

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **VISTA GRANDE ELEMENTARY** SCHOOL

2020-21

37-68338-6099089
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Mitchell, Nassersa

Contact Person: Mitchell, Nassersa

Position: Principal

Telephone Number: 858-496-8290

Address: 5606 Antigua Blvd, Vista Grande Elementary, San Diego, CA, 92124-1306,

E-mail Address: nmitchell@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Vista Grande Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Hayley Gonzalez

PHONE: 858-496-8290

FAX: 858-569-7647

E-MAIL ADDRESS: hgonzalez3@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|---------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 9-17-2020 |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Nikki Mitchell

Nikki Mitchell 10-6-2020

Type/Print Name of School Principal

Signature of School Principal / Date

Hayley Gonzalez
Type/Print Name of SSC Chairperson

Hayley Gonzalez 10-6-2020
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Bruce Bivins
Type/Print Name of Area Superintendent

Bruce Bivins 10/8/2020
Signature of Area Superintendent / Date

**Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Schoolwide Plan. Vista Grande staff strives for excellence in meeting the needs of all students.

- Mission:** The mission of Vista Grande Elementary is to provide an encouraging educational environment where the unique talents and abilities of individual students are recognized and celebrated and the learning environment is meaningful. Every student will achieve mastery through a firm foundation in core fundamentals, higher levels of thinking, problem-solving, and critical and creative communication skills.

- Heart of the Work:** Staff, students, and parents working and planning together to ensure that all students get what they need when they need it, and in the way they need it.

School programs are strategically designed to engage students and staff in teaching and learning.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and parent involvement.

The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Vista Grande Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, Foundation and staff meetings held throughout the year.

- September 17, 2020 - SGT provided feedback on the SPSA.

- October 6, 2020 -SSC developed and approved 2020-21 SPSA.

RESOURCE INEQUITIES

Vista Grande Elementary School's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2019-2020 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate a decline in the area of mathematics from 78.7% to 75.1% and a decrease in ELA from 74.9% to 69.4%. The 2016-2017 3rd grade student group met or exceeded grade level standards at 82% (ELA) and 82% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was 57.8% (ELA) and 67.2% (Math). This was a decrease in ELA and Math. Additionally, the data for who met or exceeded grade level standards for this same group as 5th graders for the 2018-2019 school year was 75% (ELA) and 75% (Math). This most significant dip was in 4th grade from the previous year in English Language Arts 76% to 58%. Upon analysis, we noted that more than half of our total population of (SWD) at this particular grade-level. In 5th grade, 79% to 75% in ELA. Despite all our strategies, all students did not make our goal of meeting or exceeding standards. A small group subgroup in 4th grade may have impacted our target. The 2019-20 SPSA was focused on ELA and mathematics with Professional Learning Communities for teachers. Funding supported ELA development. There were no new CAASPP results last year.

Based upon the academic trends seen over the past three to five years, it was noted that teachers need more scheduled Professional Learning Communities time, including Special Education teachers. Allocations within the 2019-2020 budget were used to permit teachers to meet within grade levels for 3 hours approximately 5 times a year, and use the minimum days to structure planning time, and data analysis as well.

The SPSA for 2020-2021 focuses on providing supports for classroom teachers and Special education teachers in order to provide time for analyzing classroom data on a regular basis for ELA and Math. This will provide time for teachers to better plan, use class information to create student instructional groups and to think about what they need to do instructionally to accelerate student achievement. Additionally, teachers will use school and district purchased support programs to support and monitor student progress. The Administrator will meet with teachers' individually for monitoring meetings three times a year, to track and support trends and areas of need. Funding has been allocated for nine days for monitoring meetings during the year.

Based on the California Dashboard, students attend school at a high rate of 97%. However, there are also inequities in the areas of chronic absenteeism and suspension rates (they are yellow and orange respectively). Hispanic and Latino 12.4% and English Learners 10.8% that need to improve as they have chronic absenteeism. The school teaching and support staff have been working extensively to reduce both areas. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social-emotional needs. There will be consistent communication with families to ensure that students are in school.

Increasing parent engagement and strengthen the home-school relationships with families is a strength at Vista Grande Elementary. Families attend school events on an average of 95%. They come to Mindset Monday blacktop assemblies, Coffee with the Principal, Literacy Events (Dr. Seuss) Western BBQs, parent-teacher conferences, movie night, family dance, student achievement awards, music concerts, running club etc. There is also a family workshop lined up for the year to increase parent capacity to support their child emotionally and academically. Workshops include school safety, positive parenting, reading workshop, and common core mathematics

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Hayley Gonzalez	Other School Personnel
Nikki S. Mitchell	Principal
Anna Garretson	Parent
Kimberly Chhouen	Classroom Teacher
Daniel Hayes	Classroom Teacher
Tulane Joseph	Parent
Tristann Penstone-Smith	Parent
Steven Hilferty	Classroom Teacher
Deja Duplessis	parent
Nicholas Startzman	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2019-20 our school addressed our chronic absenteeism rate of 5.3% and a suspension rate of 1.4%. We provided several strategies with the support of our guidance assistant, school counselor, health technician, nurse, office clerk, and administrator. The activities included meeting with students one-on-one and goal-setting, phone calls and parent-partnership sessions, class incentives for best overall monthly attendance rate, and individual celebrations. These activities were successful as some months our attendance rate was 99%. The students that struggled with attendance made progress and during the March on, much of the daily attendance was hard to measure due to COVID-19 school closures. Our suspension rate declined due to counseling and supportive measures as well.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

At the beginning of school year our attendance team (counselor, guidance assistant, health technician, nurse, office staff and administrator) were able to meet on a regular basis with students and families to goal-set and problem-solve together. After March, due to online learning, we were unable to meet on a regular basis to get a true measurement of attendance participation due to school closure due to COVID-19 school closure.

*Changes

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 major changes.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th Grade	Maintain high attendance rate	97%	97% and above	Chronic Absenteeism	monthly

***Identified Need**

According to California Dashboard for 2018, Vista Grande's attendance ranges from 96%-97% monthly. According to district data our 2019 monthly attendance rate was 98-99% surpassing goals set in 2019. By students being at school everyday, they will widen their sphere of success by engineering equitable learning conditions for all students. We will continue to work with students and families to support students being at school and emotional support.

***Online Learning Implications**

We are also providing opportunities for students and parent connection to support their mental health by providing "Crafting with Counselors" and "Friendship Fridays" and "Parent-Power Hour" (share success with on-line learning) weekly via zoom.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Hispanic or Latino	Improve overall attendance	12.4%	5%	Chronic Absenteeism	monthly
June 2021	Tk-5th	English Learner	improve overall Attendance	10.8%	5%	Chronic Absenteeism	monthly

Strategy/Activity 1: Accountability Structures and Systems

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

All students will benefit from structures and supports.

