Based Report card pilot. 11) Teachers will be trained to use DIBELS. 12) Teachers will implement DIBELS in K-2. 13) Staff will be trained in UDL (universal design for learning). 	School year 2018-2019	<ol style="list-style-type: none"> 1) Meeting time to score/evaluate data/plan as needed 2) GL planning time 3)GL planning time, subs, DATA team coaches 4) GL planning time, subs, DATA team coaches 5) ELD training / subs 6) NC 7) Library Supplies 8)Trainings 9) Planning time, subs 10) Planning time, subs 11) Training, subs 12)Training, subs 13) Training, subs 	<ol style="list-style-type: none"> 1) TBD 2) TBD 3) TBD 4) TBD 5) TBD 6) NC 7) TBD 8) TBD 9) TBD 10) TBD 11) TBD 12) TBD 13) TBD 	<ol style="list-style-type: none"> 1) District 2) District 3) District 4) District 5) District 6) NC 7) URGF 8) District 9) District 10) District 11) District 12) District 13) District
<p>Extended learning time:</p> <ol style="list-style-type: none"> 1) Students not meeting proficiency targets may have the opportunity to attend in school remediation programs (varied by grade level) . 2) ELL students, students with disabilities, and low socio-economic students who are not meeting proficiency targets will be provided with remedial resources for additional support including remedial books, workbooks, technology programs, technology, and manipulatives. 3)Qualifying students will be offered an opportunity to utilize the Fast ForWord/ Reading Assistant program at school and at home. 4) As funds and staff become available, students will be invited to after school tutoring. 	School year 2018-2019	<ol style="list-style-type: none"> 1) Teachers' hourly rate per contract, supplies 2) Purchase technology programs, remedial books, workbooks, manipulatives & duplication 3) Staff salaries per contract 4) Teachers' hourly rate per contract, supplies 	<ol style="list-style-type: none"> 1) TBD 2) TBD 3) TBD 4) TBD 	<ol style="list-style-type: none"> 1) URGF, District 2) URGF, District 3) District 4) District
<p>Increased educational opportunity:</p> <ol style="list-style-type: none"> 1) Purchase of equipment to support technology in classroom and computer lab sessions for all students. Encourage access of web based program enrichment. 2) Tutoring provided by peer and cross-age tutors. 3) Grade levels will work to enhance "in school" intervention programs. These programs will provide additional focus for ELL students, students with disabilities, foster, homeless, and low socio-economic students not meeting proficiency targets. 4) Provide opportunities for intervention programs during and beyond the regular school day, such as after school tutoring. 5) Specific identification and focus will be on the placement of the targeted population of long term ELL students at the intermediate, early advanced and advanced levels. The school will work to assign ELL students to classes where no more than 2 levels of ELL will be placed in one class, if possible. 	School year 2018-2019	<ol style="list-style-type: none"> 1) Purchase technology , maintenance & software 2) NC 3) GL Planning, ELL aides, aides, computer programs 4) Staff salaries, supplies 5) Planning 	<ol style="list-style-type: none"> 1)TBD 2) TBD 3) NC 4) TBD 5) TBD 	<ol style="list-style-type: none"> 1) URGF,Local Banking, District 2) NC 3) District 4) District 5) District

