

School Year: 2018-2019

## 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	19-64865-6021323	10/29/2018	December 12, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

### Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the SPSA and Annual Review and Update**

School Leadership Team Date: 10/24/2018

ELL Committee Date: 9/28/2018

School Site Council Date: 10/29/2018

### Goals, Strategies, & Proposed Expenditures

#### **Goal 1**

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

#### Basis for this Goal

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 will be used to enhance and extend instruction weekly in all K-

5 classrooms. 100% of the teachers will use and participate in the Second Step social-emotional learning curriculum.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Scores	81.2 % met or exceeded the standard	83% Meet or exceed the standard
Math CAASPP Scores	75.4% met or exceeded the standard	77% meet or exceed the standard
AIMSweb and MAZE standardized scores	79% met the school target	81% will meet the school target

**PLANNED STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

Provide ongoing monthly professional development and collaboration for teachers to ensure that all instructional materials for Math in Focus, Wonders, NGSS and Second Step and any training required for curriculum and materials to continue to be implemented consistently and with fidelity.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$4,000
Source(s)	Certificated Personnel Salaries
Budget Reference(s)	Site Discretionary

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

All Students

### Strategy/Activity

Continue to utilize CGI strategies and instruction in conjunction with Math in Focus curriculum in each classroom daily.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$200
Source(s)	Site Discretionary
Budget Reference(s)	Books and supplies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All students

### Strategy/Activity

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.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$5000
Source(s)	Site Discretionary
Budget Reference(s)	Books and Supplies

## Goal 2

**Provide an instructional program which raises achievement for all students in all four core content areas**

**Basis for this Goal**

Provide an instructional program that raises achievement for all students in ELA and Mathematics. This includes fluency, comprehension, writing, and vocabulary development.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
ELA CAASPP Scores	81.2% met or exceeded the standard	83% met or exceed
Math CAASPP Scores	75.4% met or exceeded the standard	78% met or exceed

**PLANNED STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

All Students

Strategy/Activity

Continue to implement Math in Focus curriculum daily with integrity and fidelity in grades K-5.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	See goal #1
Source(s)	See goal #1
Budget Reference(s)	See goal #1

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All students

### Strategy/Activity

Continue to utilize CGI strategies and instruction in Mathematics. Teachers will continue to be provided with refresher and extension strategies for CGI.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	See goal #1
Source(s)	See goal #1
Budget Reference(s)	See goal #1

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

English Language Learners

### Strategy/Activity

Continue to provide regular, small group, and 1:1 support for all students not meeting math benchmarks.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$22,000
Source(s)	Classified Personnel Salaries
Budget Reference(s)	Supplemental Funds

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Continue to implement STEM program in Grades K -5

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$500
Source(s)	Site Discretionary
Budget Reference(s)	Books and Supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Continue to perform universal screenings with a researched based assessment to identify students who are in need of extra academic support 3 times a school year. Site teams will work to support students through the RTI program in their area of need with continuous monitoring to ensure student growth.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	N/A
Source(s)	District Funds
Budget Reference(s)	District Funds

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

Students Grades TK- 2

#### Strategy/Activity

Implement the new Wonders Language Arts curriculum daily and with fidelity.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	District Funds
Source(s)	District Funds
Budget Reference(s)	District Funds

### Goal 3

**Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE).**

**Basis for this Goal**

Provide additional support for student subgroups including English Learners, Special Education, and GATE students that allow them to reach their full potential and/or close the achievement gap with their peer majority.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores- ELA	ELL- 81.3% met or exceeded the standard  GATE 88.2% Met or exceeded the standard  SPED population- 57.1% met or exceeded the standard	ELL- 84% Meet or exceed  GATE- 90% Meet or exceed  SPED population- 60% Meet or exceed
CAASPP Scores- Mathematics	ELL- 82.3% met or exceeded the standard  GATE 94.1% Met or exceeded the standard  SPED population- 57.2% met or exceeded the standard	ELL- 84% Meet or exceed  GATE- 90% Meet or exceed  SPED population- 60% Meet or exceed

**PLANNED STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

All English Languages and Special Education students

**Strategy/Activity**

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 and writing.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$22,000
Source(s)	Classified Personnel Salaries
Budget Reference(s)	Supplemental Funds

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

GATE identified Students

**Strategy/Activity**

Students will receive individualized GATE mentors teachers to supplement their learning and work on an advanced research project and presentation.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1000
Source(s)	District Funds
Budget Reference(s)	District Funds

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

EL learners and Special Education Student populations

#### Strategy/Activity

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 mathematics

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	See activity #1
Source(s)	See activity #1
Budget Reference(s)	See activity #1

### Goal 4

**Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

#### Basis for this Goal

Continue to create a school environment that is safe, conducive to learning, and meetings 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.