***Strategy/Activity - Description**

Attendance rate is important to students' academic and social progress. At Vista Grande, we know that students are most likely to succeed if they attend school consistently. We work closely as a team (parent(s), student, teacher, administrator, office staff, counseling staff) to implement structures and systems for students.

- **Guidance Assistant** (monitor attendance, connects and communicates with students, parents, staff, administrator on students' attendance concerns (chronic absenteeism, and/or tardiness) Guidance Assistant also supports the school administrator/teacher with home-visits as needed.

Mindset Mondays Assemblies- Inspirational messages to improve student morale by messaging that abilities can be developed with dedication and hard work. Effort is a key ingredient to successful results. It is a school-wide space where all students, staff, and families are invited as we celebrate tenacity

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

and perseverance at school. It is a bi-monthly frequency throughout the school year. It may be on-line or sent via school messenger depending on students learning on-line, or in-person.

- **Attendance** classroom charts: This is an effort to celebrate individual students and goal-set.
- **School Messenger and Vista Grande Facebook** (two accounts, public Vista Grande page, and a closed group Friends and Family of Vista Grande) Announcement celebrations of grade-level and school-wide attendance data. School-Messenger completed via email and phone weekly by administrator.
- **School-wide bulletin board** celebrating monthly attendance rates school-wide, and individual classrooms. This is updated monthly
- **Student Study Team Meetings** (parent, teacher, student, and counseling staff) meet as needed to goal set and identify supports for individual students.
- **Goal Set:** Will work closely with students with chronic absenteeism with Hispanic/Latino students and English Learners to increase the attendance rate. Guidance Assistant will reach out to families to set up meetings with the teacher/principal/counselor.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02841E	Guidance Asst	0.20250	\$6,584.49	\$15,043.21	0284-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		monitor attendance, connects and communicates with students, parents, staff, administrator on students' attendance concerns (chronic absenteeism, and/or tardiness) Guidance Assistant also supports the school administrator/teacher with home-visits as needed.

*Additional Supports for this Strategy/Activity

Department of Defense provides counseling time for military families.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Many of the supports were halted and redirected due to school closure in March, The analysis and data were difficult to measure as the level of participation with on-line learning differentiated between households and grade-levels. When we look at data as a whole, we know that we need to focus on target students- students with disabilities and students who are receiving a 1 or 2 on their standards report card.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration / Professional Learning Communities, in order to design lessons, analyze student work/data and improve instructional strategies. In reflecting upon our SPSA Goals from 2019-20, we need to tighten and strengthen our overall support for our students with disabilities (SWD). Overall, student work was monitored individually during grade-level collaboration, and a plan for students at-risk was developed.

We improved in third grade from 71% and/above grade level to 76%. In fourth grade, our students in the previous year were at 76% at or above grade-level, and dropped to 58%. Upon analysis, we noted that we have more than 1/2 of our total population of (SWD) at this particular grade-level. In 5th grade, 79% to 75%. Despite all our strategies, all students did not make our goal of meeting or exceeding in English Language Arts at 70%. A small group subgroup in 4th grade may have impacted our target.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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The resources were allocated and we implemented as noted above.

Visiting teachers released classrooms teachers so they can work together. This provided a space to focus on effective implementation of research-based educational strategies, analysis of regular systematic data and information around student learning, and a response to the unique learning needs and styles of students and teachers. The classroom teachers focused on strengthening their tier 1 instruction but Special Education teachers did not participate. The resources may have not been targeted enough to release Special Education teachers to accomplish the goal of collaboration with general education teachers to strengthen each others instruction, and facilitate co-teaching and more effectiveness on monitoring of individual goals in relation to the standards.

*Changes

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.

In line with SMART goal development, the new goal will be attainable within a reasonable time with focused resources (time and funding of visiting teachers) on evidence based-strategies. The classroom teachers along with the Special Education Teachers will refocus their common assessments and tasks and meet regularly to discuss results on these common tasks/assessments. Remediation plans will be developed and implemented to support at-risk students. The difference will be more alignment between the special education support staff with learning centers and the co-teaching model. There will be more professional development for staff and time to build their schedule to support shifts.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-2	meet or exceed grade level standards	76%	78%	DRA 2	Trimester
June 2021	3	meet or exceed standard	75%	80%	CAASPP ELA	annually
June 2021	4	meet or exceed standard	76%	80%	CAASPP ELA	annually
June 2021	5	meet or exceed standard	58%	65%	CAASPP ELA	annually

*Identified Need

Based on the results of ELA 2018-19 CAASPP, our students in 3rd grade 76% exceeded or met standards in 4th grade, 58%, and in 5th grade, 75%. In grades TK-2nd grade, according to our DRA2 data, 76-78% met or exceeded in English Language Arts. The group of students that we need to focus on our students with disabilities in grades 3-5th grade. They scored 22.2% at or above grade-level.

*Online Learning Implications

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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June 2021	3-5th	Students with Disabilities	Improvement in CAASPP meet/exceed proficiency	22.2	30%	CAASPP ELA	annually
June 2021	3-5th	Black or African American	Improvement in CAASPP meet/exceed proficiency	50%	70%	CAASPP ELA	annually
June 2021	3-5th	English Learner	Improvement in CAASPP meet/exceed proficiency	31%	50%	CAASPP ELA	annually
June 2021	3-5th	Students with Disabilities	Increase the number of students on the FAST aReading scoring at College Pathway	22.2	30%	FAST aReading	annually
June 2021	3-5th	Black or African American	Increase the number of students on the FAST aReading scoring at College Pathway	50%	70%	FAST aReading	annually
June 2021	3-5th	English Learner	Increase the number of students on the FAST aReading scoring at College Pathway	31%	50%	FAST aReading	annually

Strategy/Activity 1: PD

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Call to action to get all students into the sphere of success. Vista Grande Elementary staff values professional development as fundamental to the success of each student they serve. Professional development increases teachers' and support staffs' knowledge and enhances their professional skills, deepens their understanding and appreciation of the varied needs of students. It also enhances teachers and support staffs' capacity to facilitate the learning process for all students.

The focus during Professional Development will be grounded with similar readings, Zaretta Hammond's book- "Culturally Responsive Teaching & The Brain". We will shift to a school-wide co-teaching model for Special Education students in general education and be thoughtful of our schedules, collaborations, expectations, and work demands. The English Language Arts Objective is to increase students' reading, writing, speaking, and thinking skills. Literacy interventions for struggling students; guided reading for all students in Tk-3rd grade, intervention strategies for all struggling students in reading. We will focus on reading strategies throughout all content areas.