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Staff development and professional collaboration:</p> <p>1) Staff are encouraged to attend in-services such as Westside Writing, AVID, PLTW, TEAL, and participate on district committees with a focus on curriculum adoptions and implementation, Universal Access, differentiation, ELD strategies, student engagement, use of technology in the classroom, working with parents, use of academic language, effective learning objectives, and RtI. Release time to visit classrooms with a focus on differentiation, Universal Access and ELD strategies.</p> <p>2) Grade level meetings, DATA team meetings, and staff meetings for articulation, planning and professional development.</p> <p>3) Site based professional development during meeting time to focus on developing PLC's, Data Teams, MTSS, and DIBELS training and support.</p> <p>4) New teachers will be supported through the BTSA program.</p>	School year 2018-2019	<p>1) Workshop costs & substitutes as needed</p> <p>2) Grade level/staff meeting and planning time, subs, coaches</p> <p>3) Professional Development Materials, workshop costs, subs, staff salaries</p> <p>4) District BSTA Program</p>	<p>1) TBD</p> <p>2) NC</p> <p>3) TBD</p> <p>4) TBD</p>	<p>1) District</p> <p>2) NC</p> <p>3) TBD</p> <p>4) District</p>
<p>Involvement of staff, parents and community:</p> <p>1) School Site Council (SSC) meets to monitor implementation of school plan/budget. They will review updates on assessments. Input on how to improve the instructional program will be on agendas.</p> <p>2) GATE parents are invited to parent meetings on GATE issues.</p> <p>3) ELL parents are invited to join the Latino Literacy, ELAC and DELAC group and to participate in trainings to help their students.</p> <p>4). ELL parents will also review assessment data and offer input on how to improve the educational program.</p> <p>5) Parents receive quarterly progress reports, parent/teacher conferences as needed to support student achievement. Interpreters are available for conferences as needed, for help in the office, for help with PowerSchool training, and many district letters sent home are available in Spanish.</p> <p>6)ELL parents will be invited to semester conferences to discuss student progress. ELL aides will facilitate these meetings and interpret for them.</p> <p>7) Teachers work to update PowerSchool at least every three weeks.</p> <p>8) Phone dialer calls and emails update parents. The site webpage and marquee is also updated to include information about things occurring at the site.</p>	School year 2018-2019	<p>1) NC</p> <p>2) NC</p> <p>3) Parent/ELL training, aide time</p> <p>4) Meeting time. Cost of interpreters if needed, subs, aides, supplies.</p> <p>5) ELL aide salary</p> <p>6) Aide salaries, sub time</p> <p>7) Updates on PS, CCA's time to pass out letters, counselor time</p> <p>8) Use of phone dialer</p>	<p>1) NC</p> <p>2) NC</p> <p>3) TBD</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) TBD</p> <p>8) TBD</p>	<p>1) NC</p> <p>2) NC</p> <p>3) District</p> <p>4) District</p> <p>5) District</p> <p>6) District</p> <p>7) District</p> <p>8) District</p>

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Auxiliary service for students and parents:</p> <p>1) Utilize instructional assistant (teachers / combo aides) to work with individuals and/or small groups to improve student achievement for ELL, students with disabilities, foster, homeless, or socio-economically disadvantaged students that are not meeting proficiency standards.</p> <p>2) Child study teams (CST) and Student Success Team (SST) meet as students are referred for academic and/or behavioral issues</p> <p>3) 6th grade students attend an orientation at Hillview (HV) Middle School before promotion.</p> <p>4) A transition meeting may be held for 6th grade students in special education between the elementary and middle schools.</p> <p>5) Retention letters are sent home by February for those students in danger of failing the school year.</p> <p>6) Reports (other than quarterly) are sent home to update parents of student progress for those students who are not achieving at a satisfactory level.</p> <p>7) Kindergarten Information Day (Kindergarten Round-up) provides orientation and information for parents and prospective kindergartners.</p> <p>8) ELL Students assessed with ELPAC each year. EL coordinator meets with teachers at staff meetings to review the results. Teachers use this information in planning ELD instruction for their students.</p>	School year 2018-2019	<p>1) Aides salary & benefits/training materials</p> <p>2) Meeting time, subs</p> <p>3) NC</p> <p>4) IEP meeting/ Planning time, subs to cover class</p> <p>5) Postage & envelopes, as needed</p> <p>6) Duplication costs</p> <p>7) Duplication costs</p> <p>8) Staff costs</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) NC</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) TBD</p> <p>8) TBD</p>	<p>1) District</p> <p>2) District</p> <p>3) NC</p> <p>4) District</p> <p>5) District</p> <p>6) URGF, District</p> <p>7) URGF, District</p> <p>8) District</p>
<p>Monitoring program implementation and results:</p> <p>1) District and site based benchmark testing is given to all students and results are evaluated. Results of testing will be used to guide instruction based on data collected.</p> <p>2) Curriculum tests and student outcomes are evaluated by individual teachers, at grade level and by administrators to monitor student mastery of grade level standards.</p> <p>3) Teachers will participate in guided Data Teams with a Data Team coach, which will include developing, implementing and reviewing common assessments.</p> <p>4) Classroom Grades and District Benchmark scores (achievement and Common Core Standards' tests) for students in grades K to 6 are evaluated. A plan to address areas of weakness is developed by grade level teams. Staff and the School Site Council will take part in test score analysis, as well as the writing and implementation of the school plan.</p> <p>5) Teachers in K-2 will participate in Dibels assessment.</p> <p>6) Site teachers will research math assessment products and implement as funds become available.</p> <p>7) Administration will monitor the implementation of ELD using walkthroughs .</p>	School year 2018-2019	<p>1) Duplicating & Planning/meeting time articulation/planning time, subs</p> <p>2) Duplicating, articulation time, meeting time, subs, coaches</p> <p>3) Coaches, release time, subs</p> <p>4) NC</p> <p>5) Training, aides, subs, duplicating</p> <p>6) Supplies, computer program</p> <p>7) NC</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) NC</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) NC</p>	<p>1) URGF, District</p> <p>2) URGF, District</p> <p>3) District</p> <p>4) NC</p> <p>5) District</p> <p>6) District</p> <p>7) NC</p>

