

Part II: The Single Plan for Student Achievement Template

School: Rancho Vista Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021323

Principal: Salvatrice Kuykendall

Date of this revision: October 16, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on January 17, 2018.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA 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.

State Priority 1: Basic Necessities
State Priority 7: Course Access

SCHOOL GOAL: Provide researched-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, and CraftPlus in all K-5 classrooms. Continue to utilize Thinking Maps and technology to enhance and extend instruction weekly in all K-5 classrooms. 100% of teachers will use and participate in Growth Mindset and Mindfulness strategies in one of the targeted areas a minimum of once monthly.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA and mathematics data from 2017. AimsWeb and MAZE standardized test results from 2016-17	Rancho Vista students continue to perform at high levels based on local and statewide assessments. In 2017, 76% of students in third through fifth grade met or exceeded the state standards for ELA and an average of 68.5% met or exceeded the state standards in mathematics. Teachers attribute these strong performances to ongoing professional development at the site and district level as well as increasing continuity of instructional programs and	The schools' CAASPP scores declined 10% in ELA and 12% in mathematics.	Multiple measures will be used to evaluate progress towards this goal including teacher surveys, classroom observations, feedback from collaborative planning, development of a comprehensive, multi-year school wide professional development plan, feedback from site level leadership and professional development and results from the 2018 CAASPP assessments.

	collaborative efforts at the site and district levels.		
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STRATEGY: 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 to implement Math in Focus, Ready Reading, and CraftPlus in K-5 classrooms. Teachers will use Thinking Maps and technology to enhance and extend instruction weekly in K-5 classrooms. Growth Mindset and Mindfulness methodologies will be used. 100% of teachers will participate in professional development a minimum of once monthly.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
1. Provide ongoing professional development for teachers for Math in Focus curriculum.	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> Ensure that all instructional materials for Math in Focus are present in classrooms. Monitor program and provide support, training, and resources as needed to teachers. Continue to implement the Math in Focus program with fidelity and integrity. Utilize all aspects of the program to support student learning. Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program. 	Site discretionary	Books and Supplies	\$3,000
				Professional Development funds-EEF	Certificated Personnel Salaries	\$8,000
				District Funds	District Budget	
2. Provide ongoing professional development for teachers for Math in	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> Organize ongoing professional development for teachers in the Math in 	Professional Development - EEF	Certificated Personnel Salaries	See #1 above

Focus curriculum.			<p>Focus program including grade level collaboration days throughout the year.</p> <ul style="list-style-type: none"> Participate in ongoing professional development. Continue to deepen understanding of the Math in Focus program and implement in classrooms 			
3. Continue to utilize CGI strategies and instruction in conjunction with Math in Focus curriculum.	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> Clearly articulate aspects of CGI instruction that should be present in the classroom including weekly 100 Board and Problem Solving activities. Provide opportunities for teachers to deepen CGI knowledge and collaborate with peers around CGI. Continue to utilize CGI strategies in the classroom on a daily basis to extend student learning. Continue to deepen knowledge of CGI instruction by attending ongoing CGI training at the sites throughout the district. 	Site Discretionary	Books and Supplies	\$200
4. Continue to implement Ready Reading Common Core curriculum in grades K-5.	August 2016- June 2017	Principals Teachers	<ul style="list-style-type: none"> Ensure that all instructional materials for Ready Reading are present in classrooms. 	Site Discretionary	Books and Supplies	\$200

			<ul style="list-style-type: none"> • Monitor implementation of program and provide support, training, and resources as needed to teachers. • Ready Reading program will continue with fidelity and integrity. • Utilize all aspects of the program to support student learning. • Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program. • Utilize the Learning Center as a supplemental tool for all students in Ready Reading 	Professional Development -EEF	Certificated Personnel	See #1 above
5. Continue to implement and provide ongoing professional development for CraftPlus Writing Curriculum in grades K-5.	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> • Ensure that all instructional materials for CraftPlus are present in classrooms. • Provide support, training, and resources as needed to teachers. • Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program • Participate in ongoing professional development. Continue to deepen understanding of the 	Site Discretionary	Books and Supplies Certificated Salaries	\$300 See #1 above