-Effective implementation of research-based educational practices

- Analysis of regular and systematic data and information on student learning

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Responsive to the unique learning needs and styles of the teachers and support staff
- Developed with a collaborative learning community (Instructional Leadership team, Special education Team, and Site Governess Team) whose goals are aligned with the improvement priorities of the site

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028453	Prof&Curriclm Dev Vist Tchr		\$3,000.00	\$3,668.70	0284-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PLC release time

***Additional Supports for this Strategy/Activity**

None

Strategy/Activity 2:iMTSS

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

All students will benefit from these research-based strategies.

***Strategy/Activity - Description**

Each classroom teacher will select either RAZ-KIDS, EPIC, Read Theory, EPIC, and Scholastic News, to support student learning in literacy. Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction such as Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning. Benchmark Reading and Writing will also support reading fluency, comprehension, stamina, and vocabulary enhancement.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N028470	Supplies		\$868.00	\$868.00	0284-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional and intervention materials

***Additional Supports for this Strategy/Activity**

When we are back to in-person learning, volunteers from County of Education with the EAR program (Everyone is a Reader) will support a small percentage of target students in grades 1 and 2.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In reflecting upon our SPSA Goals from 2018-19, we made progress in mathematics from 71% to 76%. We need to tighten and strengthen our overall support with our 4th and 5th grade students. There was a significant dip in 4th grade, from 76% to 58%. Where in 5th grade we went from 79% to 75%. While all effort was made to improve, we were unable to meet all stated goals. Classrooms teachers did meet regularly with collaboration meetings, and student data was discussed and remediation plans were developed for at-risk students. Despite these strategies all students did not make the stated goal of around 80% meet or exceeded standards.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While resources were allocated specific to visiting teachers, only classroom teachers, and not Special Education teachers attended the collaboration meetings. The shift would be to include classroom teachers along with special education teachers to ensure alignment with new instructional routines and SBAC performances.

*Changes

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.

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The new goal will be very focused on direct correlation between the instructional strategies employed and student achievement. Teachers will utilize FAST (Formative Reading and Math Assessment system for Teachers). It is a screening tool, that students in grades 2-5th take as a diagnostic (measure needs/gaps/ strengths,) at every reporting period. This will provide more data for teachers in order to support students.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-2	meet or exceed grade level standards	70%	80%	Site Developed Common Assessments	Trimester
June 2021	3	meet or exceed grade level standards	70%	80%	FAST aMath	Trimester
June 2021	4	meet or exceed grade level standards	81%	85%	FAST aMath	Trimester
June 2021	5	meet or exceed grade level standards	67%	70%	FAST aMath	Trimester

*Identified Need

Based on the results for the 2018-19 CAASPP, we need to strengthen our supports for our students with disabilities, and our African American students.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3-5	Students with Disabilities	meet or exceed grade level standards	33%	40%	CAASPP Math	Annually

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June 2020	3-5	Black or African American	meet or exceed grade level standards	68%	70%	CAASPP Math	Annually
June 2020	3-5	English Learner	meet or exceed grade level standards	54%	60%	CAASPP Math	Annually

Strategy/Activity 1: PD

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Mathematics: EnVision and number talk around priority standards and proficiency scales, continue Number Talk implementation (at least three times a week).

- Perseverance: Greater willingness to struggle, attack unfamiliar problems and make sense of new mathematical ideas
- Math Mindset: More students see themselves as mathematically minded. Students know that learning math takes work, and see mistakes as opportunities to learn.
- Communication: Students can explain their thinking to their peers and teachers.
- Performance: Students learn more and demonstrate their learning in class and on tests.
- Love: More students enjoying math, and doing math with pleasure and excitement.
- AVID: Questioning and collaborative posters
- Collaboration between special education staff and general education teachers and co-teaching model to better support SWD.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr			0284-09800-00-1192-1000- 1110-01000-0000	LCCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N028453	PLC release time

*Additional Supports for this Strategy/Activity

Strategy/Activity 2: iMTSS

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

The new goal will be very focused on direct correlation between the instructional strategies employed and student achievement. Teachers will utilize FAST (Formative Reading and Math Assessment system for Teachers). It is a screening tool, that students in grades 2-5th take as a diagnostic (measure needs/gaps.strengths,) at every reporting period. This will provide more data for teachers in order to support students.

*Proposed Expenditures for this Strategy/Activity

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0284-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N028470	Instructional and intervention materials

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to support English Language Learners by providing visiting teachers to classroom teachers and thus can be released to collaborate with other teachers. This had an impact for English Learners acquiring English and accessing grade level content. English Learners were assessed individually on their language proficiency and funded an individual to do all the testing and inform parents and teachers of the data. Due to school closures in March due to Covid-19, teachers had limited time to collaborate. 55.6% of our EL students made progress towards English language proficiency.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Analysis of district reclassification indicates that Vista Grande goal to classify the potential reclassification students at 75%. Analysis of the previous SPSA shows we nearly met the goal of 75%. We performed at 72.7%.

Collaboration grade-level meetings did not focus specifically on English Learners. Therefore, strategies developed may have been supported at a limited level, but were not scaffolded properly for our English Learners. Attendance data also indicates that English Learner Students have a higher absence rate, and plans need to be developed to account for the missing learning of a student acquiring the English Language.

*Changes

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.

Focusing on ELPAC growth and purposefully targeting language development in literacy and mathematics during grade-level meetings, professional development, and collaboration meetings.

***Integrated English Language Development**

All classrooms have integrated English Learners at all grade-levels. Supports will be provided with the content classrooms to address language targets (i.e. clarity of purpose, language stems, and visuals and schedules) and structures with purposeful scaffolding and differentiated support. Our Professional Development plan will continue to get input from our Instructional Leadership Team (ILT) and Site Governance Team (SGT), and focus on common research-based instructional practices to strengthen English language development. Instruction will focus on number talk in mathematics, and collaborative conversations in literacy.

***Designated English Language Development**

We will continue to focus on common instructional practices to strengthen English Language development during ILT and collaborative grade-level meetings.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5th Grade	English Learner	Meet or Exceed	31%	50%	CAASPP ELA	Annually
June 2021	3-5th Grade	English Learner	Meet or Exceed	54%	60%	CAASPP Math	Annually

***Identified Need**

20-21 Smarter Balance Results for English Learners and district assessment such as the FAST test in English Language Arts.