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Rancho Vista will develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.	
Student groups and grade levels to participate in this goal: All Rancho Vista students will benefit from the behavioral and social-emotional support. There is a focus on socioeconomically disadvantaged, English language learner, foster and homeless youth.	What data did you use to develop this goal? State dashboard reports, state 5 X 5 reports, site discipline and attendance data, California Healthy Kids Survey.
What were the findings from the analysis of this data? Our suspension rate was at 11 students in 2015. It declined to 8 students in 16-17. this means that our current suspension rate is 1% with a decrease of .4%. In 16-17, our overall attendance rate was at 96.16 % with the top grade being 5th grade at 97 %.	How will the school evaluate progress made toward achieving this goal? Survey results, Classroom Grades, 5 X 5 reports, site discipline data, suspension data, California Healthy Kids Survey

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: 1) Teachers and administration will implement and monitor a school wide Positive Behavior Support plan (PBIS) utilizing Boys Town program. 2) School will recognize student achievement accomplishments through classroom and school wide ceremonies such as attendance awards, semester awards and behavior awards. 3) There will be ongoing training and monitoring of all staff in areas of Boys Town implementation, anti-bullying, character development, classroom/playground management. 4) Elementary counselor and Campus Climate Assistants (CCAs) will address the social emotional needs of students exhibiting at-risk behaviors as well as provide ongoing supports and resources for their families. 5) Staff will maintain school wide anti-bullying programs. 6) Counselors and other staff will work with community partners to expand the availability of School-based Mental Health services to eligible students. 7) PE staff and teachers will implement Leadership Development through Physical Education (LDTPE) program for grades 4-6. 8) Staff will announce skill of the week. 9) Student Council students will provide leadership in implementing Boys Town. 10) Students will attend discipline assemblies at the beginning of each semester. 11) 4-6th grade students maintain a Student Planner, which is used for home/school communication as well as reminders regarding homework and upcoming deadlines.	School year 2018-2019	1) Training, coaching with Boys Town 2) Certificates, duplicating 3) Boys Town training 4) Salaries 5) Supplies 6) None 7) LDTPE staff, training 8) None 9) Student Council advisors 10) None 11) Planners	1) TBD 2) TBD 3) TBD 4) TBD 5) TBD 6) NC 7) TBD 8) NC 9) TBD 10) NC 11) TBD	1) District 2) URGF, PTA 3) District 4) District 5) District, URGF, local banking 6) None 7) District 8) None 9) URGF, District 10) None 11) Local Banking, PTA

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Improvement of instructional strategies and materials: 1) Staff will receive Boys Town Coaching. 2) New staff will receive Boys Town Training. 3) PE teachers will receive training in LDTPE which they will then implement with the students. 4) Campus Climate Aides will meet with district leaders and counselors for collaboration and training. 5) Counselors will meet for collaboration and implementation. 6) Counselors will provide classroom guidance lessons. Campus Climate aides will assist in this. 7) Weekly there will be announcements of students caught being good. They will be recognized by the principal. 8) Campus Climate aides will hold a student store for students who earn tickets. 9) Campus Climate aides will encourage student leadership by using ball monitors and giving students other leadership roles .	School year 2018-2019	1) Boys Town Coaches 2) Boys Town training 3) LDTPE trainers 4) Salaries 5) None 6) Supplies, curriculum 7) None 8) Supplies 9) Student vests	1) TBD 2) TBD 3) TBD 4) TBD 5) NC 6) TBD 7) NC 8) TBD 9) TBD	1) District 2) District 3) District 4) District 5) None 6) URGF, District, Local banking 7) None 8) Local banking, PTA 9) District, PTA
Extended Learning time. 1) Kindercamp will be offered to students enrolling in kindergarten. 2) RV will offer extra curricular activities such as Dancing Feet, Talent Show, VEX Robotics, and Student Council.	School year 2018-2019	1) Salaries, supplies 2) Coaching stipend, supplies	1) TBD 2) TBD	1) District, URGF 2) URGF, district
Increased Educational Opportunity. 1) School will offer before and after school activities such as Dancing Feet, Talent Show, VEX robotics, Student Council, PTA activities. 2) Students will attend field trips sponsored by PTA. 3) Staff will seek ways to encourage college visits and visits from professionals such as Touchdown Club and Dr. Seuss Day. 4) Students will participate in Great Kindness Challenge. 5) Counselor and Campus Climate aides will implement monthly academic check-ins. 6) Counselor and Campus Climate aides will visit classrooms for citizenship lessons. 7) Aides will provide 1:1 mentoring for SDC/at risk students. 8) Red Ribbon week activities reinforces making healthy choices. 9) Staff will continue to seek alternatives to suspension including reflection and restitution.	School year 2018-2019	1) Coaching stipend, supplies 2) Busses, admission 3) Supplies 4) Supplies 5) Duplicating, supplies 6) Supplies 7) None 8) Supplies 9) Curriculum, supplies, duplicating	1) TBD 2) TBD 3) TBD 4) TBD 5) TBD 6) TBD 7) NC 8) TBD 9) TBD	1) District, local banking, grants, PTA 2) PTA 3) Local Banking, PTA 4) Local Banking, URGF, District, PTA 5) URGF 6) URGF 7) None 8) URGF, PTA, Local Banking 9) District, local banking, URGF
Staff development and professional collaboration 1) PE teachers receive LDTPE training. 2) Campus Climate aides will collaborate with other Campus Climate Aides and receive additional training. 3) Staff receives Boys Town Coaching. 4) Staff will review and refresh Boys Town Training at staff meetings. 5) Staff and students will be involved in goal setting.	School year 2018-2019	1) LDTPE trainers 2) Training 3) Coaches 4) Supplies, duplicating 5) None	1) TBD 2) TBD 3) TBD 4) TBD 5) NC	1) District 2) District 3) District 4) URGF, District 5) None

