

The Single Plan for Student Achievement

Rancho Vista Elementary

School Name

19-65102-6108245

CDS Code

Date of this revision: November 28, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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:

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Westside Union Elementary School District

School District

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The District Governing Board approved this revision of the School Plan on August 2, 2016.

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 700. Rancho Vista is operating as a permanent school site, although the school is completely relocatable. There are currently 27 classrooms, two computer labs, a staff workroom, a multi-purpose building, a library, and an administration building. Twenty three 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, and Title III funds. Rancho Vista will use these funds for an instructional aides, professional development technology, and special instructional programs.

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, 16 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 offers after school tutoring to students in grades one through six in the academic areas of Language Arts and Mathematics. . Rancho Vista is working to develop specific grade level interventions

programs, within the school day, to assist any struggling students. Teachers work together to move students around some (during structured time) to provide any needed remediation and/or enrichment.

Some professional development time and materials are purchased out of URGF 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-2 and 3-6. 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.
2. Staff development is needed to continue improvement with implementation of the district adopted core curriculum with fidelity and equity.
3. AVID school wide program is being implemented in grades TK-6.
4. The Westside Writing program is being implemented in all grade levels. Additional staff development will help to increase the effectiveness of the program in all classrooms.
5. Staff meets regularly 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, 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.

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 and supervision and evaluation of teachers. More training is needed in helping teachers implement the new language arts 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 also offer after school tutoring in the areas of Language Arts and Math. 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. Lower performing students are also offered an opportunity to attend after school tutoring. One limitation to this program is the limited number of seats that are available to the students. The seats are offered to all qualifying students on a first-come-first-served basis. Data analysis drives instruction at Rancho Vista.

7. Number and percentage of teachers in academic areas experiencing low student performance: An improvement plan is developed each year based on the previous year's test, classroom and district data. Plans are monitored during the year and interventions will be provided for underperforming students. District benchmark data will provide feedback on the effectiveness of our instructional program and interventions.

8. 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. 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, City of Palmdale's Funcenter 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 at home. We also work with Masada Homes 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 Rtl model.
- g. Enhance Parent education and support programs.
- h. Continue to enhance student learning through the use of AVID, PLTW, TEAL and 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 API and AYP growth targets. 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:

<p>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.</p> <p>For Improving Student Achievement: In English Language Arts: By May of 2017, Rancho Vista student scores will meet the required level for all students in all subgroups. Students in all grades will work to perform at proficient or better.</p>	
<p>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 benchmark testing and classroom summative assessments, as well as state testing for the appropriate grades.</p>	<p>Anticipated annual performance growth for each group: Performance expected for all students include: All student groups will meet proficiency targets on the SBAC.</p>
<p>Means of evaluating progress toward this goal: State testing data, benchmark assessment data, progress reports and report cards.</p>	<p>Group data to be collected to measure academic gains: State tests. CST Science results, SBAC scores, performance assessments.</p>