***Online Learning Implications**

Students will receive small group sessions during on-line learning and provided additional support as needed.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th grade	English Learner	95% of our Els eligible for reclassification	72.7%	75%	Summative ELPAC	Annually
June 2021	TK-5th grade	English Learner	All LTEL will move their EL status one level	varies per student	varies per student	Summative ELPAC	Annually

Strategy/Activity 1

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

All students focusing on English learners

***Strategy/Activity - Description**

The objective to increase students' reading, writing, speaking, and thinking skills.

- Literacy Interventions for struggling readers and writers
- Guided Reading for all students in grades K-3
- Intervention strategies for all struggling students in reading
- School-wide focus on writing with focus on crafting school-wide implementation of Scholastic Conventions (mini-lessons for writing) Lucy Calkins Reading and Writing Units around priority standards and proficiency scales. Integration of Social Studies with Literacy (reading, and writing).
- AVID: Different Levels of questioning and AVID weekly
- Students activate subject area/grade-level discussions on reading and writing strategies

Each teacher identifies student out of the sphere of success and identifies them as "Wrap-Around Students" for support (counselor, goal-sets, monitoring PLC/admin, etc) -Sphere of success three times a year

- Each teacher interviews students, parents, and analyze CUM

-"Wrap-Around Students" individual plan for growth/academic /attendance plan

- School-wide focus on note-taking, students writing of quality sentences, number talk, and strategic partnerships in math and literacy groups
- SpEd teachers to try-on co-teaching model in literacy and math and work closely with Gen Ed teachers
- Movement- Total Body Response to increase cognitive engagement

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02846H	Non Clsrn Tchr Hrly		\$1,700.00	\$2,078.93	0284-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC assessments

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Achievement of Students with Disabilities is being measured by progress towards IEP goals in designated academic and social areas. Our case managers closely collaborate with our general education classroom teachers to provide appropriate assignments and activities that reflect student IEP goals. para-educators also work with students in our Special Education programs as an additional support, according to IEPs, if necessary.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our district provides on a continual basis professional development to increase collaboration with case managers and take part in the IEP process by writing present levels for students with disabilities within the IEP. Vista Grande case-mangers and support services have worked together in the general education classroom to co-facilitate lessons and during on-line and in-person learning.

*Changes

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.

There are no major differences between the budgeted expenditures and intended expenditures in relation to this goal.

*Goal 5- Students with Disabilities

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5th grade	Meet and/or exceed standards in ELA	40%	50%	Other (Describe in Objective)	annually	
June 2021	3-5th grade	Meet and/or exceed standards in Math	50%	60%	Other (Describe in Objective)	annually	
*Identified Need							
Latest CAASPP results and IEP meetings							
*Online Learning Implications							
<p>-Implementation of IEP Services in Online Learning Setting</p> <p>-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).</p> <p>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.</p> <p>-All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-2nd	Students with Disabilities	Meeting all IEP goals	0	70%	Progress Reports on IEP Goals	annually
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
Students with disabilities							
*Strategy/Activity - Description							
<p>General and special education staff will ensure instruction is in direct alignment with student needs and the interventions/modifications enhance current understanding around the Common Core Standards. Professional Learning Communities will include on-going monitoring of progress and adjusting supports for students with disabilities. Special education teachers will attend Professional Learning Communities.</p> <p>School staff; administrator, school counselor, general education teachers, special education teachers, paraprofessionals, school psychologist, Speech Therapist, and Occupational Therapist, all work collaboratively to support students with disabilities. All students with disabilities are in general education classrooms. All staff will design and implement instruction and create learning environments that meet students' individualized learning needs. General Education Teachers and Special Education teachers will meet regularly, and work side-by side in classrooms, and co-teach in literacy and</p>							

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

mathematics when needed. This will strengthen support for students with disabilities and create a safer learning environment for them to persevere with challenges.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5th grade	Black Youth	Maintain a low suspension rate	*small group size	1%	Suspensions (Classroom and School)	monthly

***Goal 6 Supporting Black Youth - Additional Goals**

Staff at Vista Grande will be trained on Restorative Justice Practices which will decrease the number of referrals for AA youth and reframe teacher mindset around discipline. The site will continue the work of supporting students with Wrap-around services and expand it this year with Restorative Justice and book clubs. Vista Grande staff will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades and focus on Black Youth. The staff diversity goal is to maintain and/or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

In 2019-20 our school addressed our African Youth suspension rate of 2.6%. We provided several strategies with the support of our guidance assistant, school counselor, health technician, nurse, office clerk, and administrator. The activities included meeting with students one-on-one and goal-setting,

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

phone calls, and parent-partnership sessions. These activities were successful for some students, but there is much room for improvement. Wrap-around services were halted and limited due to COVID-19 school closures in March.

*Online Learning Implications

- Our District will continue to provide Trauma Informed Care and Resilience Education Training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wrap-around of student services through the building a strong healthy foundation for learning, trusting relationships, identify trauma, and ensuring student needs are met in and out of the classroom, especially for those at high risk.

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from this strategy/activity.

*Strategy/Activity - Description

To reduce our suspension rate and to the benefit of all students, PLC time will be provided during instructional minutes to discuss and create plans of intervention for positive and appropriate student behaviors when we return to in-person learning. Our school counselor, military life counselor, and guidance assistant will create groups to reinforce positive behavior and teach/model students proper social skills and emotional regulation.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Guidance Asst - Marquez, Anna				0284-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F02841E	guidance assistant will create groups to reinforce positive behavior and teach/model students proper social skills and emotional regulation.
	Prof&Curriclm Dev Vist Tchr				0284-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : N028453	PLC release time

*Additional Supports for this Strategy/Activity

Teachers will be invited to participate in research to support Black Youth by reading books that provide insight into life experiences of Black Youth, culture, and measure necessary to provide supports, awareness of racism, and education to stop unequal treatment of Black Youth.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Overall when looking at the data about parent engagement from the California Healthy Kids Parent survey, parents have a very high approval rating of our efforts to engage our community. Principal Coffees, Student Presentations, Weekly phone and email communication, and the use of social media all seem to be working. We will continue these efforts in 2020-21. One area for improvement would be to move survey results from agree to strongly agree. This may be problematic due to the lack of definition of the separation of strongly agree to just agree. One other area that we need to improve on is the formation of an ELAC. We have worked very hard to create this committee, but have not been successful.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Despite multiple outreach strategies we were not successful in forming an ELAC. Parents feel that they have many opportunities to communicate with the site and do not see the value in forming an ELAC. Another fact would be that parent time after school was limited.

*Changes

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.