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents and community</p> <p>1) Parents will be informed through (translations in Spanish will be provided as needed / available):</p> <ul style="list-style-type: none"> .District and school web site .PowerSchool .Phone dialer messages .RV School Accountability Report Card .State testing results sent home .PTA ,SSC ,GATE Advisory, ELAC, .A Parents' Guide to Student Standards .Back to school night .Kindergarten Information Day .Open House .Parent teacher conferences .Town Hall Meetings .Information posted on the school marquee Student handbook <p>2) Parent needs assessments will be conducted as needed or required.</p> <p>3) Training to help parents better access programs like PowerSchool will be made available at things like parent conferences, back to school night, etc.</p> <p>4) Parents will receive quarterly academic letters for students who are struggling.</p> <p>5) PTA provides materials and supplies as well as activities for students.</p> <p>6) Evening meetings for parents include STEM activities as well as Boys Town.</p> <p>7) School and district policies are communicated annually to all parents and students through the student handbook.</p> <p>8) 4-6th grade students maintain a Student Planner, which is used for home/school communications as well as reminders regarding homework and upcoming deadlines.</p> <p>9) Semester awards are held at the end of each semester to honor academic achievement.</p> <p>10) Parents are informed of and invited to school assemblies, town hall meetings, programs and workshops.</p>	School year 2018-2019	<p>1) Duplicating, translating</p> <p>2) Duplicating</p> <p>3) Salaries, duplicating</p> <p>4) Duplicating</p> <p>5) Supplies</p> <p>6) Supplies</p> <p>7) Duplicating</p> <p>8) Planner</p> <p>9) Awards, duplicating</p> <p>10) Duplicating, supplies</p>	<p>1) TBD</p> <p>2) TBD</p> <p>3) TBD</p> <p>4) TBD</p> <p>5) TBD</p> <p>6) TBD</p> <p>7) TBD</p> <p>8) TBD</p> <p>9) TBD</p> <p>10) TBD</p>	<p>1) District, PTA, URGF</p> <p>2) District, URGF</p> <p>3) District</p> <p>4) URGF</p> <p>5) PTA</p> <p>6) URGF, local banking, PTA</p> <p>7) URGF, District</p> <p>8) PTA</p> <p>9) URGF, PTA</p> <p>10) Supplies, duplicating</p>
<p>Auxiliary services for students and parents</p> <p>1) Work with community partners to expand the availability of SBMH to eligible students.</p> <p>2) Provide parents with a list of community resources including counseling services, as needed.</p>	School year 2018-2019	<p>1) None</p> <p>2) Duplicating</p>	<p>1) NC</p> <p>2) TBD</p>	<p>1) None</p> <p>2) URGF</p>
<p>Monitoring program implementation</p> <p>1) Healthy Kids Survey will be completed by our stakeholders.</p> <p>2) Parent provide input at ELAC and SSC</p> <p>3) Semester awards are held at the end of each semester to honor academic achievement</p> <p>4) Monthly fire, earthquake and disaster drills are conducted with results reviewed by the safety committee.</p> <p>5) Participate in the WASC process</p> <p>6) Participate in the MTSS process</p>	School year 2018-2019	<p>1) Duplicating</p> <p>2) None</p> <p>3) Awards, duplicating</p> <p>4) None</p> <p>5) Subs, supplies, training</p> <p>6) Subs, training, supplies</p>	<p>1) TBD</p> <p>2) NC</p> <p>3) TBD</p> <p>4) NC</p> <p>5) TBD</p> <p>6) TBD</p>	<p>1) District</p> <p>1) None</p> <p>3) Local Banking, URGF, PTA</p> <p>4) None</p> <p>5) District</p> <p>6) District</p>