SCHOOL GOAL #1				
<p>Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</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>Alignment of instruction with content standards:</p> <p>1) Curriculum 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 CA content standards.</p> <p>4) Classroom and District testing results will be analyzed yearly to gauge student achievement and action plans are developed.</p>	School year 2016-2017	<p>1) Planning time, Purchase of library books.</p> <p>2) Planning time</p> <p>3) Planning time</p> <p>4) Planning time</p>	<p>1\$9696</p> <p>2-4 \$330</p>	<p>1 URGF</p> <p>2-4 URGF</p>
<p>Improvement of instructional strategies and materials:</p> <p>1) Continued work to develop a site writing program with common 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.</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. Training will be provided to SPED paraprofessionals.</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 work to develop and refine effective learning objectives.</p>	School year 2016-17	<p>1) Meeting time to score/evaluate data/plan as needed</p> <p>2-4) GL planning time</p> <p>5) ELD training / subs</p> <p>6) NC</p> <p>7) Library Supplies</p> <p>8-9) Trainings</p>	<p>1 Sec. 1.1.1</p> <p>2-4 NC</p> <p>5 District</p> <p>6 NC</p> <p>7 TBD</p> <p>8 Sec 1.1.1</p> <p>9 NC</p>	<p>1URGF</p> <p>7 URGF</p> <p>8 URGF</p>
<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 attend after school tutoring and have an opportunity to utilize the Fast ForWord/ Reading Assistant program at school and at home.</p>	School year 2016-2017	<p>1) Teachers hourly rate per contract</p> <p>2) Purchase technology programs, remedial books, workbooks, manipulatives & duplication</p> <p>3) Staff salaries per contract</p>	<p>1 District</p> <p>2 \$15, 775.00</p> <p>3 District</p>	<p>2 URGF</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>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 in grades 3-6. Encourage access of web based program enrichment.</p> <p>3) Content standards in Language Arts</p> <p>4) Tutoring provided by peer and cross age tutors.</p> <p>5) 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>6) Provide opportunities for intervention programs during and beyond the regular school day, such as after school tutoring.</p> <p>7) Specific identification and focus will be on the placement of the targeted population of long term ELL students 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 2016-2017	<p>1) Field-trips & assemblies</p> <p>2) Purchase technology , maintenance & software</p> <p>3) NC</p> <p>4) NC</p> <p>5) GL Planning</p> <p>6) Staff salaries</p> <p>7) Planning</p>	<p>1 TBD</p> <p>2 \$6,134</p> <p>3 NC</p> <p>4 NC</p> <p>5 Sec.1.1.1</p> <p>6 TBD</p> <p>7 TBD</p>	<p>1 PTA</p> <p>2 Local Banking</p> <p>5 URGF</p> <p>6 District</p> <p>7 URGF</p>
<p>Involvement of staff, parents and community:</p> <p>1) School Site Council (SSC) meets to monitor implementation of school plan/budget. Updates on assessments and 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) 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>5) ELL parents will be invited to semester conferences to discuss student progress. ELL aides will facilitate these meetings and interpret for them.</p> <p>6) Teacher work to update PowerSchool at least every three weeks.</p> <p>7) Phone dialer calls and emails used to update parents. The site webpage and marquee is also updated to include information about things going on at the site.</p>	School year 2016-2017	<p>1) Planning time</p> <p>2) NC</p> <p>3) Parent/ELL training</p> <p>4) Meeting time. Cost of interpreters if needed.</p> <p>5) ELL aide salary</p> <p>6) Updates on PS</p> <p>7) Use of phone dialer</p>	<p>1. Sec 1.1.1</p> <p>2 NC</p> <p>3 TBD</p> <p>4 TBD</p> <p>5 NC</p> <p>6 NC</p>	<p>1 URGF</p> <p>3 District</p> <p>4 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> <ol style="list-style-type: none"> 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. 2) Child study teams (CST) and Student Success Team (SST) meet as students are referred for academic and behavioral issues 3) 6th grade students attend an orientation at Hillview (HV) Middle School before promotion. 4) A transition meeting may be held for 6th grade students in special education between the elementary and middle schools. 5) Retention letters are sent home by February for those students in danger of failing the school year 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 7) Kindergarten Information Day (kindergarten Round-up) provides orientation and information for parents and prospective kindergartners. 8) ELL Students assessed with CELDT each year. EL coordinator meets with teachers at staff meetings to review the release tests of the CELDT tests. Teachers use this information in planning ELD instruction for their students. 	School year 2016-2017	<ol style="list-style-type: none"> 1) Aides salary & benefits/training materials 2) Meeting time 3) Planning time 4) IEP meeting/ Planning time 5) Postage & envelopes, as needed 6) Duplication costs 7) Duplication costs 8) Staff costs 	1 TBD 2-4 NC 5-8 TBD	1 District 5 District 6 Sec 1.3.2 7 Sec 1.3.2 8 District
<p>Staff development and professional collaboration:</p> <ol style="list-style-type: none"> 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. 2) Grade level meetings and staff meetings for articulation, planning and professional development. Meetings will be held on a when-possible basis. 3) Site based professional development during meeting time to focus on developing PLC's, Universal Access, differentiated instruction, data analysis, student engagement, learning objectives, academic language, RtI and interventions. Staff will continue work with engagement strategies like Think Pair Share, use of academic language, and use of well-developed learning objectives. 4) New teachers will be supported through the BTSA program. 	School year 2016-2017	<ol style="list-style-type: none"> 1) Workshop costs & substitutes as needed 2) Grade level/staff meeting and planning time. 3) Professional Development Materials 4) District BSTA Program 	1 TBD 2 NC 3 TBD 4 TBD	1 District 2 NC 3 Sec 1.1.1 4 District