To create an ELAC we will employ new strategies to inform parents about the legal responsibilities for forming an ELAC and how we can value their time by rolling it into the SSC. We will continue our strategies of communication with an emphasis on informing parents of important issues at the school and actively soliciting their input in the decision making process.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	To increase the percentage of parents who strongly agree that they are engaged in important decision making	33	43	CAL - SCHLS (CSPS)
*Identified Need					
Participation with decision-making for parents as a shared-decision making is believed to be supportive to students in and out of school and provide a foundation of success for students.					
*Online Learning Implications					
<p>A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. <p>For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.</p> <ul style="list-style-type: none"> - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs. <p>Training for parents and other caregivers</p> <p>Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	To recruit parents with the goal of forming an ELAC	0	100	Other - Describe in Objective
June 2021	Other (Describe in Objective)	Increase participation in coffee with the principal	30 people	40 people	Meeting Attendance

Strategy/Activity 1									
*Families to be served by this Strategy/Activity									
English Learner Families									
*Strategy/Activity - Description									
Vista Grande will attempt to form an ELAC. We understand and embrace the importance of an ELAC and the valuable voice this committee can represent. Our current families feel that they have a voice in the other committees, therefore they do not see this as a way to get their voices heard. We will use opportunities to educate and engage, and perhaps fold this committee into our SSC. We will begin with phone and email communications. We will also have individual meetings with families on an informal basis.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
The Office of Language Acquisition will offer support in organizing the ELAC.									
Strategy/Activity 2									
*Families to be served by this Strategy/Activity									
All Families									
*Strategy/Activity - Description									
Vista Grande will sponsor on-going Principal Coffees and Mindset Mondays Assemblies. This will allow parents to remain connected and informed how Vista Grande is doing, and keep communication open to the school community. Topics of Coffee with the Principal will also include parent workshops on school safety, positive parenting, and high impact reading strategies. It also gives families a chance to provide input and ask questions.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
Strategy/Activity 3									
*Families to be served by this Strategy/Activity									
All Families									
*Strategy/Activity - Description									
To inform parents about the important decisions for our community we will use the following strategies: - Contact on Facebook									

- Weekly Email updates (Sundays and Fridays)
 - Weekly phone calls to all homes.
 - Text messaging
 - Principal Coffees/ family engagement workshops (school safety, positive parenting, math, literacy, with grade-level specific areas)
- We will actively solicit input from parents through these communication platforms.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
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Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration / Professional Learning Communities, in order to design lessons, analyze student work/data and improve instructional strategies. In reflecting upon our SPSA Goals for the Graduation/Promotion rate from 2018-19, we need to tighten and strengthen our overall support for our students with disabilities (SWD). Overall, student work was monitored individually during grade-level collaboration, and a plan for students at-risk was developed.

We improved in third grade from 70% and/above grade level to 75% and in 5th grade, we decreased from 79% to 75%. Our graduation goal was 80% for third grade, and 60% for 5th grade. We surpassed our 5th grade goal, and almost made it for 3rd grade.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Visiting teachers released classrooms teachers so they can work together. This provided a space to focus on effective implementation of research-based educational strategies, analysis of regular systematic data and information around student learning, and a response to the unique learning needs and styles of students and teachers. The classroom teachers focused on strengthening their tier 1 instruction but Special Education teachers did not participate. The resources may have not been targeted enough to release Special Education teachers to accomplish the goal of collaboration with general education teachers to strengthen each others instruction, and facilitate co-teaching and more effectiveness on monitoring of individual goals in relation to the standards. Much of the strategy was halted due to school closure in March due to Covid-19.

***Changes**

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.

In line with SMART goal development, the new goal will be attainable within a reasonable time with focused resources (time and funding of visiting teachers) on evidence based-strategies. The classroom teachers along with the Special Education Teachers will refocus their common assessments and tasks and meet regularly to discuss results on these common tasks/assessments. Remediation plans will be developed and implemented to support at-risk students.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Meet or Exceed Standards	77.6%	80%	CAASPP ELA	Annually
June 2021	5th	Meet or Exceed Standards	74.5%	77%	CAASPP ELA	Annually

***Identified Need**

Reading is a vital academic skill because it is the foundation for learning. In the primary years, kindergarten through third grade, students are learning to read. After third grade, students read to learn. Without a strong foundation in reading, students are at a disadvantage for learning. An important predictor for high school graduation of reading proficiently the end of third-grade.

***Online Learning Implications**

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd	Students with Disabilities	Meet or Exceed Standards	Not Reported/small population	40%	CAASPP ELA	Annually
June 2020	5th	Students with Disabilities	Meet or Exceed Standards	Not Reported/small population	30%	CAASPP ELA	Annually

Strategy/Activity 1

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

All students in third and fifth grade. We understand the importance of getting students at grade-level in reading by third grade, as they move from learning to read and applying their reading to learn new content.

***Strategy/Activity - Description**

Vista Grande Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Each teacher identifies students out of the sphere of success and identifies them as “Wrap-Around Students” for support (counselor, goal-sets, monitoring PLC/admin, etc) -Sphere of success three times a year
 -Each teacher interviews students, parents, and analyzed CUM
 -“Wrap-Around Students” individual plan for growth/academic plan
 -School-wide focus on note-taking, students writing of quality sentences, number talk, and strategic partnerships in math and literacy groups
 -Sped teachers to try-on co-teaching model in literacy.
 -Movement- Total Body Response to increase cognitive engagement
 Administrator meet with 3 and 5th grade teachers individually to monitor reading progress and co-create a plan for students at-risk
 Teachers engage with regular Professional Learning Communities, where they create lessons to meet the specific needs of students and calibrate students work.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0284-09800-00-1192-1000- 1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N028453	PLC release time

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

In reviewing the current data and root cause analysis, the following areas will be implemented school-wide at Vista Grande:

- 1st Time Quality Instruction

- There needs to be a calibrated understanding school wide and commitment to implementing 1st time quality instruction with fidelity

Use of data to drive instruction and use of instructional strategies to improve student learning daily

Common Assessments, and Lesson Design need to be aligned to Critical Concepts

The transformational leadership practices necessary to actualize this plan include:

- School wide professional development and discussion focused around grading practices- calibration writing and reading assessments

- Teacher Teams use of common assessment data and other formative data to create lessons designed to meet students' needs.

- Classroom observations focused on student experiences and student learning as related to critical concepts.

- Monitoring student progress specific to English Learners and Students with Disabilities.

Leadership Considerations:

- Focus on the work of Teacher Teams (Teacher Skill and Will)

- Teachers engage in professional learning to students not yet demonstrating progress

- Teachers intervene early and strategically

- Teacher teams work together to gather/analyze student data, co-plan lessons/tasks in-response to data, co-teach, and reflect on their impact

Focus on School wide professional development and discussion focused around grading practices, common assessments, quality 1st time instruction

Intentional focus on English Learners and Students with disabilities

Consistently provide feedback on classroom practices and student learning through multiple strategies

Communicate effectively and positively with the community about the work occurring at Vista Grande Elementary School

During on-line learning, the site administrator will hold meetings and be accessible to parents via email and by phone to support students learning.