Appendix A - 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	107		111	103		111	103		111	96.3		100
Grade 4	88		97	87		97	87		97	98.9		100
Grade 5	101		113	99		112	99		112	98.0		99.1
Grade 6	93		84	92		83	92		83	98.9		98.8
All Grades	389		405	381		403	381		403	97.9		99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2411.1		2420.8	16		19.82	24		25.23	31		26.13	29		28.83
Grade 4	2440.0		2454.7	11		19.59	28		22.68	22		24.74	39		32.99
Grade 5	2476.7		2479.9	6		18.75	35		23.21	26		20.54	32		37.50
Grade 6	2486.3		2531.2	3		10.84	20		39.76	42		30.12	35		19.28
All Grades	N/A	N/A	N/A	9		17.62	27		27.05	30		25.06	34		30.27

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	18		17.12	48		52.25	34		30.63
Grade 4	16		19.59	51		50.52	33		29.90
Grade 5	11		22.32	49		39.29	39		38.39
Grade 6	9		16.87	50		62.65	41		20.48
All Grades	14		19.11	49		50.37	37		30.52

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	17		22.52	47		54.95	36		22.52
Grade 4	11		16.49	51		54.64	38		28.87
Grade 5	11		26.79	60		39.29	29		33.93
Grade 6	4		22.89	61		57.83	35		19.28
All Grades	11		22.33	54		51.12	34		26.55

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	14		11.71	72		72.97	15		15.32
Grade 4	7		12.37	74		63.92	20		23.71
Grade 5	7		13.39	72		68.75	21		17.86
Grade 6	5		12.05	76		68.67	18		19.28
All Grades	8		12.41	73		68.73	18		18.86

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	14		20.72	54		56.76	32		22.52
Grade 4	11		15.46	48		60.82	22		23.71
Grade 5	17		20.54	66		38.39	17		41.07
Grade 6	7		36.14	73		43.37	21		20.48
All Grades	12		22.58	60		49.88	23		27.54

Conclusions based on this data:

1. Overall achievement in all grade levels improved. About 1/2 of students are meeting or exceeding standards.
2. + Overall about 30 % of all students are below standard in Reading, but all grade levels improved from 14-15 to 16-17.
+ Overall, the amount of students below standard in Writing dropped from 34 % below standard to 26 % below standard.
3. +Overall in Language Arts/Listening there was not much change in the below standard group. Most growth was in the "above standard category."
+ In Research/Inquiry, overall there was a big increase in the "above standard" category, but the "below Standard" amount increased also.

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	107		111	103		111	103		111	96.3		100
Grade 4	88		97	86		97	86		97	97.7		100
Grade 5	101		113	99		112	99		112	98.0		99.1
Grade 6	93		83	92		82	92		82	98.9		98.8
All Grades	389		404	380		402	380		402	97.7		99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2409.9		2427.9	6		14.41	33		31.53	27		26.13	34		27.93
Grade 4	2449.0		2454.8	8		9.28	20		23.71	44		44.33	28		22.68
Grade 5	2480.4		2491.3	5		18.75	19		21.43	43		24.11	32		35.71
Grade 6	2482.9		2512.9	4		9.76	16		26.83	38		34.15	41		29.27
All Grades	N/A	N/A	N/A	6		13.43	22		25.87	38		31.59	34		29.10

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	17		29.73	46		33.33	37		36.94
Grade 4	15		17.53	42		31.96	43		50.52
Grade 5	12		28.57	47		28.57	40		42.86
Grade 6	8		18.29	34		46.34	59		35.37
All Grades	13		24.13	42		34.33	44		41.54

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	13		24.32	52		48.65	35		27.03
Grade 4	12		18.56	53		45.36	35		36.08
Grade 5	8		15.18	44		42.86	47		41.96
Grade 6	2		10.98	47		51.22	51		37.80
All Grades	9		17.66	49		46.77	42		35.57

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	12		21.62	60		57.66	28		20.72
Grade 4	12		16.49	42		45.36	47		38.14
Grade 5	5		11.61	54		49.11	41		39.29
Grade 6	5		10.98	59		56.10	36		32.93
All Grades	8		15.42	54		51.99	38		32.59

Conclusions based on this data:

1. +Math overall, all grades went up on "met or exceeded" or "nearly met". The amount of students "Not met" went down.
+ Concepts and procedures overall each category improved. Teachers find it concerning that 41% of all grades were below standard.
2. + Problem solving/Modeling overall there was an increase in "above standard." There was a decrease in "at/near" and "below standard."
3. + Communicating reasoning, 50% of our population is above standard.