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>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) 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>4) Administration will monitor the implementation of ELD using walkthrough protocol(s) developed by district. Teachers are provided feedback by email, by receiving a copy of the protocol or by individual conference</p>	School year 2016-2017	1-2-3-4) Duplicating & Planning/meeting time articulation/planning time	1-4 TBD	1-4 District

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) GOAL #2 For Improving Student Achievement: In Mathematics, by the conclusion of 2016-17 school year, Rancho Vista student scores will meet the required level for all students in all subgroups. Students at all grades will work to perform at proficient or better on the district performance assessments.</p>	
<p>Student groups and grade levels to participate in this goal: Student groups participating in this goal: Includes all Rancho Vista students.</p>	<p>Anticipated annual performance growth for each group: All student groups will meet proficiency targets on the SBAC.</p>
<p>Means of evaluating progress toward this goal: Benchmark assessment data, progress reports and report cards, and state testing.</p>	<p>Group data to be collected to measure academic gains: State testing Classroom Grades Classroom Assessments WUSD Benchmark data -2016-2017</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>Alignment of Instruction with content standards: 1) Curriculum instruction is aligned with the CA state standards and taught in the order of district grade level pacing plans, which are adjusted to improve instructional pacing. Core curriculum is implemented with fidelity. 2) Grade levels analyze test results by content clusters and devise an improvement plan to improve student achievement in Math. Goals and objectives are shared by each teacher. 3) Students will receive standards-based math instruction with teachers evaluating student achievement and progress during the year. 4) Reflections during the year ensure that objectives are met and weaknesses are then addressed for the following year. 5) Benchmark and formative math assessment data is analyzed by teachers and grade level teams to monitor student achievement of the Common Core math content standards.</p>	<p>School year 2016-2017</p>	<p>1) Duplicating 2) Planning/ meeting time with teachers and administrator. 3) Planning time 4) Planning time 5) Planning time</p>	<p>1 \$15,775.00 2-5 NC</p>	<p>1 Sec 1.3.2</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>Improvement of instructional strategies and materials:</p> <p>1) Continued work to implement site writing across the curriculum, including math with a focus on key academic vocabulary.</p> <p>2) Differentiated instruction and flexible grouping is provided for all students. Specific focus is given to ELL students, students with disabilities, foster, homeless, and low socio-economic students not meeting proficiency standards.</p> <p>3) English language learners are provided ELD and SDAIE instruction within the math curriculum.</p> <p>4) 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. Training of SPED paraprofessionals in math program.</p> <p>5) Increase use of student engagement strategies like Think Pair Share and other AVID strategies.</p> <p>6) Continue work to develop and refine learning objectives.</p>	School year 2016-2017	<p>1) Meeting time to plan</p> <p>2-3) Meeting time</p> <p>4) Planning time</p> <p>5-6) NC</p>	<p>1-4 TBD</p> <p>5-6 NC</p>	<p>1-4 Sec 1.1.1</p> <p>5-6 District</p>
<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) be tutored during intersessions, summer break at the district's summer school, and through the after school tutoring program.</p> <p>2) ELL students, students with disabilities, foster, homeless, and low socio-economic students who are not meeting proficiency targets will be provided with remedial resources such as after school tutoring and/or access to the Fast ForWord program, ALEKS, remedial books, workbooks, technology programs, technology, and manipulatives.</p> <p>3) Students not meeting proficiency targets may have the opportunity to attend in school remediation programs (varied by grade level).</p>	School year 2016-2017	<p>1) Teachers hourly rate per contract</p> <p>2-3) Purchase technology programs, remedial books, workbooks & manipulatives</p>	<p>1 TBD</p> <p>2-3 TBD</p>	<p>1 District</p> <p>2 Sec 1.1.1</p> <p>3 District</p>