			<p>CraftPlus program and implement in classrooms.</p> <ul style="list-style-type: none"> • Develop long term instructional plans that specifically incorporate narrative, informational, and opinion writing. 			
6. Ongoing academic vocabulary development in grades K-5.	August 2017-June 2018	Teachers Principal	<ul style="list-style-type: none"> • Provide grade level specific lists of academic vocabulary. • Organize pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction. • Monitor implementation of program and provide support, training, and resources as needed to teachers. • Collaboratively develop systems for teaching and assessing the assigned grade level academic vocabulary with grade level teams 	Site Discretionary	District	See #1 above
7. Utilize Thinking Maps in all subject areas in grades K-5.	August 2017-June 2018	Teachers Principal	<ul style="list-style-type: none"> • Set expectation that Thinking Maps will be used weekly as an instructional tool to enhance and extend instruction. • Identify and train Thinking Maps Lead Teachers. • Monitor implementation of program and provide support, training, and 	Site Discretionary	Certificated Personnel Salaries	See #1 above

			<p>resources as needed to teachers.</p> <ul style="list-style-type: none"> • Lead ongoing professional development to the implementation of utilizing Thinking Maps • Utilize all aspects of the program to support student learning 			
8. Utilize technology to enhance and extend instruction in all content areas.	August 2017- June 2018	Teachers Principal Technology Aide	<ul style="list-style-type: none"> • Ensure district technology baseline in every classroom including laptop computers for every classroom teacher. • Oversee 1:1 iPad program implementation in fourth and fifth grades. • Provide Chromebook cart to third grades. • Provide a minimum of eight (8) iPads per classroom in K-2 grades. • Support OSMO devices for every K—2 classrooms. • Purchase web-based programs including SRC, SRI, Reflex Math, RAZ Kids, and extend student learning. • Manage rosters of web-based programs. • Utilize technology in the classroom to improve, enhance, and extend student learning. • Progress towards 1:1 	PTA Funds Site Discretionary	PTA Books and Supplies	\$5000 \$5000

			Chromebooks in grades 3 and 5.			
9. Provide ongoing professional development in the use of technology to enhance and extend instruction.	August 2017- June 2018	Principal Teachers Technology Aide	<ul style="list-style-type: none"> • 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. • Support 1:1 teachers in fourth and fifth grades with opportunities to visit other 1:1 schools, ongoing training, and collaboration time. • 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. 	Site Discretionary	Professional Development Funds	See #1 above
10. Provide ongoing professional development Mindfulness and Growth Mindset techniques for the classroom	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> • Provide monthly professional development opportunities in the area of Growth Mindset techniques • Provide teachers monthly professional development opportunities in the use of Mindfulness techniques • Provide teachers with supplies and growth opportunities in Growth 	Site Discretionary	Professional Development Funds Books and Supplies	See #1 above

			Mindset and Mindfulness techniques outside of the school setting.			
<p>LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)</p> <p>State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy) State Priority 4: Pupil Achievement State Priority 8: Other Pupil Outcomes</p> <p>SCHOOL GOAL: Provide an instructional program that raises achievement for all students in English-Language Arts and Mathematics. This includes: reading fluency, comprehension, writing, and vocabulary development. Maintain the number of student's school-wide meeting and exceeding the state standards in English-Language Arts and mathematics.</p>						

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA, Mathematics, and Writing Data from 2017	86% to 76%- ELA 80%-67%- Math	2016-17 13% drop in Mathematics 10% drop in English Language Arts	Results of the 2018 CAASPP assessment will be used and compared.
AimsWeb and MAZE standardized test results from 2016-17	2016-17 – 17% on target	17-18 data is on target with the 2016-17 school year. No change in data	Data from the AimsWeb and MAZE results will be used and compared

STRATEGY: Rancho Vista will strengthen its mathematics and ELA program by implementing research-based programs to increase student’s reading comprehension, writing and vocabulary development. The school will continue and expand its Response to Intervention program in order to provide leveled, differentiation reading instruction in K-5. In mathematics, Rancho Vista will continue to use the research based programs to increase students’ mathematical fluency, conceptual understanding and problem solving ability. Math in Focus will continue to be used with fidelity along with CGI problem solving strategies. Classroom support, using a highly skilled mathematics intervention teacher, will also be used through the Response to Intervention program.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
1. Continue to implement Math in Focus curriculum with integrity and fidelity in grades K-5.	August 2017- June 2018	Teacher Principal	<ul style="list-style-type: none"> • Ensure that all instructional materials for Math in Focus are present in classrooms. • Monitor continual implementation of program and provide support, training, and resources as needed to teachers. • Continue to grow the Math in Focus program with fidelity and integrity. • Utilize all aspects of the program to support student learning. • Collaborate with grade level peers and across grade levels to ensure consistent implementation of the program 	Site Discretionary	Certificated Personnel Salaries	See goal #1
2. Continue to utilize CGI strategies and instruction in conjunction with Math in Focus curriculum.	August 2017- June 2018	Teacher Principal	<ul style="list-style-type: none"> • Clearly articulate aspects of CGI instruction that should be present in the classroom including weekly 100 board and problem solving activities. • Provide opportunities for 	Site Discretionary	Certificated Personnel Salaries	See goal #1