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

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					***		***	***							
1		13		25	75	75	50	13				13	25		13
2		13		40	13	63	40	63	25			13	20	13	
3		25	22	43	50	11	29		11	14	25	44	14		11
4		13		60	38		40	38	***		13				
5			50	50	60	38	50	40	13						
6				***	100	25	***		50						25
Total		10	16	40	51	42	47	31	18	3	5	16	10	3	8

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)
 - A. Use state test (SBAC)
 - B. District Writing and math tests
 - C. RSP tests
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

SBAC test data, district benchmark assessment results, ongoing formative classroom assessments, informal classroom assessments, teacher observations and performance based assessments are used to guide instruction. Through data analysis and ongoing teacher reflection and collaboration strength and weaknesses are identified. Quarterly District benchmark assessment data and site benchmark writing data is used as formative data throughout the year; information is often compared with district scores to get ideas on general comparative performance. SBAC test data reveals strength and weaknesses of individual students in addition to grade level strategies. Each grade level develops plans of action based on SBAC / benchmark data analysis to support improved student achievement. This plan was used to plan instruction to meet the needs of students whether remediation or challenge work was required. Student needs are targeted and remediated in the classroom or in other grade level rooms through intervention programs; in the RSP program and with the ELL aide's support. Needs of special education and ELL students are met. Flexible grouping of students based on benchmark and curricular assessment data is used to form groups for instruction. Students within groups move from group to group as student achievement on standards being taught improves. Each year, the SBAC data provides summative information to guide the future year's action plan.

Staffing and Professional Development

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

All of our teachers have the appropriate credentials.
4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All of our teachers are appropriately credentialed. New teachers receive support through the intern program and BTSA.
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

Staff development includes writing across the curriculum, use of technology, standards based grading, data teams, AVID, to name just a few.

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

New teachers have access to instructional coaches. The district provides tech support as well as support in Language Arts and Math.

8. Teacher collaboration by grade level (EPC)

- A. AVID training
- B. Boys Town
- C. STEM Scopes

The staff members of Rancho Vista School have met the NCLB requirements and are appropriately credentialed. Staff development has included technology training, Westside Writing, STEM Scopes, and training in the new math curriculum. An increased focus school wide on writing across the curriculum in all grade levels is ongoing at Rancho Vista. Other areas of staff development have included diversity training, ELD instruction, data analysis, student engagement, MTSS, and PLC. The training has been provided by site or district trainers at staff meetings. Training also occurred through the continued efforts to become a Professional Learning Community with increased collaboration between teachers at grade levels and across grade levels. Data analysis is an ongoing area of staff development as our district implemented district wide benchmark testing along with the Data Director data analysis program. Site and district based training was given on enhancing student engagement, and working with student objectives. All of these areas have been identified as needing improvement. Rancho Vista had new teachers participating in the BTSA program this year. Teachers regularly collaborate during weekly staff or grade level meetings. Several of our teachers participate in the New Teachers' training and PLCs.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

11. Lesson pacing schedule (EPC)

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Rancho Vista teachers do an outstanding job aligning instruction to the state content standards through the use of district adopted curriculum and a variety of supplementary materials and resources. All state standards will be covered by the year's end in the majority of RV classes. All students have access to standards based instructional materials at this site. Core curriculum intervention materials are available but we don't have a separately adopted intervention curriculum. For students needing challenges to extend the curriculum, their learning is extended through differentiation for GATE students and other high achievers. At Rancho Vista, there is a focus on daily schedules to meet the required instructional minutes in the core curriculum at all grade levels. An additional focus is on maintaining fidelity to the core adopted curriculum in language arts and math. Most grades also worked to implement various

intervention programs within their grade level to help struggling students; this has shown various levels of success. Afterschool tutoring from an outside agency, Innovations, is also available for struggling students in grades 1-6, as well as homework help through Boys and Girls Club. Morning computer lab is available for students.