**Expected Annual Measureable Outcomes**

Metric/Indicator	Baseline	Expected Outcome
17-18 PVPUSD LCAP student survey	100% of students felt safe at school most or all of the time	The site will continue to use the survey as a measure of students' feelings of being safe at school and will remain at 100%.
Attendance, Suspension, and school discipline records	Attendance- 97.1% of students were not considered chronically absent.	Data will be monitored on a monthly basis to ensure children are not chronically absent to school, 98% or above.  School suspensions will be continually monitored to allow students alternatives to suspensions.

**PLANNED STRATEGIES/ACTIVITIES**

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

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.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$2000

Source(s)

Site discretionary

Budget

Reference(s)

Books and Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

Continue social-emotional development with our 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)	N/A
Source(s)	District funded
Budget Reference(s)	District funded

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All students

#### Strategy/Activity

Host community events including Winter Wonderland, Country Dinner Dance, World Fair Day, Donuts with Dads, and Family Fun nights.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$4000
Source(s)	PTA
Budget Reference(s)	PTA

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All students

#### Strategy/Activity

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)	\$500
Source(s)	Books and Supplies
Budget Reference(s)	Site Discretionary

## Annual Review and Update

SPSA Year Reviewed: 2017-18

### Goal 1

**Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students access to required college and career readiness**

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA Data	Increase from 68.5%	81.2%
CAASPP Math Data	Increase from 76%	75.4 %

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide ongoing professional development for teachers for MIF</li> <li>• Ensure that all instructional materials for Math in Focus are present in classrooms.</li> <li>• Monitor program and provide support, training, and</li> </ul>	<ul style="list-style-type: none"> <li>• 100% received ongoing professional development for MIF</li> <li>• 100% of classrooms received materials for MIF</li> <li>• 100% of the programs was monitored, supported, trained and given resources</li> </ul>	\$11,000	\$ 12,600

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>resources as needed to teachers.</p> <ul style="list-style-type: none"> <li>Continue to implement the Math in Focus program with fidelity and integrity.</li> <li>Utilize all aspects of the program to support student learning.</li> <li>Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program. curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>100% of classrooms were able to implement the Math in Focus program with fidelity and integrity.</li> <li>100% of teachers participated in collaboration with grade level peers and across grade levels to ensure a consistent implementation of the program. curriculum</li> </ul>		

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Clearly articulate aspects of CGI instruction that should be present in the classroom including weekly 100 Board and Problem Solving activities.</li> <li>Provide opportunities for teachers to deepen CGI knowledge and collaborate with peers around CGI.</li> <li>Continue to utilize CGI strategies in the classroom on a daily</li> </ul>	<ul style="list-style-type: none"> <li>CGI as clearly articulated and present in 100% of the classrooms</li> <li>100% of teachers were provided with opportunities to deepen CGI knowledge and collaborate with peers around CGI.</li> <li>100% of classrooms were not using CGI strategies daily.</li> <li>Additional CGI training was not present throughout the district.</li> </ul>	\$200	\$300

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>basis to extend student learning.</p> <ul style="list-style-type: none"> <li>Continue to deepen knowledge of CGI instruction by attending ongoing CGI training at the sites throughout the district.</li> </ul>			

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Ensure that all instructional materials for Ready Reading are present in classrooms.</li> <li>Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>Ready Reading program will continue with fidelity and integrity.</li> <li>Utilize all aspects of the program to support student learning.</li> <li>Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program.</li> </ul>	<ul style="list-style-type: none"> <li>100% of classrooms were provided with instructional materials for Ready Reading</li> <li>The implementation of Ready Reading was supported on site but no training was offered.</li> <li>100% of Ready Reading program I continued with fidelity and integrity.</li> <li>100% of teachers were offered time to collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program.</li> <li>Utilize the Learning Center as a supplemental tool for</li> </ul>	\$200	\$200

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Utilize the Learning Center as a supplemental tool for all students in Ready Reading</li> </ul>	all students in Ready Reading		

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Ensure that all instructional materials for CraftPlus are present in classrooms.</li> <li>Provide support, training, and resources as needed to teachers.</li> <li>Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program</li> <li>Participate in ongoing professional development. Continue to deepen understanding of the CraftPlus program and implement in classrooms.</li> <li>Develop long term instructional plans that specifically incorporate narrative,</li> </ul>	<ul style="list-style-type: none"> <li>100% of classrooms were provided with instructional materials for CraftPlus.</li> <li>100% of teachers were provided with support, training, and resources</li> <li>100% of teachers were offered time to collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program</li> <li>100% of teachers participated in a professional development lesson to discuss ongoing professional development.</li> <li>We developed long term instructional plans that specifically</li> </ul>	See #1 above	See #1 above

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
informational, and opinion writing.	incorporate narrative, informational, and opinion writing.		

### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Set expectation that Thinking Maps will be used weekly as an instructional tool to enhance and extend instruction.</li> <li>• Identify and train Thinking Maps Lead Teachers.</li> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Lead ongoing professional development to the implementation of utilizing Thinking Maps</li> <li>• Utilize all aspects of the program to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>• The expectation was set Thinking Maps will be used weekly as an instructional tool to enhance and extend instruction.</li> <li>• Thinking Map lead teachers were trained and identified.</li> <li>• Implementation of program was monitored and support, training, and resources were provided, as needed, to teachers.</li> <li>• Ongoing professional development to the implementation of utilizing Thinking Maps was used band opportunities for collaboration and one professional development session was used.</li> </ul>	See strategy/activity #1	See strategy/activity #1

## Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide grade level specific lists of academic vocabulary.</li> <li>• Organize pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction.</li> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Collaboratively develop systems for teaching and assessing the assigned grade level academic vocabulary with grade level teams</li> </ul>	<ul style="list-style-type: none"> <li>• Provide grade level specific lists of academic vocabulary.</li> <li>• Organize pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction.</li> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Collaboratively develop systems for teaching and assessing the assigned grade level academic vocabulary with grade level teams</li> </ul>	See Strategy/Activity #1	See Strategy/Activity #1

## Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Ensure district technology baseline in every classroom including laptop</li> </ul>	<ul style="list-style-type: none"> <li>• 100% technology baseline in every classroom including laptop computers for</li> </ul>	\$5000	\$12000

<p>computers for every classroom teacher.</p> <ul style="list-style-type: none"> <li>• Oversee 1:1 iPad program implementation in fourth and fifth grades.</li> <li>• Provide Chromebook cart to third grades.</li> <li>• Provide a minimum of eight (8) iPads per classroom in K-2 grades.</li> <li>• Support OSMO devices for every K—2 classrooms.</li> <li>• Purchase web-based programs including SRC, SRI, Reflex Math, RAZ Kids, and extend student learning.</li> <li>• Manage rosters of web-based programs.</li> <li>• Utilize technology in the classroom to improve, enhance, and extend student learning.</li> <li>• Progress towards 1:1 Chromebooks in grades 3 and 5.</li> </ul>	<p>every classroom teacher was met</p> <ul style="list-style-type: none"> <li>• 1:1 iPad program implementation in fourth and fifth grades was changed to only 4<sup>th</sup> grade</li> <li>• Chromebook cart to third grade was provided.</li> <li>• Each K-2 classrooms had a minimum of eight (8) iPads</li> <li>• OSMO devices for every K—2 classrooms was not provided but was provided in Grade 2 only.</li> <li>• Web-based programs including SRC, SRI, Reflex Math, RAZ Kids, and extend student learning was purchased for all students</li> <li>• Rosters of web-based programs were managed with 100% fidelity</li> <li>• Technology in the classroom was used with fidelity to improve, enhance, and extend student learning.</li> <li>• Progress towards 1:1 Chromebooks in grades 3 and 5 has been made with 100% of 3<sup>rd</sup> graders having 1:1 access and 2:1 in 5<sup>th</sup> grade.</li> </ul>		
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# Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide monthly professional development opportunities in the instructional use of technology including: use of Document Cameras, Apple TV, laptop computers, OSMO, and web-based programs.</li> <li>• Support 1:1 teachers in fourth and fifth grades with opportunities to visit other 1:1 schools, ongoing training, and collaboration time.</li> <li>• Participate in ongoing professional development. Continue to deepen understanding of the instructional uses of technology and use to enhance and extend student learning – not as a novelty.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly professional development opportunities in the instructional use of technology including: use of Document Cameras, Apple TV, laptop computers, OSMO, and web-based programs were not provided but instead each teacher received help on an as needed basis.</li> <li>• Support 1:1 teachers in fourth grades was offered but opportunities to visit other 1:1 schools did not occur.</li> <li>• 100% of teachers visited the instructional uses of technology and use to enhance and extend student learning at each staff meeting.</li> </ul>	<p>See strategy/activity #1</p>	<p>See strategy/activity #1</p>

# Strategy/Activity 9

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide monthly professional development opportunities in the area of Growth Mindset techniques</li> <li>• Provide teachers monthly professional development opportunities in the use of Mindfulness techniques</li> <li>• Provide teachers with supplies and growth opportunities in Growth Mindset and Mindfulness techniques outside of the school setting.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teachers were provided monthly professional development opportunities in the area of Growth Mindset techniques</li> <li>• 100% of teachers were provided teachers with supplies and growth opportunities in Growth Mindset and Mindfulness techniques outside of the school setting.</li> </ul>	See strategy /activity #1	See strategy/ activity #1