<p>Increased educational opportunity:</p> <p>1) The practical use of technology is encouraged to enrich the curriculum.</p> <p>2) Enrichment math based opportunities, such as Mathletes and Math Gladiators.</p> <p>3) Content standards in Mathematics are supported with site level intervention programs, use of curriculum support materials, and use of district approved supplemental materials. Interventions will be provided in the classroom, after school, and/or during intersession.</p> <p>4) Purchase of equipment to support technology in classroom and computer lab sessions for students in all grades. Encourage access of web based program enrichment.</p> <p>5) Tutoring provided by peer and cross age tutors.</p> <p>6) Grade levels will work to develop "in school" intervention programs. These programs will provide additional focus for ELL students, students with disabilities, and low socio-economic students not meeting proficiency targets.</p> <p>7) Training will be provided to SPED paraprofessionals.</p>	School year 2016-2017	<p>1) Research technology/website/planning</p> <p>2) Materials, fees for events</p> <p>3) NC</p> <p>4) Materials</p> <p>5-6) Collaboration time</p> <p>7) Training time</p>	<p>1 TBD</p> <p>2 TBD</p> <p>3 NC</p> <p>4 TBD</p> <p>5-6 NC</p> <p>7 TBD</p>	<p>1 Sec 1.1.1.</p> <p>2 Sec 1.4.2 Local Bank</p> <p>4 Sec 1.4.2. Local Bank</p> <p>7 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
Staff development and professional collaboration: 1) Staff are encouraged to attend in-services or workshops provided by the district or school and to serve on district math related committees. Workshops related to math instruction are encouraged in relation to differentiation, PLCs, GATE, interventions and the use of technology in math. Training in relation to the newly adopted Common Core State Standards are encouraged for all teachers that receive new materials. Staff will continue work with engagement strategies like Think Pair Share, use of academic language, and use of well-developed learning objectives. 2) Grade level meetings and staff meetings for articulation, planning and professional development. Meetings will be held on a regular basis.	School year 2016-2017	1) Workshop costs & substitutes as needed 2) Grade level/staff meeting and planning time	1 TBD 2 NC	1-2 District
Involvement of staff, parents and community: 1) School Site Council (SSC) meets to monitor implementation of school plan/budget. Updates on assessments and input on how to improve the instructional program will be on agenda. 2) GATE parents are invited to parent meetings on GATE issues. 3) ELL parents are invited to join the ELAC / DELAC group and Latino Literacy. 4) Parents receive quarterly progress reports, parent/teacher conferences as needed to support student achievement. Interpreters are available for conferences as needed and many district letters sent home are available in Spanish. 5) ELL parents will be invited to semester conferences with ELL aide and teacher to discuss student progress. 6) Teacher work to update PowerSchool at least every three weeks. 7) Phone dialer calls and emails used to update parents. The site webpage and marquee is also updated to include information about things going on at the site.	School year 2016-2017	1) Planning time 2) Meeting time 3) NC 4-5) Cost of interpreter 6-7) NC	1-3 NC 4-5 TBD 6-7 NC	4-5 District
Auxiliary service for students and parents: 1) Child study teams (CST) and Student Success Team (SST) meet as students are referred for academic and behavioral issues 2) 6th grade students attend an orientation at Hillview (HV) Middle School before promotion 3) A transition meeting may be held for 6th grade students in special education between the elementary and middle schools 4) Retention letters are sent home by February for those students in danger of failing the school year 5) Reports (other than quarterly) are sent home to update parents of student progress for those students who are not achieving at a satisfactory level 6) Kindergarten Information Day (kindergarten round-up) provides orientation and information for parents and prospective kindergartners.	School year 2016-2017	1) Meeting time 2) Planning time 3) IEP meeting/ planning time 4) Postage & envelopes, as needed 5) Duplication 6) Duplication costs	1-3 NC 4-6 TBD	4 District 5-6 Sec 1.3.2

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>Monitoring program implementation and results:</p> <p>1) Classroom teachers will regularly assess students' mastery of math standards by examining student work and assessment data., re-teaching of standards needing remediation occurs as needed.</p> <p>2) Classroom and Districting assessment results are analyzed at the beginning of each year by grade 1-6 teachers. 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>3) 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>4) Administration will observe classroom teachers during math to monitor the implementation of the core and intervention materials, using protocol(s) developed by the district. The protocols include the development of academic vocabulary, the use of SDAIE strategies, and the effective use of scaffolding to improve comprehension for English Learners. Teachers are provided feedback by email, by receiving a copy of the protocol or by individual conference.</p>	School year 2016-2017	1-2-3) Duplicating & Planning/meeting time articulation/planning time	1-4 NC	

