

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho Vista Elementary School	19648656021323	November 4, 2019	December 11, 2019

Purpose and Description

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and growth, and to ensure that all students succeed in reaching state academic standards. Site administration, staff, site leadership, parent groups, students, and the school community provide active collaboration in the creation, reflection, budgeting, and site needs analysis throughout the school year on the plan. At Rancho Vista Elementary School, the focus of this plan is to improve learning for all students and create a safe and welcoming learning environment.

In alignment with the PVPUSD District’s Local Control Accountability Plan (LCAP), the Rancho Vista Elementary School’s SPSA addresses all three approved LCAP goals and all specific site related actions as approved. The plan also provides specific site related measures to these District-wide goals to support improvement and growth.

In addition, parent, family, community, and other stakeholder involvement continues to modify the plan, provide avenues for involvement, expenditures, and reflection, as well as assists in obtaining feedback for the District and Board of Education to further transparency. At the site level, the following information is shared to seek feedback:

1. Professional Development and Targeted Teacher Collaboration Specific to Site
2. Supplemental Programs and Data Analysis to Support Growth of All Learners
3. Site Funds Targeted to Support Specific Learners

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

At Rancho Vista, the School Plan for Student Achievement and all related data is shared across stakeholder groups throughout the year:

- Initial Presentation, Review, and Goal Setting with School Site Council: 11/4/2019
- Initial Presentation, Review, and Goal Setting with School Site Staff: 10/1/2019
- SPSA Draft and Goal Approval with School Site Staff: 10/1/2019
- SPSA Draft and Goal Approval with School Site Council: 11/4/2019
- Presentation and Feedback with ELAC Members: 10/11/2019
- SPSA and Budget Update with School Site Council: 11/4/2019
- Mid-Year Evaluation and Progress Reporting with School Site Council: 3/4/20
- Annual Evaluation with SSC: 5/13/20
- Annual Evaluation Presentation with ELAC: 11/4/1

Resource Inequities

At Rancho Vista, several stakeholders review areas of CA Dashboard, local and state data, school-wide trends, and more to identify inequities. School Site council, School Leadership team, and ELAC committee will be involved in identifying areas of inequity/improvement annually using state and local data including CAASPP, ELPAC, CAA, CA Dashboard, various surveys, comments, and feedback for consideration into SPSA creation. Rancho Vista is host to several regionalized District Special Education programs, as well as is now identified as a Title I school.

Goals, Actions, Expenditures, & Annual Review

Goal 1

Maintain district facilities (as measured by SARC) and employ a highly-skilled staff (as measured by CALPADs and SARC) to deliver TK-12 curriculum aligned with the CA State Standards (as measured by CA Dashboard Academic Indicator, English Learner Progress Indicator, and Local Measures) giving all students access to required college and career readiness (as measured by College/Career Readiness Indicator, where appropriate).

Identified Need

- CAASPP results displays that in ELA students showed a 4.6% decline compared to the previous year.
- ELPAC – Increase fluency levels and reclassifications
- iReady Baseline Results—50% of students scored in the Tier II or III initial diagnostics
- SARC Report—Facilities remain in Fair condition.
- FAC Recommendations—Shade structures, access to all students across campus, bathrooms, air conditioning are considerations for improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	76.6% Met or Exceeded	80%
CAASPP Math	79.7% Met or Exceeded	82%
ELPAC Summative	Level 1 = 15% Level 2 = 10% Level 3 = 32.5% Level 4 = 42.5%	Increase fluency levels by 2%
CA Dashboard (Red/Orange/Yellow Areas)	All academic measures are Blue or Green	Maintain Blue or Green for all academic measures
iReady Diagnostic- Percentage that fall within Tier 1 supports	Grade 1- 32% Grade 2- 43% Grade 3- 76% Grade 4 – 53% Grade 5 – 48%	Grade 1- 38% Grade 2- 48% Grade 3- 81% Grade 4 – 58% Grade 5 – 53%
SARC Report- Facility Repair	Overall Facility Repair- Good	Overall Facility Repair- Good

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Maintain baseline levels of technology and site facilities in good repair, prioritizing classrooms/student areas for improvement.