### Strategy/Activity 10

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide monthly professional development opportunities in the area of Growth Mindset techniques</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of teachers were provided with monthly professional development opportunities in the</li> </ul>	See strategy/ activity #1	See strategy /activity #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Provide teachers monthly professional development opportunities in the use of Mindfulness techniques</li> <li>• Provide teachers with supplies and growth opportunities in Growth Mindset and Mindfulness techniques outside of the school setting.</li> <li>•</li> </ul>	<p>area of Growth Mindset techniques</p> <ul style="list-style-type: none"> <li>• 100% of teachers were provided with monthly professional development opportunities in the use of Mindfulness techniques</li> <li>• 100% of teachers were provided with supplies and growth opportunities in Growth Mindset and Mindfulness techniques outside of the school setting.</li> </ul>		

## ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies/activities were achieved. Teachers continued to use Rancho Vista signature programs and receive continued development in each of the programs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies/activities were positive. Teachers continued to implement and expand on the specific programs. Teachers were also provided with time to collaborate amongst each other which made the programs similar among the classrooms.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Rancho Vista spent more on the professional development than expected. More time was needed in some areas so the slight difference in expenditures was used for release time for teachers to collaborate.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made other than the increase of the expenditures to reflect the extra collaboration time.

## Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	76%	81.2%
CAASPP MATH	67%	75.5%
AIMSWeb/MAZE	Target Norm	79% met the target norm

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Continue to implement Math in Focus curriculum with integrity and fidelity in grades K-5.</li> <li>Ensure that all instructional materials for Math in Focus are present in classrooms.</li> <li>Monitor continual implementation of program and provide support, training, and resources as needed to teachers.</li> <li>Continue to grow the Math in Focus program with fidelity and integrity.</li> <li>Utilize all aspects of the program to</li> </ul>	<ul style="list-style-type: none"> <li>Math in Focus curriculum was executed with 100% integrity and fidelity in grades K-5.</li> <li>100% of instructional materials for Math in Focus was present in classrooms.</li> <li>Teachers were monitored for continual implementation of program</li> <li>Rancho Vista continued to grow the Math in Focus program with fidelity and integrity.</li> <li>The Rancho Vista staff utilized all aspects of the</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>support student learning.</p> <ul style="list-style-type: none"> <li>Collaborate with grade level peers and across grade levels to ensure consistent implementation of the program</li> </ul>	<p>program to support student learning.</p> <ul style="list-style-type: none"> <li>Teachers were given time to collaborate with grade level peers and across grade levels to ensure consistent implementation of the program</li> </ul>		

## Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Continue to utilize CGI strategies and instruction in conjunction with Math in Focus curriculum</li> <li>Clearly articulate aspects of CGI instruction that should be present in the classroom including weekly 100 board and problem solving activities.</li> <li>Provide opportunities for teachers to deepen CGI knowledge and collaborate with peers around CGI.</li> <li>Continue to utilize CGI strategies in the classroom daily to extend student learning.</li> </ul>	<ul style="list-style-type: none"> <li>100% of staff continued to utilize CGI strategies and instruction in conjunction with Math in Focus curriculum</li> <li>100% of staff received clear expectations of CGI instruction that should be present in the classroom including weekly 100 board and problem solving activities.</li> <li>Teachers were provided opportunities to deepen CGI knowledge and collaborate with peers around CGI.</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> <li>Continue to deepen knowledge of CGI instruction by attending ongoing CGI training at various sites throughout the district.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to utilize CGI strategies in the classroom daily to extend student learning.</li> <li>Teachers did not attend CGI training at various sites throughout the district.</li> </ul>		
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### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> <li>Provide regular, small group and 1:1 support for all students not meeting math benchmarks in grades K-5.</li> <li>Recruit and hire a qualified math intervention teacher to provide differentiated support during the instructional day.</li> <li>Work with principal and teachers to identify students for math intervention.</li> <li>Collaborate with teachers to provide targeted, differentiated support for all students not meeting grade level math benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>Rancho Vista provided regular, small group and 1:1 support for all students not meeting math benchmarks in grades K-5.</li> <li>Rancho Vista hired a qualified math intervention teacher to provide differentiated support during the instructional day.</li> <li>The intervention teacher worked with the teachers with principal and teachers to identify students for math intervention.</li> <li>The intervention teacher collaborated with teachers to</li> </ul>	\$22,000	\$22,000
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Provide regular small group instruction and 1:1 support for students not meeting math benchmarks in grades K-5.</li> </ul>	<p>provide targeted, differentiated support for all students not meeting grade level math benchmarks.</p> <ul style="list-style-type: none"> <li>The intervention teacher provided regular small group instruction and 1:1 support for students not meeting math benchmarks in grades K-5.</li> </ul>		