Provide teacher and parent training to support on-line best practices to increase cognitive engagement and active participation

ACHIEVEMENT**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT**APPENDIX A****BUDGET SUMMARY**

Vista Grande Elementary Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 21,659

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$21,659
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 21,659

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$21,659

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Vista Grande Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.2025	\$ 6,584.49
		Guidance Asst	3000			\$ 8,458.72
			1192	Prof&Curriclm Dev Vist Tchr		\$ 3,000.00
			1957	Non Clsrm Tchr Hrly		\$ 1,700.00
			3000			\$ 1,047.63
			4301	Supplies		\$ 868.00
	09800 LCFF Intervention Support Total				0.2025	\$ 21,658.84
Grand Total					0.2025	\$ 21,658.84

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



Vista Grande Elementary
PARENT AND FAMILY ENGAGEMENT POLICY 2020-2021

Vista Grande Elementary has developed a written parent and family engagement policy with input from parents. It has distributed the policy to all parents and guardians.

Vista Grande has developed a parental involvement policy with input from parents. Parent Involvement Policy is reviewed and revised every year at Parent & Principal Coffee, School Site Council and Governance meeting.

Vista Grande distributes the policy to parents of students in September of every school year and posts the documents on our Vista Grande Website.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

To involve parents the following practices have been established:

- The school convenes an annual meeting to inform parents of the students about the right of parents to be involved in the program at the beginning of the school year:
- The school offers a flexible number of meetings for; Parent Meeting and Parent/Principal Coffees in the morning, Back to School Night & Open House in the evening, School Site Council and Governance meetings after school, Parent and Teacher Conferences in November and March.
-
- The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's parental involvement policy through open meetings at School Site Council and Parent & Principal Coffees. At these meetings we discuss our school plan and review progress towards our goals.
- Our Vista Grande Website and our parent/school emails and school messenger provide all parents of Title I students with timely information about parent involvement.
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet at: Parent and Principal Coffees, School Site Council and Governance meetings.
- If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children at: Parent and Teacher Conferences, Parent and Principal Coffees and at School Site Council and Governance Meetings.

SAN DIEGO UNIFIED SCHOOL DISTRICT

Vista Grande Elementary

HOME/SCHOOL COMPACT

2020-2021

Vista Grande Elementary and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2020-2021.

Vista Grande Elementary will:

- 1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

The students at Vista Grande are instructed through comprehensive literacy and mathematics frameworks and approaches which are based on state Common Core Standards. Teachers participate in on-going site-based professional development in the areas of Literacy, Mathematics, and English Language Development. Individual student progress is monitored monthly and biannually. Teachers meet with school administration to identify students at-risk of not meeting grade level standards and discuss individual student progress and needs. Students at-risk of not meeting grade level standards develop a contract between parent, child, and teacher during November parent conferences. English Learners are clustered according to language proficiency levels, and they are instructed using Special Designed Academic Instruction in English (SDAIE) Strategies.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact is discussed as it relates to the individual child's achievement.**

Vista Grande Elementary holds parent-teacher conferences biannually. The first parent conference window is November 16, 17, 18 and 20, 2020. Our second parent-teacher conference window is March 22, 23, 24, and 26, 2021. Parents may contact the classroom teacher to schedule a time to meet throughout the school year.

- 3. Provide parents with frequent reports on their child's progress.**

Classroom teachers routinely update parents on their students' progress throughout the year. Within the first six weeks of school parents are notified if their students' are at-risk of not meeting grade level standards. During parent conferences a learning contract, including a system for informing parents of student progress, is written and signed by the student, parent and teacher. Two parent conference windows are offered during the school year where parents can meet with teachers to discuss student progress. Report Cards are sent home triennially. Many teachers communicate student progress through

classroom progress reports.

4. Provide parents reasonable access to staff.

Staff is available by appointment. We have parent conferences twice during the school year.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

At Vista Grande Elementary we provide many opportunities for parent involvement. All parents are encouraged to visit and volunteer in their students' classroom. Throughout the year parents are invited to attend various student programs including Back to School Night, Quarterly Student Recognition Assemblies, and our Open House & Art Exhibition. Parents may participate through the Vista Grande Elementary Foundation. Other opportunities for parent involvement are the School Site Council (SSC) and Site Governance Team (SGT).

Parent Responsibilities

We, as parents, will support our child's learning by:

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Knowing the sites policies and procedures (i.e., handbook).*
- *Monitoring the amount of television my child watches, as well as the quantity and quality of their technological devices.*
- *Volunteering in my child's classroom and/or school.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or school district either received by my child in their planner or binder or by mail and responding as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the SSC, SGT, and the District Advisory Council (DAC) for Compensatory Education.*

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

- *Doing my homework every day and asking for help when I need it.*
- *Reading at least 20-30 minutes every day outside of school time.*
- *Trying my best every day.*
- *Giving to my parents (or the adult who is responsible for my welfare) all notices and information received by me, from my school, every day.*

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

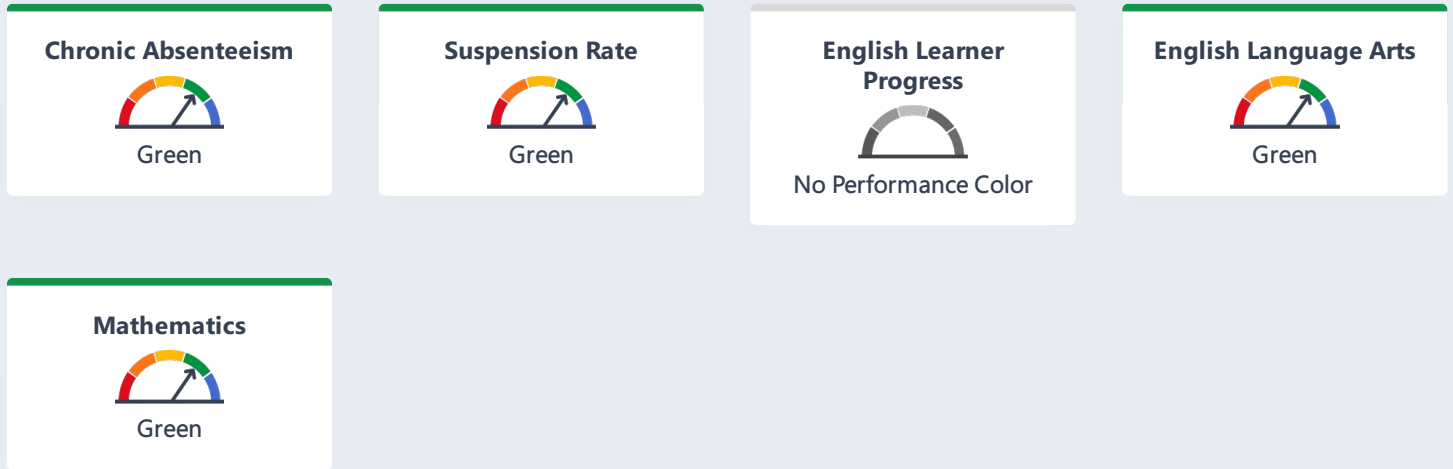
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

Vista Grande Elementary

Explore the performance of Vista Grande Elementary under California's Accountability System.