Students in grades 2-5 will have 1:1 Chromebooks and access to online-adopted curriculum in mathematics and language arts.

Site facilities will be monitored regularly to remain in good repair. Each month the custodian and the principal will go over all repairs and assure that the facilities remain intact. These areas were noted by the FAC: Shade structures, access, bathroom repair and air conditioning.

The leadership team will meet 4 times per year to discuss classroom and student areas of improvement. The leadership team will then take steps with the staff to follow through with the improvements needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$20,000

District Funds

\$1700

Site Discretionary

Action 2

All Students

Hire and support highly trained and qualified staff for new positions, collaborating with mentor and lead teachers, as well as the Induction Office to ensure skilled site staffing.

Teachers will receive monthly Professional Learning opportunities led by the principal during scheduled staff development time.

Teachers will meet collaboratively in their Professional Learning Communities (PLC) each month to discuss already developed SMART goals and share best practices.

Teachers will observe one another at least once monthly and discuss their observations in their PLC meetings.

Assign additional professional development as needed according to data.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$9,000- Release time

Site Discretionary

Action 3

All Students

Monitor and evaluate implementation of state standards, current adoptions, and Technology Scope, including supplemental and support software/programs, providing staff with timely, data-driven feedback to improve learning outcomes, student achievement, continuous improvement, and staff proficiencies if needed. Evaluation of programs includes: core content areas, ELD, VAPA, World Language, and College/Career Readiness.

Each month teachers will meet in their PLC's to discuss their SMART goals and review data to derive instruction. Student progress and achievement will be discussed. Teachers will submit monthly PLC meeting notes as well as meet with the principal regularly to discuss progress.

Students will be monitored three times a year using iReady in the area of mathematics and language arts. Teachers will meet with the Response to Intervention teacher to discuss student progress and develop a tiered program for learning for students in need.

Continue to support current online opportunities, including RAZ kids, SRC, Reflex Math, and iReady, for students including the scope and sequence within the curricular adoptions. Technology will be used to enhance and extend instruction in all content areas.

Additional supports will be provided both in and outside the regular classroom setting for students identified as Title I/"At-risk"/low socioeconomic status for additional progress monitoring and instructional opportunities for success.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1,000 – release time

District Funds

\$5,000 – online programs

PTA

Action 4

SPED, EL, Title I identified students including students with low socio-economic households and/or students who are at risk for not meeting grade level standards.

Utilize EL and Special Education aides to support English Learners in Grades K-5 through the RTI model, small group instruction, and 1:1 classroom support in the area of reading, writing, and math.

Title 1 students are those that are identified as low socio-economic and/or students who have not yet met grade-level standards as evaluated by state and local data. Math interventionist is hired to assist, during the school day, with low socio-economic and/or students who are at risk for not meeting grade level standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$32,000 – classified personnel salaries

Supplemental Funds

Goal 2

Provide a comprehensive and inclusive instructional program to provide measurable growth and achievement for all students, including those recognized as English Language Learners, identified for Special Education or Multi-Tiered Support Services, and those qualified as Gifted and Talented (GATE), as measured by State and Local Measures of Proficiency, Qualification and Exit Criteria Figures, and Comparative Annual Program Participation. All subgroups include all low socio-economic students and/or students at risk of not meeting state standards.

Identified Need

- CA Dashboard—No academic areas in Red, Orange, or Yellow
- CAASPP/CAST— CAASPP results displays that in ELA students showed a 4.6% decline compared to the previous year. In math, students rose 4.3 %.
- ELPAC—TBD
- iReady Baseline Results—50% of students scored in the Tier II or III initial diagnostics.
- SARC Staffing Report – 100% of Teachers are highly qualified
- DataQuest Staffing Report—100% of staff are credentialed