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Utilize technology to enhance and extend math instruction</li> <li>Ensure district technology baseline in every classroom including laptop computers for every classroom teacher.</li> <li>Oversee 1:1 iPad program implementation in fourth and fifth grades.</li> <li>Provide a minimum of eight (8) iPads per classroom in K-2 grades.</li> <li>Purchase web-based programs including Reflex Math to</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms utilized technology to enhance and extend math instruction</li> <li>100% district technology baseline in every classroom including laptop computers for every classroom teacher has been provided.</li> <li>1:1 iPad program implementation in fourth was provided</li> <li>A minimum of eight (8) iPads per classroom in K-2 grades has been provided with plans to further expand</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>support and extend student learning in mathematics.</p> <ul style="list-style-type: none"> <li>• Manage rosters of web-based programs.</li> <li>• Utilize OSMO devices for every Kindergarten classroom</li> <li>• Utilize technology in the classroom to improve, enhance, and extend student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Web-based programs including Reflex Math to support and extend student learning in mathematics has been provided to 100% of the classrooms.</li> <li>• 100% management of rosters of web-based programs was executed</li> <li>• OSMO devices for every Kindergarten classroom was provided</li> <li>• Technology in the classroom to improve, enhance, and extend student learning was provided in 100% of the classrooms</li> </ul>		

**Strategy/Activity 5**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue to utilize Ready Reading Common Core curriculum in grades K-5.</li> <li>• Ensure that all instructional materials for Ready Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Ready Reading Common Core curriculum in grades K-5 was continued.</li> <li>• 100% of instructional materials for Ready Reading were present in classrooms.</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>are present in classrooms.</p> <ul style="list-style-type: none"> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Learn and implement the Ready Reading program with fidelity and integrity.</li> <li>• Utilize all aspects of the program to support student learning.</li> <li>• Collaborate with grade level peers and across grade levels to ensure consistent implementation of the program</li> <li>• Utilize the Learning Center as a resource for Ready Reading supplemental instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of the program including provided support, training, and resources as needed to teachers occurred.</li> <li>• Teachers learned and implement the Ready Reading program with fidelity and integrity.</li> <li>• Collaboration occurred with grade level peers and across grade levels to ensure consistent implementation of the program</li> <li>• The Learning Center was used as a resource for Ready Reading supplemental instruction</li> </ul>		

### Strategy/Activity 6

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue to utilize CraftPlus Writing Curriculum in grades K-5.</li> </ul>	<ul style="list-style-type: none"> <li>• CraftPlus Writing Curriculum was used in various classrooms in grades K-5.</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Ensure that all instructional materials for CraftPlus are present in classrooms.</li> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Continue to implement the CraftPlus program with fidelity and integrity.</li> <li>• Utilize all aspects of the program to support student learning.</li> <li>• Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program</li> </ul>	<ul style="list-style-type: none"> <li>• 100% instructional materials for CraftPlus were present in classrooms.</li> <li>• Implementation of the program including provided support, training, and resources as needed to teachers was offered.</li> <li>• Collaborations with grade level peers and across grade levels to ensure a consistent implementation of the program</li> </ul>		

### Strategy/Activity 7

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue to utilize academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Academic vocabulary was used</li> </ul>	See goal #1	See goal #1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<p>development in grades K-5.</p> <ul style="list-style-type: none"> <li>• Provide grade level specific lists of academic vocabulary.</li> <li>• Organize pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction.</li> <li>• Monitor implementation of program and provide support, training, and resources as needed to teachers.</li> <li>• Collaboratively develop systems for teaching and assessing the assigned grade level academic vocabulary with your grade level team.</li> </ul>	<p>in the development in grades K-5.</p> <ul style="list-style-type: none"> <li>• Teachers were provided with grade level specific lists of academic vocabulary.</li> <li>• Pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction was not offered.</li> <li>• Implementation of program and provided support, training, and resources as needed to teachers were offered.</li> </ul>		
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### Strategy/Activity 8

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> <li>• Continue to utilize leveled reading instruction via a RTI (Response to Intervention) model in</li> </ul>	<ul style="list-style-type: none"> <li>• Rancho Vista continued to utilize leveled reading instruction via a RTI (Response to</li> </ul>	See goal #1	See goal #1
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>K-5 to provide both acceleration and remediation of reading skills during the instructional day.</p> <ul style="list-style-type: none"> <li>• Develop leveled groups by grade level for RTI rotations. RTI rotations will occur for a minimum of 45 minutes daily / four days weekly.</li> <li>• Provide materials and planning time to implement RTI model.</li> <li>• Fund an additional RTI Instructional Assistant to support leveled group instruction.</li> <li>• Work with RTI Lead and Principal to identify students for each level of RTI.</li> <li>• Collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block</li> </ul>	<p>Intervention) model in K-5 to provide both acceleration and remediation of reading skills during the instructional day.</p> <ul style="list-style-type: none"> <li>• Teachers continued to develop leveled groups by grade level for RTI rotations. RTI rotations will occur for a minimum of 45 minutes daily / four days weekly.</li> <li>• The teachers were provided materials and planning time to implement RTI model.</li> <li>• The RTI Lead and Principal to worked together once a trimester to identify students for each level of RTI.</li> <li>• Teachers were offered collaboration time each trimester to collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block</li> </ul>		