			<p>teachers to deepen CGI knowledge and collaborate with peers around CGI.</p> <ul style="list-style-type: none"> • Continue to utilize CGI strategies in the classroom daily to extend student learning. • Continue to deepen knowledge of CGI instruction by attending ongoing CGI training at various sites throughout the district. 			
3. Provide regular, small group and 1:1 support for all students not meeting math benchmarks in grades K-5.	August 2017- June 2018	Teacher Principal Math Intervention Aide	<ul style="list-style-type: none"> • Recruit and hire a qualified math intervention teacher to provide differentiated support during the instructional day. • Work with principal and teachers to identify students for math intervention. • Collaborate with teachers to provide targeted, differentiated support for all students not meeting grade level math benchmarks. • Provide regular small group instruction and 1:1 support for students not meeting math benchmarks in grades K-5. 	Supplemental Funds	Classified Personnel Salaries	\$22,000
4. Utilize technology to enhance and extend math instruction.	August 2017- June 2018	Principal Technology Aide	<ul style="list-style-type: none"> • Ensure district technology baseline in every classroom including laptop computers for every classroom teacher. • Oversee 1:1 iPad program implementation in fourth and fifth grades. 	District Funds	Classified Personnel	See #1

			<ul style="list-style-type: none"> • Provide a minimum of eight (8) iPads per classroom in K-2 grades. • Purchase web-based programs including Reflex Math to support and extend student learning in mathematics. • Manage rosters of web-based programs. • Utilize OSMO devices for every Kindergarten classroom • Utilize technology in the classroom to improve, enhance, and extend student learning 			
Continue to utilize Ready Reading Common Core curriculum in grades K-5.	August 2017-June 2018	Principal Teachers	<ul style="list-style-type: none"> • Ensure that all instructional materials for Ready Reading are present in classrooms. • Monitor implementation of program and provide support, training, and resources as needed to teachers. • Learn and implement the Ready Reading program with fidelity and integrity. • Utilize all aspects of the program to support student learning. • Collaborate with grade level peers and across grade levels to ensure consistent implementation of the program • Utilize the Learning Center as a resource for Ready Reading supplemental instruction 	District Budget	Books and Supplies	

Continue to utilize CraftPlus Writing Curriculum in grades K-5.	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> • Ensure that all instructional materials for CraftPlus are present in classrooms. • Monitor implementation of program and provide support, training, and resources as needed to teachers. • Continue to implement the CraftPlus program with fidelity and integrity. • Utilize all aspects of the program to support student learning. • Collaborate with grade level peers and across grade levels to ensure a consistent implementation of the program 	Site Discretionary	Certificated Personnel Salaries	See goal #1
Continue to utilize academic vocabulary development in grades K-5.	August 2017- June 2018	Principal Teachers	<ul style="list-style-type: none"> • Provide grade level specific lists of academic vocabulary. • Organize pre-service professional development led by Lead Teachers on the Marzano model for vocabulary instruction. • Monitor implementation of program and provide support, training, and resources as needed to teachers. • Collaboratively develop systems for teaching and assessing the assigned grade level academic vocabulary with your grade level team. 	Site Discretionary	Certificated Personnel Salaries	See Goal #1

<p>Continue to 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.</p>	<p>August 2017- June 2018</p>	<p>Principals Teacher</p>	<ul style="list-style-type: none"> • Develop leveled groups by grade level for RTI rotations. RTI rotations will occur for a minimum of 45 minutes daily / four days weekly. • Provide materials and planning time to implement RTI model. • Fund an additional RTI Instructional Assistant to support leveled group instruction. • Work with RTI Lead and Principal to identify students for each level of RTI. • Collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block 	<p>District Funds</p>	<p>District</p>	
<p>Continue to implement STEM program in grades K-5.</p>	<p>August 2017- June 2018</p>	<p>Principals Teachers</p>	<ul style="list-style-type: none"> • Develop specific programs for all students • Provide materials and planning time to implement the STEM program • Collaboratively develop systems for teaching STEM to all students 	<p>Site Discretionary</p>	<p>Certificated personnel funds</p>	<p>See goal #1</p>