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	76.6% Met or Exceeded	80%
CAASPP Math	79.7% Met or Exceeded	82%
ELPAC Summative	15% of EL students are Level 1 10% of EL student are Level 2 32.5% of EL students are Level 3 42.5% of EL students are Level 4 (from Aeries Analytics ELPAC overall)	Increase of 2% across all levels
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
iReady Diagnostic	Grade 1- 32% Grade 2- 43%	Grade 1- 38% Grade 2- 48%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3- 76% Grade 4 – 53% Grade 5 – 48%	Grade 3- 81% Grade 4 – 58% Grade 5 – 53%
SARC Report Staffing	All teachers are appropriately placed 0 – Vacancies All teachers with full credentials	All teachers are appropriately placed 0 – Vacancies All teachers with full credentials

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

English Language Learners

Rancho Vista will provide an instructional program that raises achievement for English Language Learners, Long-term English Learners, and Reclassified English Learners in ELA and Mathematics. This includes fluency, comprehension, writing, and vocabulary development. An EL teacher and aide will provide supplemental instruction and will monitor the growth of the group of students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$22,000 – aide

Supplemental Funds

Action 2

Special Education/Receiving Tiered Supports/ Title 1 including low socio-economic students and those at risk of not meeting state standards.

Rancho Vista will provide an instructional program that raises achievement for Special Education students and student receiving tiered supports in ELA and Mathematics. This includes fluency, comprehension, writing, and vocabulary. Special Education teachers will use the Sonday System and Fountas and Pinnel system to reteach and remediate. The Response to Intervention teacher will use iReady and Fountas and Pinnel to reteach children in the tier 2 and approaching tier 3 level. A math interventionist will meet with students to reteach and supplement math curriculum for students in tier 2 and approaching tier 3.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$32,000 – See action 1 (duplicate)

Supplemental Funds

Action 3

Gifted and Talented Students (GATE)

- Students will receive individualized GATE mentor teachers to supplement their learning and work on an advanced research project and presentation. Mentor Teachers will also support staff understanding of designing learning experiences for gifted students.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$1000- Gate Mentors

District Funds--GATE grant

Goal 3

Provide a comprehensive and rigorous instructional program which annually raises achievement and facilitates growth for all students in all four core content areas, as measured by CA Dashboard Academic Indicator, State and Local Assessment Measures, Student Report Card/Grades, and Site Extra-/Co-Curricular Program Participation Information.

Identified Need

- CA Dashboard—No academic areas in Red, Orange, or Yellow
- CAASPP/CAST— CAASPP results displays that in ELA students showed a 4.6% decline compared to the previous year. In math, students rose 4.3 %.
- ELPAC – Increase language fluency and reclassifications
- iReady Baseline Results – Move students from tier II support to Tier 1 support. See details below.
- FAC Recommendations – shade structures, access to all students across campus. bathroom, air conditioning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	76.6% Met or Exceeded	80% met or Exceeded
CAASPP Math	79.7% Met or Exceeded	82% Met or exceeded
ELPAC Summative	15% of EL students are Level 1 10% of EL student are Level 2 32.5% of EL students are Level 3 42.5% of EL students are Level 4 (from Aeries Analytics ELPAC overall)	Increase of 2% across all levels
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
iReady Diagnostic	Grade 1- 32% Grade 2- 43% Grade 3- 76% Grade 4 – 53% Grade 5 – 48%	Grade 1- 38% Grade 2- 48% Grade 3- 81% Grade 4 – 58% Grade 5 – 53%

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

In collaboration with staff, administration will analyze student performance measures to identify areas of Professional Development specific to site, in addition to what is District provided.

Teachers will receive monthly Professional Learning opportunities led by the school principal to target identified areas needed for growth

Teachers will meet monthly to discuss identified SMART goals and student progress towards the data derived goals.

Teachers will observe other classrooms monthly and meet to discuss actions to improve student performance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$9,000- release time	Site discretionary (duplicate)

Action 2

All Students

Teachers and Administration will continue to implement Interim Assessments and other research-based assessments to monitor student performance in grade-level standards, adjust instructional program using related performance reporting, and prepare students for success on state assessment measures, specifically students within targeted populations who are not meeting standard/proficiency.

Teachers will use iReady to monitor student performance three times per year.