**Strategy/Activity 8**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue to implement STEM program in grades K-5.</li> <li>• Develop specific programs for all students</li> <li>• Provide materials and planning time to implement the STEM program</li> <li>• Collaboratively develop systems for teaching STEM to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Rancho Vista continued to implement STEM program in grades K-5.</li> <li>• Rancho Vista developed specific programs for all students specific to each grade level.</li> <li>• Teachers were provided with materials and planning time to implement the STEM program</li> <li>• Teachers collaboratively develop systems for teaching STEM to all students</li> </ul>	See goal #1	See goal #1

## ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall strategies/activities provided to Rancho Vista staff and students were successfully implemented with fidelity.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of strategies/activities were positive. Programs were continued with fidelity and the students continued to grow in all areas.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditures and estimated actual expenditures were similar. In the current plan I have increased collaboration and professional development monies to better support all programs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes that will be made includes increase funds for collaboration and professional development for teachers.

## Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA data	<p>90% met or exceeded in ELL students</p> <p>65% met or exceeded in special education</p> <p>100% Met or exceeded in GATE</p>	<p>81.3% Met or exceeded in ELL Students</p> <p>88.2% met or exceeded in GATE students</p> <p>57.1 met or exceeded in the SPED program</p>
AIMSweb MAZE and R-CBM test results	Remain on target with 74.1 in MAZE data	79% met the target in MAZE data

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Utilize EL Instruction Aides to provide support to English Language Learners in grades K-5 through the RTI model, small group instruction, and 1:1 classroom support.</li> <li>Recruit qualified candidates for EL Aide positions.</li> <li>Provide training and support to EL Aides so they can</li> </ul>	<ul style="list-style-type: none"> <li>Rancho Vista used EL Instruction Aides to provide support to 100% of the English Language Learners in grades K-5 through the RTI model, small group instruction, and 1:1 classroom support.</li> <li>Rancho Vista maintains qualified candidates for EL Aide positions.</li> </ul>	\$25,000	\$25,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>effectively scaffold the learning of EL students.</li> <li>Effectively utilize EL Aides support to scaffold learning of EL students in the classroom.</li> <li>Provide regular small group and 1:1 support for EL students in ELA</li> </ul>	<ul style="list-style-type: none"> <li>EL Aides were provided support and learning development so they can effectively scaffold the learning of EL students.</li> <li>EL Aides supported and utilized scaffold learning of EL students in the classroom.</li> <li>EL Aides provided regular small group and 1:1 support for EL students in ELA</li> </ul>		

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Utilize leveled reading instruction via a RTI (Response to Intervention) model in K-5 to provide both acceleration and remediation of reading skills during the instructional day for ELL, special education, and GATE students.</li> <li>Develop leveled groups by grade level for RTI rotations. RTI rotations will occur for a minimum of 45</li> </ul>	<ul style="list-style-type: none"> <li>Rancho Vista utilized leveled reading instruction via a RTI (Response to Intervention) model in K-5 to provide both acceleration and remediation of reading skills during the instructional day for ELL, special education, and GATE students.</li> <li>Leveled groups were developed by grade level for RTI rotations. RTI rotations will occur</li> </ul>	See goal #1 \$1500-GATE mentors	[See goal #1 \$1500-GATE Mentors

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<p>minutes daily / four days weekly.</p> <ul style="list-style-type: none"> <li>• Provide materials and planning time to implement RTI model.</li> <li>• Fund an additional RTI Instructional Assistant to support leveled group instruction.</li> <li>• Work with RTI Lead and Principal to identify students for each level of RTI.</li> <li>• Collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block.</li> <li>• Provide GATE student with mentor opportunities</li> </ul>	<p>for a minimum of 45 minutes daily / four days weekly.</p> <ul style="list-style-type: none"> <li>• 100% materials and planning time provided to implement RTI model.</li> <li>• Rancho Vista funded an additional RTI Instructional Assistant to support leveled group instruction.</li> <li>• RTI Lead and Principal worked together each trimester to identify students for each level of RTI.</li> <li>• Collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block.</li> <li>• 3 teachers provided 100% of GATE students with mentor opportunities</li> </ul>		
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**Strategy/Activity 3**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> <li>• Provide regular, small group and 1:1 support for EL and special education students</li> </ul>	<ul style="list-style-type: none"> <li>• Rancho Vista provided regular, small group and 1:1 support for EL and</li> </ul>	<p>See strategy/activity #2</p>	<p>See strategy/activity #2</p>
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Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>not meeting math benchmarks in grades K-5.</p> <ul style="list-style-type: none"> <li>Recruit and hire a qualified math intervention teacher to provide differentiated support during the instructional day.</li> <li>Work with principal and teachers to identify students for math intervention.</li> <li>Collaborate with teachers to provide targeted, differentiated support for ELL and special education students not meeting grade level math benchmarks.</li> <li>Provide regular small group and 1:1 support for ELL and special education students not meeting math benchmarks in grades K-5.</li> </ul>	<p>special education students not meeting math benchmarks in grades K-5.</p> <ul style="list-style-type: none"> <li>Rancho Vista continues to recruit and hire a qualified math intervention teacher to provide differentiated support during the instructional day.</li> <li>Principal and teachers worked together to identify students for math intervention.</li> <li>The aides and teachers collaborated to provide targeted, differentiated support for ELL and special education students not meeting grade level math benchmarks.</li> <li>Students were provided regular small group and 1:1 support for ELL and special education students not meeting math benchmarks in grades K-5.</li> </ul>		