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3 (Based on conclusions from Analysis of Program Components and Student Data pages) Rancho Vista staff members will participate in site, district and outside staff development opportunities to support a District approved curriculum focused on improved student achievement. Staff will be trained so that all students will be exposed to a well-balanced curricular program that addresses the content standards and promotes student achievement. Specific focus will be given to ELL students, students with disabilities, foster students, homeless, and low socio-economic students not meeting proficiency goals.	
Student groups and grade levels to participate in this goal: All Rancho Vista students will benefit from the training received by staff.	Anticipated annual performance growth for each group: Students will increase proficiency rates in English Language Arts and Mathematics. Proficiency goals stated in Goal 1 for ELA and Goal 2 for Math.
Means of evaluating progress toward this goal: , Both informal & formal assessment results , district and site benchmark assessment data, progress reports, report cards, reflections/year long plan.	Group data to be collected to measure academic gains: Survey results, Classroom Grades, Site and District Assessments , District benchmark scores, SBAC scores.

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) Writing across the curriculum continues to be a site level student improvement goal . Professional development opportunities will be offered in the area of writing / reading comprehension to support ELD and student achievement. 2) Teachers will be knowledgeable about their grade level standards and curriculum. Teachers will meet as a grade level to ensure instruction is standards-based with adherence to required instructional time and fidelity to the core, Universal access time and ELD instruction. Teachers will be given opportunities to attend professional development to increase their skills. Articulation across grade levels with work on PLCs will enhance instruction and student achievement. 3) Professional development activities will help teachers continue to expand knowledge and skills based on staff strengths and needs in relation to student needs and student achievement results. Staff development will be focused on areas of need determined by analysis of Benchmark and Classroom Grade data in addition to ELL trainings focused on differentiated instruction, Universal Access, extended learning, student engagement, use of learning objectives, use of academic language, and interventions/RtI. 4) Grade level and/or staff meetings will be held regularly to provide staff development, grade level planning, curricular planning and data analysis opportunities. 5) Training and discussions on Professional Learning Communities, student engagement, RtI and ways those programs improve student achievement.	School year 2016-2017	1)-3) Professional development support ELD, RtI. 4,5) Meeting time / No costs	1-3 TBD 4 NC 5 TBD	1 District 5 District

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>Improvement of instructional strategies and materials:</p> <p>1) Teachers will continue to be trained in reading and reading comprehension strategies such as AVID. Teachers are encouraged to attend Writing and/or Common Core State Standards training as offered to increase knowledge and fidelity to Common Core State Standards.</p> <p>2) Teachers will be trained to implement the technology program on a continuing basis including PowerSchool, Web Links, email, ELL support programs and others.</p> <p>3) Teachers are encouraged to attend training on the Common Core State Standards.</p> <p>4) Teachers maybe given the opportunity and encouraged to be trained in topics such as the Westside Writing, differentiated instruction, methods to enhance student engagement, meeting the needs of ELL students, students with disabilities, foster, homeless, and low socio-economic students, use of effective learning objectives, academic language and Rtl / intervention programs. This training will held on site and may be led by members of the staff or by paid consultants.</p> <p>5) Teachers may be trained in CLAD and other differentiated Instructional Strategies, (e.g., SADIE and other special-needs programs; GATE;etc.)</p> <p>6) Teachers may attend district workshops which may offer the following: (a)Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families (b)Staff development days focused on practicing core research based practices used in the standards-based materials in the strands-subject matter areas of most needed improvement also includes planning for addressing diverse students needs, student behavior management, and working families 7) The district will work to provide the following training in relation to ELL students / ELD instruction: (a) District-wide researched based professional development specific to the needs of English learners. The focus of the professional development is to improve instruction for English learners. (b)Bi-monthly release time for ELD teachers to articulate strategies for differentiating instruction for the various EL proficiency levels. (c) Release time at beginning of school year for ELD teachers to review the CELDT proficiency levels, CST scores in language arts and math, years in ELD program for each EL in their classes. After reviewing the information, teacher in grades 2-6 will meet individually with each student and together set a language proficiency goal and academic achievement goal.</p>	School year 2016-2017	<p>1) Training in Language Arts curriculum 2)-3) Site/District training time 4) Training costs / sub costs 5) Training time 6) Training time 7) Training time & release time.</p>	1-7 TBD	1-7 District