Teachers will use district-adopted materials in Wonders and Math in Focus assessments to monitor grade-level standards and adjust instructional program.

Teachers will use performance tasks in Wonders to prepare students for success on state assessment measures in Language Arts at the end of each unit.

Teachers will use CAASPP interim assessments to monitor student performance and provide support for students who are not meeting proficiency one time per year.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$2,000- Wonders and IReady PD

District Funds

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community and family involvement, and focuses the school climate on creating opportunities for student engagement, as measured by Site Parent Participation Rates, CA Healthy Kids Survey, Attendance, Tardy, and Truancy Rates, State Assessment Participation Rates, Discipline Data, and parent feedback.

Identified Need

- FAC Recommendations— Shade structures, access, bathrooms, and air conditioning recommended for improvement.
- Attendance/Truancy/Tardy/Chronic Absentee Data—Asian Students are in the orange on the CA Dashboard for Chronic Absenteeism.
- Maintain Parent Involvement Group Participation Rates/Membership

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard (Red/Orange/Yellow Areas)	All areas of academic performance are in the blue or green category	Maintain blue or green category in all areas of academic performance
State Assessment Participation Rates	100% overall participation rate	100% overall participation rate
CHKS Results	2018-19 CHKS reports 100% of children felt safe most or all of the time.	Maintain status of 100% of children feel safe most or all of the time.
Attendance Data	0% Chronically Truant 3.4% Chronically absent 5.1 % Asian subgroup	0% Chronically Truant 2% Chronically absent 4% or less- Asian subgroup
Discipline Data	0 Suspensions	0 Suspensions
Caseload Analysis	Exiting students from support or SPED- None	N/A
Parent Involvement Rates	6500 hours of participation	Maintain the same participation rates

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Provide inclusive school environment for all students by providing opportunities for school community participation during and outside of the school day, recognizing the strength of cultural and linguistic diversity, the importance of leadership roles, the experience of co-/extra-curricular activities, and commitment to life-long learning.

Rancho Vista will continue to implement a Positive Behavior Support and Intervention (PBIS) system including clearly articulated school rules/expectations, location specific examples of behavior, a positive reward system and tiered interventions including alternate means of correction and restorative practices. Utilize the school matrix of location specific behaviors with fidelity. Utilize student council to provide examples and non-examples of rules/expectations. Reward students who follow the PBIS matrix.

Rancho Vista will have a World Fair day that will recognize the strength of cultural and linguistic diversity.

Rancho Vista will host community events including Winter Wonderland, Island Dinner Dance, and Family Fun nights.

Rancho Vista will continue to engage with parent community by actively sharing parent information through parent emails, encouraging parent participation while soliciting feedback through PTA, School Site Council and other advisory committees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,000 – PBIS supplies	Other gifts
\$10,000- World Fair, community events	PTA

Action 2

All Students

Provide Parent Involvement and Education Opportunities within the school community, communicating and engaging frequently, timely, and transparently, and in collaboration with the District Parent Organizations (PEF, PTA, etc.).

Rancho Vista will continue to engage with parent community by actively sharing parent information through parent emails, encouraging parent participation while soliciting feedback through PTA, School Site Council and other advisory committees

Rancho Vista will continue to offer parent conferences, IEP Meetings, Student Study Team meetings, Student Attendance Review Team meetings, Parent Education Events, School-wide Activities, and Parent Nights.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000- copies, fliers, etc.	Other gifts

Action 3

All Students

Staff and administration will continue to develop social/emotional learning and progressive discipline supports by implementing guidance lessons, restorative practices, procedures for crisis and threat, and identifying school climate indicators to improve overall culture.

Rancho Vista will continue to implement PBIS to provide guidance lessons in school expectations.

School Year: **2019—2020**

PBIS team will meet 4 times per year to discuss restorative practices and develop procedures to ensure a positive climate at Rancho Vista.

Continue to implement a school-wide PBIS including: clearly articulated school rules/expectations, location specific examples of behavior, a positive reward system and tiered interventions.