**Strategy/Activity 4**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue the GATE mentor program that pairs GATE identified students with a teacher mentor to work on an advanced research project and presentation.</li> <li>• Recruit and fund up to four (4) teacher mentors for the GATE Research Project.</li> <li>• Provide training to GATE mentors on GATE differentiation and mentoring.</li> <li>• Work with identified GATE students on long term research projects and presentations.</li> <li>• Guide learning, provide feedback, and take an active interest in students' GATE research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Rancho Vista continued the GATE mentor program that pairs GATE identified students with a teacher mentor to work on an advanced research project and presentation.</li> <li>• Rancho Vista recruited 3 teacher mentors for the GATE Research Project.</li> <li>• 100% of all Rancho Vista teachers were provided with training to GATE mentors on GATE differentiation and mentoring.</li> <li>• Mentor/Coaches worked with identified GATE students on long term research projects and presentations.</li> <li>• Guide learning, provide feedback, and take an active interest in students' GATE research projects</li> </ul>	See strategy/ activity #2	See strategy/ activity #2

**ANALYSIS**

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation of the program for ELL, Special Education, GATE students was provided with success and fidelity. Teachers used formative assessments and differentiation instruction for all students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the programs for ELL, Special Education, and GATE students has been identified due to the 100% fidelity of the programs and increase in CAASPP and AIMS Web/MAZE scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between the proposed and estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the goal as the programs have continued to be successful.

## Goal 4

Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Climate Survey	2015-16- 90% of students felt safe most or all of the time	2017-18: 86% of students felt safe most or all of the time
Attendance, suspension, and school discipline records.	<p>Attendance 2015-16 96.2% of students were in good standing for attendance (not chronically absent) 2016-17 94.9%</p> <p>Suspensions 2015-16: 2 suspensions 2016-17: 0 suspension</p>	<p>Attendance 2017-18 97.1 % of students were in good standing for attendance (not chronically absent)</p> <p>Suspensions 2017-18: 0 suspensions</p>

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Implement a school-wide Positive Behavior Support and Intervention System (PBIS) including: clearly articulated school rules/expectations, location specific examples of behavior, a positive reward</li> </ul>	<ul style="list-style-type: none"> <li>Implement a school-wide Positive Behavior Support and Intervention System (PBIS) including: clearly articulated school rules/expectations, location specific examples of behavior, a positive</li> </ul>	\$1000	\$1200

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>system, and tiered interventions.</p> <ul style="list-style-type: none"> <li>• Work with stakeholders to clearly articulate the school CHOP rules/expectations.</li> <li>• Create a matrix of location specific behaviors for the rules/expectations.</li> <li>• Utilize student council to provide examples and non-examples of rules/expectations.</li> <li>• Utilize “Radiant Roadrunners” to award examples of positive behaviors.</li> <li>• Reinforce rules/expectations in all settings using “Radiant Roadrunners”.</li> <li>• Work with principal to create tiered behavior intervention matrix and appropriate social skills classes as needed.</li> </ul>	<p>reward system, and tiered interventions.</p> <ul style="list-style-type: none"> <li>• Work with stakeholders to clearly articulate the school CHOP rules/expectations.</li> <li>• Create a matrix of location specific behaviors for the rules/expectations.</li> <li>• Utilize student council to provide examples and non-examples of rules/expectations.</li> <li>• Utilize “Radiant Roadrunners” to award examples of positive behaviors.</li> <li>• Reinforce rules/expectations in all settings using “Radiant Roadrunners”.</li> <li>• Work with principal to create tiered behavior intervention matrix and appropriate social skills classes as needed.</li> </ul>		