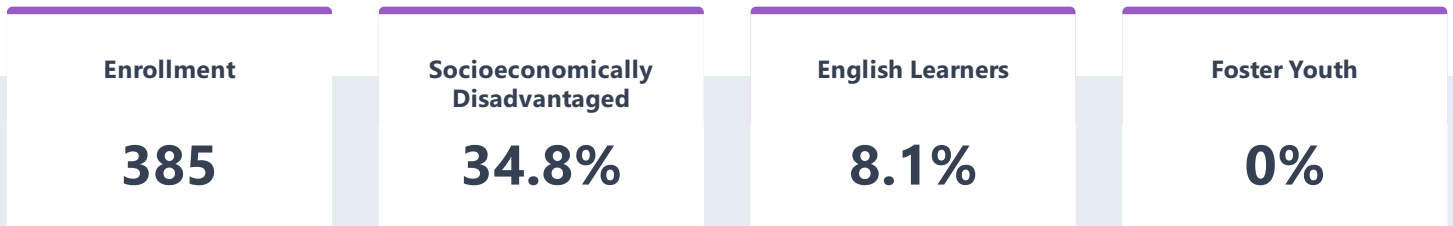


School Details

NAME Vista Grande Elementary	ADDRESS 5606 Antigua Boulevard San Diego, CA 92124-1306	WEBSITE http://www.vistagrande...	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

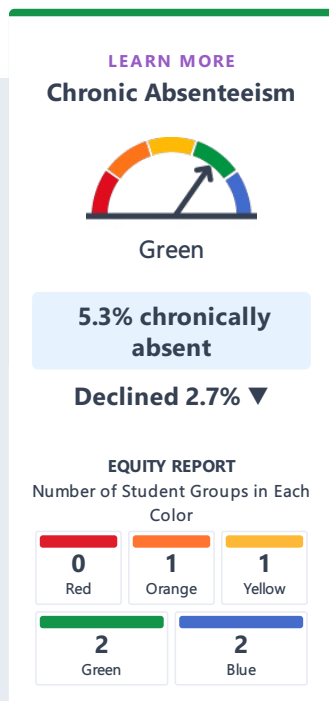
View Student Assessment Results and other aspects of school performance.



VISTA GRANDE ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Green

1.4% suspended at least once

Declined 1.2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	1 Orange	1 Yellow
1 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

37.5 points above standard

Declined 9.4 Points ▼

Number of Students: 162

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Two or More Races

White



Blue

Hispanic



No Performance Color

African American

Asian

English Learners

Filipino

Pacific Islander

Students with Disabilities

African American



No Performance Color

3.3 points above standard

Declined 22.7 Points ▼

Number of Students: 16

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



No Performance Color

12.7 points above standard

Declined 12.8 Points ▼

Number of Students: 21

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



No Performance Color

52.7 points below standard

Increased 24.1 Points ▲

Number of Students: 22

Socioeconomically Disadvantaged



Yellow

2.5 points below standard

Declined 28.4 Points ▼

Number of Students: 60

Two or More Races



Green

27 points above standard

Declined 29.7 Points ▼

Number of Students: 30

White



Green

42.5 points above standard

Declined 8.8 Points ▼

Number of Students: 58

Hispanic



Blue

32.3 points above standard

Increased 17.6 Points ▲

Number of Students: 42

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 35.9 points above standard

46.9 points above standard

37.5 points above standard

English Language Arts Data Comparisons: English Learners

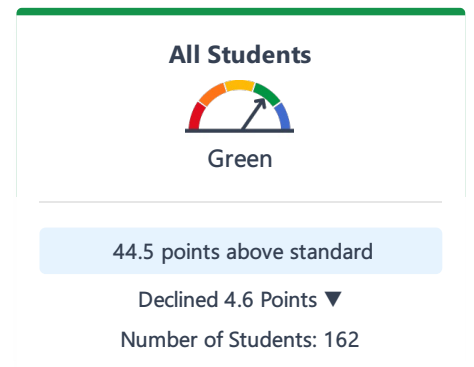
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	62.8 points above standard	36.3 points above standard
No Data	Declined 30.6 Points ▼	Declined 8.8 Points ▼
Number of Students: 8	Number of Students: 13	Number of Students: 129

Mathematics

All Students







Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>Two or More Races</p> <p>Socioeconomically Disadvantaged</p> <p>White</p>	 <p>Blue</p> <p>Hispanic</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p> <p>Pacific Islander</p>

**African American**

No Performance Color

32.6 points above standard

Maintained 2.4 Points

Number of Students: 16

Asian

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 6

English Learners

No Performance Color

25 points above standard

Declined 9 Points ▼

Number of Students: 21

Filipino

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 8

Pacific Islander

No Performance Color

Less than 11 students - data not
displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

29.7 points below standard

Increased 16.3 Points ▲

Number of Students: 22

Two or More Races

Green

28.9 points above standard

Declined 25.2 Points ▼

Number of Students: 30

**Socioeconomically
Disadvantaged**

Green

15.9 points above standard

Declined 13.9 Points ▼

Number of Students: 60

White

Green

46.2 points above standard

Declined 7.4 Points ▼

Number of Students: 58

Hispanic

Blue

40.3 points above standard

Increased 15.6 Points ▲

Number of Students: 42

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

45.1 points above standard

49.1 points above standard

44.5 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

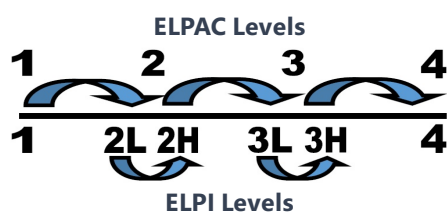
Current English Learners	Reclassified English Learners	English Only
No Data	52.1 points above standard	45.1 points above standard
No Data	Declined 23.5 Points ▼	Declined 3 Points ▼
Number of Students: 8	Number of Students: 13	Number of Students: 129