Opportunity and Equal Educational Access

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

15. Research-based educational practices to raise student achievement at this school (NCLB)

Students use Fast ForWord and Reading Assistant to increase their reading potential.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Rancho Vista strives to create a productive and cooperative social climate through the implementation of Boys Town strategies. The Boys Town Education Model is a school based intervention strategy that emphasizes behavior management practices, relationship building techniques and social skills instruction. The goal is to create and maintain an environment so that it becomes more nurturing and supportive of students' academic and social needs.

17. Transition from preschool to kindergarten (Title I SWP)

All Rancho Vista students have equal access to the curriculum. Remedial support is provided by classroom staff and grade level intervention programs are being developed using technology. Teachers plan instruction to meet the needs of all styles of learners with a focus on ELL students, students with disabilities, foster, homeless, and low socio-economic students not meeting proficiency goals. The incorporation of projectors and digital cameras into all classrooms has greatly enhanced the visual access of sub-groups to all lessons.

Extended learning at Rancho Vista goes beyond the classroom with our PTA sponsored enrichment program, Science Olympiad, Super Science Saturday, Mathletes, and after school tutoring in grades 1-6. For all of these programs students spend additional time beyond the regular school hours learning and applying concepts.

Rancho Vista provides a character education program with support for our school counselor. Research shows that schools with character building programs have higher student achievement. The goal of the character program is to decrease office disciplinary referrals. Our ELD students receive additional support from the classroom teacher and our bilingual aide. The aide focuses on building access to the English language, vocab, etc..

Involvement

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

19. Strategies to increase parental involvement (Title I SWP)

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

Rancho Vista encourages parent involvement and is fortunate to have parent volunteers supporting instruction school wide. We believe that parents are our partners in educating children. Parents are encouraged to volunteer in their

child's classrooms but in coordination with the classroom schedule and needs. Parent turnout is very high for Parent teacher conference days in the fall, Back to School Night, AVID Nights, STEM nights, and Open House.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

22. Fiscal support (EPC)

GATE activities, materials and special performances/ programs and trips for our GATE students are provided by donations, grants and volunteers. GATE students are distributed in each class in grades 4-6. Every 4th grader takes a GATE test at the beginning of the school year. It is a computer test.

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
LCFF-Base	\$0
LCFF-Supplemental	\$0
List and Describe Other State or Local funds:	\$
Total amount of state categorical funds allocated to this school:	\$0

Federal Programs	Allocation
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title I, Part A: Schoolwide <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
Title I, Part A: Parent Improvement <u>Purpose:</u> Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$0
Other Federal Funds (list and describe ⁽⁴²⁾)	\$
Total amount of federal categorical funds allocated to this school:	\$

Total amount of state and federal categorical funds allocated to this school:	\$
---	----

(42) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2014-15 Categorical District Services Budget

Appendix E - Recommendations and Assurances (Rancho Vista Elementary)

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

Compensatory Education Advisory Committee

Signature

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

PTA

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:

Attested:

Cathy Bennett

Typed Name of School Principal

Signature of School Principal

Date

Jennifer Hardy

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Appendix F - Rancho Vista Elementary's Parent Involvement Policy

The staff of this school recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the principal or designee shall:

1. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.
2. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom.
3. Provide information about parent involvement opportunities through school, and/or class newsletters, the district's web site, phone message and other written or electronic communications.
4. Develop mechanisms to encourage parent/guardian input on school issues and programs.
5. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.
6. Encourage greater parent/guardian participation by offering a flexible number of meetings and adjusting meeting schedules when practicable to accommodate parent/guardian needs.
7. Build the capacity of the school and parents/guardians for strong parent involvement by:
 - assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - providing materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
 - educating teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - informing parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
8. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504) through such activities as:
 - providing parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - encouraging parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)
9. Jointly develop with the parents/guardians of a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.
10. This compact shall address:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

11. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- Frequent reports to parents/guardians on their children's progress
- Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

12. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

13. Involve parents/guardians in an organized, ongoing, and timely way in the planning; review; and improvement of school programs, including Title I programs; including the planning, review, and improvement of the school's parent involvement policy and the joint development of the school's Single Plan for Student Achievement

14. If the school's Single Plan for Student Achievement is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

15. The principal or designee, jointly with parents/guardians shall annually review and update the school's parent involvement policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Appendix G - Home/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, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Student's Responsibilities—I will:

- Come to school each day prepared to do my best and ready to learn.
- Arrive at school on time and remain at school for the full time assigned.
- Participate in class activities.
- Take responsibility for completing and returning my class work and homework.
- Read daily for recommended time.
- Demonstrate good citizenship and character.