LEA 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)

- State Priority 4: Pupil Achievement**
- State Priority 5: Pupil Engagement**
- State Priority 7: Courses Access**
- State Priority 8: Other Pupil Outcomes**

SCHOOL GOAL: Provide additional support for student subgroups (English Language Learners, Special Education, and GATE students) that allows them to reach their full potential and/or close the achievement gap with their peer majority. Increase the percentage of ELL students meeting or exceeding the state standard in ELA from 88.6% to 90% Increase the percentage of special education students meeting or exceeding the state standard in ELA from 63.7% to 65%. Continue to have 100% of students in the GATE program exceed state standards in ELA and math.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA data from 2017	Special Education CAASPP ELA- 63.7% met or exceeded the standards. ELL CAASPP data- 88.6% met or exceeded the standards	-15.6% change in Special Education. +12% increase in ELL students meeting or exceeding the standards.	The site will continue to monitor the percentage of students that meet and exceed the standards.
AimsWeb MAZE and R-CBM test results from 2016-2017	MAZE- 74.1% of students are on target. R-CBM- 66.8% on target	No change in the data.	The site will continue to monitor student progress on the AimsWeb progress monitoring tool.

STRATEGY: Rancho Vista will use targeted funds to provide additional classroom support and small group instruction to English Language Learners (ELL) in both ELA and mathematics. The leveled RTI model will be used to provide ELA support to both ELL and special education students by making content targeted and accessible. Teachers will use formative assessment and differentiation to

meet the needs of both ELL and special education students. GATE students will be accelerated in ELA and mathematics via leveled grouping, classroom differentiation, and expanded learning opportunities such as the GATE mentor program.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
1.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.	August 2017-2018	Teacher Principal EL Aide	<ul style="list-style-type: none"> Recruit qualified candidates for EL Aide positions. Provide training and support to EL Aides so they can effectively scaffold the learning of EL students. Effectively utilize EL Aides support to scaffold learning of EL students in the classroom. Provide regular small group and 1:1 support for EL students in ELA 	Supplemental Funds	Classified Personnel Salaries	\$25,000
2.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.	August 2017-2018	Teacher Principal Aides	<ul style="list-style-type: none"> Develop leveled groups by grade level for RTI rotations. RTI rotations will occur for a minimum of 45 minutes daily / four days weekly. Provide materials and planning time to implement RTI model. Fund an additional RTI Instructional Assistant to support leveled group 	Supplemental Funds	Classified Personnel Salaries	See action #1 above
				District Grant	Certificated Personnel Salaries	\$1500

			<p>instruction.</p> <ul style="list-style-type: none"> • Work with RTI Lead and Principal to identify students for each level of RTI. • Collaborate with grade level peers to create a cohesive, differentiated approach to student instruction during the RTI block. • Provide GATE student with mentor opportunities 			
<p>Provide regular, small group and 1:1 support for EL and special education students not meeting math benchmarks in grades K-5.</p>	<p>August 2017-2018</p>	<p>Teacher Principal Aides</p>	<ul style="list-style-type: none"> • Recruit and hire a qualified math intervention teacher to provide differentiated support during the instructional day. • Work with principal and teachers to identify students for math intervention. • Collaborate with teachers to provide targeted, differentiated support for ELL and special education students not meeting grade level math benchmarks. • Provide regular small group and 1:1 support for ELL and special 	<p>Supplemental Funds</p>	<p>Classified personnel salaries</p>	<p>See goal #2</p>

			education students not meeting math benchmarks in grades K-5.			
Continue the GATE mentor program that pairs GATE identified students with a teacher mentor to work on an advanced research project and presentation.	August 2017-2018	Teacher Principal	<ul style="list-style-type: none"> • Recruit and fund up to four (4) teacher mentors for the GATE Research Project. • Provide training to GATE mentors on GATE differentiation and mentoring. • Work with identified GATE students on long term research projects and presentations. • Guide learning, provide feedback, and take an active interest in students' GATE research projects 	District Funds	District	

LEA 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

State Priority 3: Parental Involvement
State Priority 5: Student Engagement
State Priority 6: School Climate