Rancho Vista will continue social-emotional development with the Second Step program weekly and with fidelity. Utilize weekly Flag Deck assemblies to relay the weekly theme and create an ongoing consistent program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$3800- release time	District Funds
\$2000- Supplies	Site discretionary

Goal 5

Reduce chronically absent students from 3.4% to 2% by informing parents through letters, meetings, SART, and SARB of the importance of being at school.

Identified Need

The reduction of chronically absent students will allow children more time to learn in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	3.4% Chronically Absent	2% Chronically absent

Actions Taken on Goal (Strategies/Activities Completed)

Students to be Served by this Strategy/Activity

Action 1

All Students

Principal and teachers will monitor absenteeism, refer to SART and SARB as necessary to educate parents on the importance of school attendance.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

none

none

Annual Review

SPSA Year Reviewed: 2018-19

Analysis

Goal 1 was to provide research-based curriculum and ongoing professional development to teachers that allows them to deliver engaging, high-quality instruction that increases learning and achievement of all students. Continue with the implementation of Math in Focus, Ready Reading in all K-5 Classrooms. Wonders curriculum in TK- Grade 2 will be implemented with fidelity. Technology was used to enhance and extend instruction. 100% of the teachers did implement the Second Step social emotional curriculum. The planned strategies were effective in achieving our math standards goal of 79% of students meeting or exceeding the standard. We did not achieve our language arts goal of 83% meeting or exceeding the standard in ELA. Instead 76.6% if students met or exceeded the standard in ELA. In the 2019-20 school year changes made to the SPSA will include using a comprehensive ELA program, Wonders. We will also use iReady measurements, three times per year, to help determine the needs of students and offer additional lessons in areas of weakness. AIMS web targets were met.

Goal 2 was to provide an instructional program that raised achievement in all four core content areas with the use of Math in Focus, STEM, Wonders in grades K-2, and universal screenings. All programs were used with fidelity. Again, as stated in the analysis of goal 1, the goal was met for mathematics but not in ELA. As stated in the analysis of goal 1, the ELA program is more comprehensive in the 2019-20 SPSA as well as the use of iReady as a diagnostic and teaching tool. In addition, a credentialed Rtl teacher will meet with children who are struggling in the area of ELA two times per week to provide instruction explicit to areas of deficit using Wonders, LLI, and iReady progress monitoring/achievement data.

Goal 3 provided support for English Learners, GATE, and Special Education. All supports were provided as described in goal 3 of the SPSA. In Mathematics, ELL did not meet its goal of 84% and instead met 81% met or exceeded the standards. GATE met its goal. Special Education met its goal of 60% met or exceeded the standards. In ELA, ELL did not meet its goal and instead 67% of students met or exceeded the standards. GATE exceeded the goal with 100% of student meeting or exceeding standards. Special education did not meet its goal as only 33% of students met or exceeded ELA standards. As in goal 1 and 2, a comprehensive ELA program will allow for best first instruction in the classroom. In the 2019-20 SPSA, we have added an additional Rtl teacher to relieve the Special Education teachers of extended Rtl duties. This will allow more push in services to our Special Education students who are struggling in the area of ELA.

Goal 4 provided students a school environment that is safe, conducive to learning, and meeting socio-emotional needs of all students, encourage student and parent engagement and connectedness through a school wide positive behavior support program, community activities and parent education opportunities as measured by the California School Climate Survey. Attendance and suspension records were reviewed. The goal was met with only 3.4% of students being chronically

absent. No students were suspended in the 2018-19 school year. CHKS is conducted every other year in elementary school. Data will be collected this coming school year.

There were no major differences between the intended implementation or the budgeted expenditures in each of the strategies/activities.

In analyzing the data from last year, we see that we had a slight decline in the area of ELA. We will implement new strategies to achieve the goals as a result of the decline. We will implement a newly adopted ELA program for all grades to help achievement. We have also revised our current RtI model to include a credential teacher dedicated to our children in grades TK-3. In addition, we will use a program, iReady, to help determine areas of need for students in the subject of ELA. The decline of ELA scores will be addressed in goals 1, 2 and 3.