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: (including interpretation of student assessment results to parents)</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 .Information posted on the school marquee <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>	School year 2016-2017	1-3) Duplicating charges / meeting time	1-3 TBD	1-3 District
<p>Auxiliary services for students and parents:</p> <ol style="list-style-type: none"> 1) Kindergarten Information Day 2) Hillview orientation for 6th grade 3) District/Site Parent Education Meetings 4) Tutoring (based on teacher availability) in the content areas of Math & Language Arts, as needed. 5) Student and Family Events: Super Science Saturday & Science Olympiad / Mathletes / ELAC events as are available and as funds are available. 6) Effort will be made to encourage parents to attend school functions such as Back-to-School Night, Open House, Kindergarten and PTA events 7) Student Council 8) Psychologist / Counselor visits 9) Child study meetings - through SST process 10) ELAC/DELAC Committee 	School year 2016-2017	1-3) Meeting/planning time, copy costs 4) Hourly rate for teachers per contract 5) Event fees/release time for teachers, as needed 6-9) Meeting times 10) Duplicating and incentive costs.	1-5 TBD 6-9 NC 10 TBD	1-5 District 10 District
<p>Monitoring program implementation and results:</p> <ol style="list-style-type: none"> 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 and plan staff development based on data collected. 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. 3) Classroom Grades, Site and District Assessment scores 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 	School year 2016-2017	1-2-3) Duplicating & Planning/meeting time articulation/planning time	1-3 TBD	1-3 District

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4 (Based on conclusions from Analysis of Program Components and Student Data pages) Rancho Vista students will be educated in a safe and nurturing environment that is conducive to learning and building strong character in all students. Rancho Vista staff will work with students and our school community to create and maintain a safe learning environment.	
Student groups and grade levels to participate in this goal: All Rancho Vista students.	Anticipated annual performance growth for each group: A %5 increase in attendance rates, %5 decrease in tardy / truancy rates, %5 decreased office referrals and suspension rates.
Means of evaluating progress toward this goal: Increased student performance on district benchmarks, informal and formal classroom assessments, progress reports, report cards, attendance records, discipline records.	Group data to be collected to measure academic gains: School wide and parent survey results. PowerSchool reports.

SCHOOL GOAL #4				
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
To promote caring, supportive relationships between students, staff members and parents. Activities: 1) Recognize student accomplishments and achievement through classroom and school wide ceremonies such as attendance activities, semester awards and honor awards. 2) Recognize students for Perfect attendance - semester and year long 3) Provide training, using programs such as Boys Town for students and staff in the areas of bullying, conflict resolution, handling peer pressure and anger management 4) Provide in-service/staff development in the areas of classroom and playground management using Boys Town 5) Provide training in the areas of child abuse/neglect policies and procedures 6). Implement student awareness/acceptance of cultural diversity and individual differences.	School year 2016-2017	1-3) Award Certificates / Pins 4-5) Binder reminders; Anti-bullying assembly medals and certificates 6) Planning and meeting time.	1-3 TBD 4-5 TBD 6 NC	1-3 Sec 1.1.1 4-5 Sec 1.1.1
To communicate to students, parents, staff and community members clear expectations and standards for student behavior that are consistently and fairly enforced. Activities: 1) School and district policies are communicated annually to all parents and students through the binder reminder (grades 4-6), Student Handbook and first day packets of information. 2) Continue to review school discipline policy, soliciting input from students and parents as well as staff members 3) Review school rules with students in classrooms (ongoing) and discipline assemblies for grades K-6. 4) Communicate discipline policy to parents and community members through the parent/student handbook, site and district web pages, PowerSchool, School Messenger system and parent information meetings.	School year 2016-2017	1) Planner and copy costs. (Binder reminders purchased by PTA) 2)-4) Review / assemblies	1 TBD 2-4 NC	1 Sec 1.1.1.