SCHOOL GOAL: Continue to create a school environment that is safe, conducive to learning, and meets 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 California School Climate Survey.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
California School Climate Survey	2013-14- 91% of students felt safe most or all of the time 2015-16- 90% of students felt safe most or all of the time	1% change in data	The site will continue to use the data as a measure of students' feeling of being safe at school.
Comments and testimonials of Rancho Vista Students and staff	N/A	N/A	The site will continue to monitor parent, teacher, and student concerns and allow them to be a part of the decision making process.
Attendance, suspension, and school discipline records.	Attendance 2015-16 96.2% of students were in good standing for attendance (not chronically absent) 2016-17 94.9% Suspensions 2015-16 2 suspensions 2016-17 0 suspension	1.3% Change 2% decline in suspensions	Data will be monitored bi-monthly to ensure students are not chronically absent to school. School suspensions will be continually monitored to allow students alternatives to suspension.

STRATEGY: Rancho Vista staff will continue to work together, and with a consultant, to create and implement a school wide PBIS. The principal will work with the PTA to organize and host community events to promote school spirit and connectedness. Rancho Vista will continue to provide weekly assemblies, programs, and routines that promote school spirit and character development throughout the school year.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount
1. 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 system, and tiered interventions.	August 2017- June 2018	Teacher Principal	<ul style="list-style-type: none"> • Work with stakeholders to clearly articulate the school CHOP rules/expectations. • Create a matrix of location specific behaviors for the rules/expectations. • Utilize student council to provide examples and non-examples of rules/expectations. • Utilize “Radiant Roadrunners” to award examples of positive behaviors. • Reinforce rules/expectations in all settings using “Radiant Roadrunners”. • Work with principal to create tiered behavior intervention matrix and appropriate social skills classes as needed. 	District Funds Site Discretionary	District Books and Supplies	\$1000
2. Continue character development program with a focus on anti-bullying, empathy, and inclusion.	August 2017- June 2018	Teacher Principal	<ul style="list-style-type: none"> • Utilize Flag Deck assemblies, themed months, and outdoor message boards to create an ongoing and 	Site Discretionary	Books and Supplies	\$1000

			<p>consistent character building program focused on anti-bullying, empathy, and inclusion.</p> <ul style="list-style-type: none"> • Build Buddy Benches to allow students to find a buddy during recess. • Student council will develop an “ambassador of kindness program to promote kindness. • Reinforce monthly messages and themes 			
3. Host community events including Carnival, Country Dinner Dance, World Fair Day, All Pro Dads and Family Fun Nights.	August 2017-June 2018	Teacher Principal PTA	<ul style="list-style-type: none"> • Calendar, publicize, and help organize school-community events. • Organize and execute school-community events. 			
4. Host or cohost parent education events including Back-to-School Night, and technology/social media related learning.	August 2017-June 2018	Teacher Principal PTA	<ul style="list-style-type: none"> • Work with staff and parents to schedule parent education night throughout the year. • Partner with other schools and the Peninsula Education Foundation to provide parent education throughout the year. • Work with principal to provide parent education throughout the year including Back-to-School Night 			

<p>5. Increase school spirit and cohesiveness through weekly assemblies, a shared pledge and song, award assemblies, and spirit wear.</p>	<p>August 2017- June 2018</p>	<p>Teacher Principal</p>	<ul style="list-style-type: none"> • Conduct weekly “Flag Deck” assemblies focusing on building school spirit, promoting character, and recognizing excellence. • Conduct quarterly “Roadrunner Rally” assemblies recognizing student effort and achievement in the content areas. • Host weekly school spirit days on Friday. 			
<p>6. Develop the student council to provide leadership and service across the school and community.</p>	<p>August 2017- June 2018</p>	<p>Teacher Principal Library Aide</p>	<ul style="list-style-type: none"> • Hold yearly student elections for student council. • Convene student council meetings on a bi-monthly basis. Meetings will focus on (1) developing leadership (2) school and community service. • Organize school events such as Veteran’s Day celebration. • Organize a minimum of one (1) community event to support a local cause. • Collaborate with ASB at local high school. • Create an Ambassador of Kindness group to spread kindness on campus. 			

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Salvatrice Kuykendall	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jocelyn Maye	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Huniu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jane Cline	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mark Ruberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shareen Ghabrial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Galen Chin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Alyssa Dearborn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	2	1	4	<input type="checkbox"/>

⁴ EC Section 52852

Form E: Recommendations and Assurances

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
- English Learner Advisory Committee *[Signature]* Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:10/16/17.