Student's Signature _____ Date _____

Responsabilidades del Estudiante--Yo me comprometo a lo siguiente:

? Vendré a la escuela preparado todos los días y listo para aprender.

Llagare' al la escuela a tiempo y me quedare' en la escuela el tiempo completo

? Participaré en las actividades de clase.

? Tomaré responsabilidad de completar y entregar mis trabajos de clase y tareas.

Leer el tiempo recomendado

Demonstare' ser un buen ciudadano y tendre' un buen cara'cter

Firma del estudiante _____ Fecha _____

Parents Pledge:

We will:

- Make sure that our child attends school regularly; is on time, remains for the full time assigned and is prepared to learn.
- Know what is expected of our child and what she/he is learning in school.
- Attend all meetings and conferences concerning our child at school.
- Monitor our child's progress and communicate regularly with our child's teacher.
- Ensure that our child reads nightly.
- Attend Back-to-School night, parent-teacher conferences and other school events.

Parent/Guardian's Signature _____ Date _____

Responsabilidades de Padres y Familias--Nosotros nos comprometemos a lo siguiente:

? Nos aseguraremos que nuestros hijos asistan regularmente a la escuela, a tiempo, y preparados para aprender.

? Nos mantendremos informados de lo que se espera de nuestros hijos y qué es lo que están aprendiendo en la escuela.

Asistiremos todas las juntas y conferencias de nuestros hijos en la escuela

? Seremos monitores del progreso de nuestros hijos y nos comunicaremos regularmente con sus maestros.

? Leeremos con nuestros hijos cada noche.

? Asistiremos a la Noche de Regreso a Clases, conferencias de padres y maestros, y otros eventos escolares.

Firma del Padre o Tutor _____ Fecha _____

Staff Pledge:

We, the Rancho Vista Elementary School Community, believe that each of us has an important role to play in our students' school success. Therefore, we agree to carry out the following responsibilities to the best of our abilities:

Staff Responsibilities—We will:

- Provide meaningful learning activities that address California content standards for all students.
- Communicate regularly with families about their student's progress and ways that they can assist.
- Participate in meaningful staff development in effective teaching strategies, addressing the needs of a diverse student body, and working effectively with all members of our learning community.

Teacher's Signature _____ Date _____

Principal's Responsibilities—I will:

- Ensure that meaningful learning experiences that address California content standards are provided for all students.
- Encourage and facilitate open communication between school and home.
- Provide opportunities for parents to learn about school and district standards, expectations and programs and how they can assist their child(ren) at home.
- Allocate adequate resources to ensure that high standards can be met by all children.

Principal's Signature _____ Date _____

Nosotros, la Comunidad de Rancho Vista Elementary, creemos que cada uno de nosotros juega un papel importante en el éxito académico de nuestros estudiantes. Por lo tanto, estamos de acuerdo en aceptar las siguientes responsabilidades en lo mejor de nuestras habilidades:

Responsabilidades del Personal Docente--Nosotros nos comprometemos a lo siguiente:

- ? Proveremos actividades académicas significativas que estimulen el aprendizaje en todos los estudiantes.
- ? Comunicaremos regularmente a las familias el progreso de sus estudiantes y las formas en que ellos pueden ayudar.
- ? Participaremos en actividades de capacitación para personal docente que nos permitan desarrollar estrategias efectivas de aprendizaje, tomando en cuenta las necesidades de los estudiantes, y trabajando efectivamente con todos los miembros de nuestra comunidad escolar.

Firma del Maestro _____ Fecha _____

Responsabilidades del Director--Yo me comprometo a lo siguiente:

- ? Me aseguraré que experiencias significativas que estimulen el aprendizaje sean provistas para todos los estudiantes.
- ? Fomentaré y facilitaré una comunicación abierta entre el hogar y la escuela.
- ? Proveeré oportunidades para que los padres aprendan acerca de los estándares del distrito, expectativas y programas, y como pueden asistir a sus hijos en el hogar.
- ? Destinaré los recursos adecuados para asegurar que todos los estudiantes puedan alcanzar los altos estándares establecidos.

Firma del Director _____ Fecha _____

Principal Pledge:

Appendix H - School Site Council Membership (Rancho Vista Elementary)

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrea Bobic		X			
Cathy Bennett	X				
Lauren Marriott		X			
Erin Belcher			X		
Tamera Marvin-Mickelson		X			
Nicole Sherman				X	
Kai Melendez				X	
Jennifer Hardy				X	
Margaret Ramirez				X	
Holly Johnson				X	
Numbers of members of each category	1	3	1	5	0

(43) 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.

Appendix I: Single Plan for Student Achievement Annual Evaluation

Pursuant to California Education Code Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?