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue character development program with a focus on anti-bullying, empathy, and inclusion.</p> <ul style="list-style-type: none"> <li>• Utilize Flag Deck assemblies, themed months, and outdoor message boards to create an ongoing and consistent character building program focused on anti-bullying, empathy, and inclusion.</li> <li>• Build Buddy Benches to allow students to find a buddy during recess.</li> <li>• Student council will develop an “ambassador of kindness program to promote kindness.</li> <li>• Reinforce monthly messages and themes</li> </ul>	<p>The character development program with a focus on anti-bullying, empathy, and inclusion continued in the 2017-18 school year</p> <ul style="list-style-type: none"> <li>• Flag Deck assemblies, themed months, and outdoor message boards to create an ongoing and consistent character building program focused on anti-bullying, empathy, and inclusion were provided to all students</li> <li>• Buddy Benches were built on campus to allow students to find a buddy during recess.</li> <li>• Student council did not develop an “ambassador of kindness program to promote kindness but instead offered many lunch opportunities for all children to create buddies and be included.</li> <li>• Monthly messages and themes were implemented along with Growth Mindset themes.</li> </ul>	<p>\$1000</p>	<p>\$0</p>

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Host community events including Carnival, Country Dinner Dance, World Fair Day, All Pro Dads and Family Fun Nights.</li> <li>• Calendar, publicize, and help organize school-community events.</li> <li>• Organize and execute school-community events.</li> </ul>	<ul style="list-style-type: none"> <li>• Community events including Carnival, Country Dinner Dance, World Fair Day, All Pro Dads and Family Fun Nights were hosted at Rancho Vista</li> <li>• The EDLIO Calendar and weekly emails helped to publicize, and help organize school-community events.</li> </ul>	\$0	\$0

### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Host or cohost parent education events including Back-to-School Night, and technology/social media related learning.</li> <li>• Work with staff and parents to schedule parent education night</li> </ul>	<ul style="list-style-type: none"> <li>• Rancho Vista cohosted parent education events with the PEF 3 times in the school year.</li> <li>• School events included Back-to-School Night all school dance</li> <li>•</li> </ul>	\$0	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>throughout the year.</p> <ul style="list-style-type: none"> <li>Partner with other schools and the Peninsula Education Foundation to provide parent education throughout the year.</li> </ul>			

### Strategy/Activity 5

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Increase school spirit and cohesiveness through weekly assemblies, a shared pledge and song, award assemblies, and spirit wear.</li> <li>Conduct weekly "Flag Deck" assemblies focusing on building school spirit, promoting character, and recognizing excellence.</li> <li>Conduct quarterly "Roadrunner Rally" assemblies recognizing</li> </ul>	<ul style="list-style-type: none"> <li>School spirit and cohesiveness through weekly assemblies, a shared pledge and song, award assemblies, and spirit wear were increased. All teachers and aides were provided with Rancho Vista t-shirts</li> <li>Rancho Vista conduct weekly "Flag Deck" assemblies focusing on building school spirit, promoting character, and</li> </ul>	<p>\$0</p>	<p>\$300</p>

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<p>student effort and achievement in the content areas.</p> <ul style="list-style-type: none"> <li>• Host weekly school spirit days on Friday.</li> </ul>	<p>recognizing excellence led by the student council</p> <ul style="list-style-type: none"> <li>• Quarterly “Roadrunner Rally” assemblies recognizing student effort and achievement in the content areas were administered.</li> <li>• Weekly school spirit days on Fridays were executed.</li> </ul>		

**Strategy/Activity 6**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Develop the student council to provide leadership and service across the school and community.</li> <li>• Hold biyearly student elections for student council.</li> <li>• Convene student council meetings on a bi-monthly basis. Meetings will focus on (1) developing leadership (2) school and community service.</li> </ul>	<ul style="list-style-type: none"> <li>• Student council to provided increased leadership and service across the school and community.</li> <li>• Biyearly student elections for student council were held Student council meetings were held each week. Meetings will focus on (1) developing leadership (2) school and community service.</li> </ul>	\$0	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Organize school events such as Veteran's Day celebration.</li> <li>Organize a minimum of one (1) community event to support a local cause.</li> <li>Create an Ambassador of Kindness group to spread kindness on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Veteran's Day celebration was executed.</li> <li>One (1) community event to support a local cause was offered every other month.</li> <li>Ambassador of Kindness group to spread kindness on campus was not created but student council did provide additional lunch time and inclusive activities for all students.</li> </ul>		

## ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies/activities was executed. Rancho Vista continues to work together to organize and host community event and promote a school spirit of connectedness through assemblies, programs, routines, and special events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the strategies/activities were achieved as measured by the CHKS.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Differences in the proposed and estimated actual expenditures included the amount to provide collaboration and development time for PBIS. We spent an extra \$200 for

printing and materials for a schoolwide plan. We spent an extra \$300 to provide staff and teachers with t-shirts to share their school spirit and connectedness of Rancho Vista. For Character Education we did not spend the proposed \$1000 because we had all of the materials and certificates were donated by local businesses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the goals will be made so that the amounts reflect the above changes. Character Education will be replaced with PBIS strategies and implementation.