Attested:

Salvatrice Koukendall
Typed name of School Principal

[Signature]
Signature of School Principal

10/17/17
Date

ALYSA DEARBORN
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10/17/17
Date

SPSA Form F: Budget Planning Tool

School: Rancho Vista Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021323

Administrator: Ms. Salvatrice Kuykendall, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 40,481.00	Supplemental	\$ 44,000.00	\$ (3,519.00)
not applicable	Title I	not applicable	not applicable
\$ 2,275.00	Professional Development	\$ -	\$ 2,275.00
\$ 15,218.00	Discretionary	\$ 10,800.00	\$ 4,418.00

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: **Rancho Vista Elementary School**

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021323

Administrator: **Ms. Salvatrice Kuykendall**, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? **No**

Goal 1: **Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college a**

			Funding Source	Supplemental	Title I	Professional Development	Discretionary
			Estimated Costs per Funding Source	\$ 8,000.00	\$ -	\$ -	\$ 8,800.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	
Supplies for Math in Focus/CGI/Craft Plus strategies	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 3,500.00	
On going professional development for teachers (EEF)	Certificated Personnel Salaries	1000-1999	\$ 8,000.00	\$ -			
Iready materials and supplies	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 300.00	
Technology updates	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 5,000.00	

SPSA Form F: Budget Planning Tool

GOAL2

School: Rancho Vista Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021323

Administrator: Ms. Salvatrice Kuykendall, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

			Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
			Estimated Costs per Funding Source	\$ 18,000.00	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Aide support in the area of Math	Classified Personnel Salaries	1000-1999	\$ 18,000.00	\$ -		\$ -	\$ -	\$ -
			\$ -	\$ -		\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

School: Rancho Vista Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021323

Administrator: Ms. Salvatrice Kuykendall, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 4: 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)

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 18,000.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
EL aide support for Reading	Classified Personnel Salaries	1000-1999	\$ 18,000.00			\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

School: Rancho Vista Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021323

Administrator: Ms. Salvatrice Kuykendall, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 2,000.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
PBIS supplies/rewards	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 1,000.00
Character Education supplies	Books and Supplies	4000-4999	\$ -	\$ -	\$ -	\$ 1,000.00
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- Maintain District facilities and highly skilled staff to deliver TK-5 curriculum. This goal was met.
- Maintain high student performance in ELA and Math. This goal was NOT met with an average of 67% of students in Math and 76% in ELA are at or above grade level schoolwide.
- Professional Development for teachers and staff to increase teaching strategies with the implementation of Common Core. This goal was met.

Plan Implementation

- Strategies to ensure full implementation of Math In Focus were implemented by 100% of the staff.
- Curriculum Instruction and Assessment training for EL support providers and Special Education teachers.
- Coordinated effort between special education and general education teachers to ensure access to curriculum for Tier 2 and Tier 3 Rtl students.
- Regularly scheduled campus walk-throughs occur to maintain district facilities.
- Highly skilled staff will deliver TK-5 curriculum and support.

Strategies that were not fully implemented include full PBIS implementation. Due to funding and lack of access to a liaison, minimal PBIS strategies were implemented.

- PBIS will expand to include the district-liaison to implement additional strategies. A PBIS group in conjunction with LACOE, has been assembled this school year. Strategies will be implemented throughout the year.
- Yard supervisors will also be expected to use PBIS strategies on the playground.
- No impact exists due to the lack of full implementation of PBIS strategies on student outcomes. Discipline and suspension rates continued to decrease.

Strategies and Activities

Strategies used that were particularly effective in improving student achievement

- Leveled RTI reading groups and Math intervention.
- Professional Development for staff in the areas of ELA, Math, and Growth Mindset strategies.
- Math in Focus implementation, Ready Reading and Thinking Maps in all classrooms were effective.

None of the strategies identified were ineffective at improving student achievement.

- In the area of Math scores dropped from 80% to 67%.
- In the area of ELA scores dropped from 86% to 76%.
- Math instructional techniques will need to be addressed this school year.

Involvement/Governance

The School Site Council has reviewed the Single Plan for Student Achievement. All Advisory Committees involved at the school site have provided input and reviewed progress toward meeting the school goals at regularly scheduled School Site Council Meetings. The plan was continually monitored through School Site Council and Leadership committees throughout the school year. No changes are necessary to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes.

Outcomes

The implementation of Common Core continues at all school sites in Palos Verdes Peninsula Unified. We continue to support site activities which are outlined in the Local Control Funding Plan in order to meet both site and district goals.