SCHOOL GOAL #4				
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
To involve students, staff, parents and community members in the development and implementation of programs which promote a safe school and a positive school climate. 1) Actively recruit parents to serve on school committees such as the Safety Committee, School Site Council and ELAC committees. 2) Encourage parents and staff to become involved with PTA, ELAC/DELAC, Latino Literacy and classroom volunteer opportunities.	School year 2016-2017	1-2) Meeting and planning time/ Training time, as needed	1-2 NC	
To develop and maintain a positive relationship with local law enforcement. Activities: .Invite local law enforcement to participate in classroom and school wide activities: 1) Examine partnerships with the City of Palmdale and PTA to develop a school based Neighborhood Watch program.	School year 2016-2017	1) Meeting time.	1 NC	
To improve student attendance rates. Activities: 1) Collaborate with the District / community partners to develop and implement a school wide attendance incentive program. 2)Recognize students, classrooms and grade levels with high attendance based on school wide attendance plan for the year. 3) Educate parents regarding state and district attendance policies. Focus on attendance at all parent meeting using programs such as A2A. 4) Participate in the ACT, Abolish Chronic Truancy, program through the Los Angeles Office of the District Attorney	School year 2016-2017	1-2)Student rewards & incentives 3-4) Meeting time	1-2 TBD 3-4 NC	1-2 Sec. 1.1.1
To promote student safety on the playground and in the restrooms particularly during recess and lunch periods. Activities: 1) Review playground and restroom rules with students regularly. 2) Provide staff development opportunities for playground supervisors that address issues of playground management and supervision, conflict resolution and bullying using Boys Town. 3) Investigate the possibility of incorporating more age appropriate structured activities into recess and lunch periods.	School year 2016-2017	1-2) Meeting time. 3)Purchase of playground equipment	1-2 NC 3 TBD	3 Sec. 1.1.1
To establish a safe flow of traffic during student arrival and dismissal and to communicate these arrival and dismissal procedures to parents. Activities: 1) Review arrival and dismissal procedures in the parent/student handbook, and web postings and PowerSchool postings. Based on annual school survey data make changes, as needed and able. Collaborate with Hillview administration to improve traffic flow. 2) Provide after school supervision to help monitor traffic flow. Improve traffic flow by restricting access into designated parking lots during arrival and / or dismissal.	School year 2016-2017	1-2) Meeting time / School Messenger messages / surveys / duty schedules	1-2 NC	

SCHOOL GOAL #4				
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
To communicate procedures for security with students, staff, parents and community members. Activities: 1) Continue monthly disaster drills 2) Discuss site and district security procedures in parent/student handbook, at parent meetings, on site/district website, through PowerSchool, through phone dialer messages, and other school publications / meetings. 3) Update site disaster plan and communicate to staff/parents. 4) Organize and update all disaster supplies. Purchase/maintain 2-way radios for all playground, PE staff. Train staff as to procedures, locations of materials, staging area, triage and first aid, dismissal gates,etc	School year 2016-2017	1-3) Planning/meeting times 4) Purchase needed supplies	1-3 NC 4 TBD	4 Sec. 1.1.1
To maintain classrooms and playgrounds that are physically safe . Activities: 1) Continue routine safety checks by staff members 2) Continue monthly meetings of the safety committee	School year 2016-2017	1-2)Planning/ inspection time	1-2 NC	
Program Assessment and Evaluation 1)The Safe School Plan will be assessed informally at staff meetings and at Safety Committee meetings. Programs will be reviewed quarterly by School Site Council and the Student Council. Parents, students and community members will be surveyed. A revised plan will be prepared annually in conjunction with the School Site Plan. 2) Communicating the Plan to the Public A copy of the comprehensive safety plan will be available in the office. The plan will also be reviewed at at least two parent meetings. Pertinent sections of the plan will be included in the parent/student handbook, weekly staff bulletin, school wide announcements and/or monthly newsletters. 3) Attendance data review and comparison to 2011 data. 4) Discipline reports and data review / comparison to 2011 data.	School year 2016-2017	1-4) Meeting time / data review	1-4 NC	

VI Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5 (Based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:

SCHOOL GOAL #5				
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

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	107	103	96.3	103	2411.1	16	24	31	29
Grade 4	88	87	98.9	87	2440.0	11	28	22	39
Grade 5	101	99	98.0	99	2476.7	6	35	26	32
Grade 6	93	92	98.9	92	2486.3	3	20	42	35
All Grades	389	381	97.9	381		9	27	30	34

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	18	48	34	17	47	36	14	72	15	14	54	32
Grade 4	16	51	33	11	51	38	7	74	20	11	48	22
Grade 5	11	49	39	11	60	29	7	72	21	17	66	17
Grade 6	9	50	41	4	61	35	5	76	18	7	73	21
All Grades	14	49	37	11	54	34	8	73	18	12	60	23

Conclusions based on this data:

1.

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	107	103	96.3	103	2409.9	6	33	27	34
Grade 4	88	86	97.7	86	2449.0	8	20	44	28
Grade 5	101	99	98.0	99	2480.4	5	19	43	32
Grade 6	93	92	98.9	92	2482.9	4	16	38	41
All Grades	389	380	97.7	380		6	22	38	34

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	17	46	37	13	52	35	12	60	28
Grade 4	15	42	43	12	53	35	12	42	47
Grade 5	12	47	40	8	44	47	5	54	41
Grade 6	8	34	59	2	47	51	5	59	36
All Grades	13	42	44	9	49	42	8	54	38

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data

CST Academic Performance by Grade Level for All Students

All Students English-Language Arts

Grade Level	Performance Data by Grade Level English-Language Arts											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 2	61			21			8			9		
Grade 3	42			41			14			3		
Grade 4	63			24			13			0		
Grade 5	69			25			5			1		
Grade 6	75			24			0			1		

All Students Mathematics

Grade Level	Performance Data by Grade Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Grade 2	66			15			9			9		
Grade 3	63			26			9			2		
Grade 4	73			19			8			0		
Grade 5	66			26			8			0		
Grade 6	59			35			6			0		

Grade Level	Performance Data by Grade Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Grade Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	572	583	557
Percent with Prior Year Data	100.0	100.0	99.6
Number in Cohort	572	583	555
Number Met	338	345	340
Percent Met	59.1	59.2	61.3
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	459	190	470	203	427	196
Number Met	137	110	153	112	133	104
Percent Met	29.8	57.9	32.6	55.2	31.1	53.1
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	99
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	No	No	

Appendix A - School and Student Performance Data (continued)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					*****	***					*****
1			1	25	2	50			1	25	4
2			2	40	2	40			1	20	5
3			3	43	2	29	1	14	1	14	7
4			3	60	2	40					5
5			2	50	2	50					4
6			*****	***	*****	***					*****
Total			12	40	14	47	1	3	3	10	30

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)
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)
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)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

8. Teacher collaboration by grade level (EPC)

The staff of Rancho Vista School have met the NCLB requirements and are 100% highly qualified and 97% CLAD certified. Staff development has included technology training, Westside Writing, 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 Universal Access training, diversity training, ELD instruction, data analysis through Data Director, student engagement, PowerSchool, Rtl and interventions, 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 fidelity to the core, enhancing student engagement, and work with student objectives. All of these areas have been identified as needing improvement. Rancho Vista had no teachers participating in the BTSA program this year. Teachers regularly collaborate during weekly staff or grade level meetings.

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 was also available for struggling students in grades 1-6, as well as homework help.

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)

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 and Open House in the spring.

Funding

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

22. Fiscal support (EPC)

Rancho Vista receives Title III funds which provides support and supplies for our ELL students. 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.

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
Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$0
English Language Acquisition Program <u>Purpose:</u>	\$0
Gifted and Talented Education <u>Purpose:</u>	\$0
School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$0
List and Describe Other State or Local funds:	\$
Total amount of state categorical funds allocated to this school:	\$0

Federal Programs	Allocation
False 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: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$0
X Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$
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:	\$
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(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)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Tamera Mickelson

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				
William Guerrero				X	
Lauren Gutierrez		X			
Sara Gifford				X	
Heather Hines				X	
Lauren Marriott		X			
Tamera Mickelson		X			
Pamela Perry				X	
Jolyn Shreves				X	
Numbers of members of each category	1	4	0	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.