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

55.6% making progress towards English language proficiency

Number of EL Students: 18

**Performance Level
High**

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	11.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	11.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Green

5.3% chronically absent

Declined 2.7% ▼

Number of Students: 415

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

English Learners



Yellow

Students with Disabilities



Green

Hispanic

Socioeconomically Disadvantaged



Blue

Two or More Races

White



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

6.9% chronically absent

Increased 6.9% ▲

Number of Students: 29

African American



No Performance Color

7.4% chronically absent

Increased 3.8% ▲

Number of Students: 27

Filipino



No Performance Color

5% chronically absent

Declined 2.1% ▼

Number of Students: 20

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Orange

11.1% chronically absent

Maintained 0.3%

Number of Students: 36

Students with Disabilities



Yellow

9.4% chronically absent

Maintained 0.2%

Number of Students: 53

Hispanic



Green

8% chronically absent

Declined 4.4% ▼

Number of Students: 100

Socioeconomically Disadvantaged



Green

8.8% chronically absent

Declined 1.4% ▼

Number of Students: 148

Two or More Races



Blue

0% chronically absent

Declined 6.3% ▼

Number of Students: 62

White



Blue

4.6% chronically absent

Declined 3.7% ▼

Number of Students: 173

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Green

1.4% suspended at least once

Declined 1.2% ▼

Number of Students: 425

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

Two or More Races



Yellow

Socioeconomically Disadvantaged



Green

White



Blue

English Learners

Hispanic



No Performance Color

African American

American Indian

Asian

Filipino

Pacific Islander



African American



No Performance Color

0% suspended at least once

Declined 3.4% ▼

Number of Students: 28

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 29

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 20

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Red

7.5% suspended at least once

Maintained 0.1%

Number of Students: 53

Two or More Races



Orange

4.8% suspended at least once

Increased 3.2% ▲

Number of Students: 63

Socioeconomically Disadvantaged



Yellow

3.3% suspended at least once

Declined 0.9% ▼

Number of Students: 152

White



Green

1.7% suspended at least once

Declined 1.8% ▼

Number of Students: 177

English Learners



Blue

0% suspended at least once

Declined 2.6% ▼

Number of Students: 36

Hispanic



Blue

0% suspended at least once

Declined 2.8% ▼

Number of Students: 104

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	2.3%	2.6%	1.4%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Vista Grande
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	191	56.0	172	69.2	181	72.4	183	74.9	173	69.4	13.4	-5.5	191	56.5	171	54.4	179	74.9	183	78.7	173	75.1	18.6	-3.6
Female	73	64.4	75	80.0	93	75.3	90	77.8	87	72.4	8.0	-5.4	73	52.1	75	53.3	92	73.9	90	76.7	87	65.5	13.4	-11.2
Male	118	50.8	97	60.8	88	69.3	93	72.0	86	66.3	15.5	-5.7	118	59.3	96	55.2	87	75.9	93	80.6	86	84.9	25.6	4.3
African American	23	26.1	18	61.1	20	65.0	16	68.8	16	50.0	23.9	-18.8	23	30.4	18	50.0	19	63.2	16	68.8	16	68.8	38.4	0.0
Asian**	6	-	4	100.0	5	-	6	-	8	-	-	-	6	-	4	-	5	-	6	-	8	-	-	-
Filipino	11	54.5	6	83.3	8	-	6	-	10	70.0	15.5	-	11	72.7	6	-	8	-	6	-	10	80.0	7.3	-
Hispanic	65	52.3	51	52.9	53	60.4	42	59.5	42	64.3	12.0	4.8	65	49.2	51	31.4	53	62.3	42	71.4	42	78.6	29.4	7.2
Indochinese**	4	-	7	64.7	5	-	6	-	-	-	-	-	4	-	7	-	5	-	6	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	47.6	1	-	1	-	2	-	-	-	2	-	2	-	1	-	1	-	2	-	-	-
White	58	62.1	55	76.4	56	76.8	71	78.9	63	79.4	17.3	0.5	58	63.8	55	60.0	55	81.8	71	83.1	63	77.8	14.0	-5.3
Multiracial	21	76.2	29	75.9	33	78.8	35	77.1	32	59.4	-16.8	-17.7	21	66.7	28	71.4	33	78.8	35	71.4	32	62.5	-4.2	-8.9
English Learner	16	43.8	13	30.8	8	-	13	30.8	8	-	-	-	16	43.8	13	30.8	8	-	13	53.8	8	-	-	-
English-Speaking	175	57.1	159	72.3	173	75.1	170	78.2	165	72.1	15.0	-6.1	175	57.7	158	56.3	171	76.0	170	80.6	165	76.4	18.7	-4.2
Reclassified†	12	83.3	17	82.4	22	90.9	18	94.4	14	85.7	2.4	-8.7	12	58.3	17	64.7	22	81.8	18	88.9	14	71.4	13.1	-17.5
Initially Eng. Speaking	163	55.2	142	71.1	151	72.8	152	76.3	151	70.9	15.7	-5.4	163	57.7	141	55.3	149	75.2	152	79.6	151	76.8	19.1	-2.8
Econ. Disadv.*	91	46.2	85	61.2	91	61.5	79	64.6	62	48.4	2.2	-16.2	91	50.5	85	43.5	89	69.7	79	68.4	62	62.9	12.4	-5.5
Non-Econ. Disadv.	100	65.0	87	77.0	90	83.3	104	82.7	111	81.1	16.1	-1.6	100	62.0	86	65.1	90	80.0	104	86.5	111	82.0	20.0	-4.5
Gifted	65	64.6	74	79.7	65	84.6	52	90.4	38	92.1	27.5	1.7	65	75.4	74	73.0	65	89.2	52	92.3	38	94.7	19.3	2.4
Not Gifted	126	51.6	98	61.2	116	65.5	131	68.7	135	63.0	11.4	-5.7	126	46.8	97	40.2	114	66.7	131	73.3	135	69.6	22.8	-3.7
With Disabilities	27	18.5	25	16.0	22	40.9	19	21.1	18	22.2	3.7	1.1	27	11.1	25	4.0	21	19.0	19	26.3	18	33.3	22.2	7.0
WO Disabilities	164	62.2	147	78.2	159	76.7	164	81.1	155	74.8	12.6	-6.3	164	64.0	146	63.0	158	82.3	164	84.8	155	80.0	16.0	-4.8
Homeless	1	-	0	9.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	2	-	0	50.0	2	-	0	-	0	-	-	-	2	-	2	-	0	-	0	-	0	-	-	-
Military	58	50.0	53	67.9	64	68.8	48	83.3	44	86.4	36.4	3.1	58	51.7	53	47.2	62	71.0	48	81.3	44	79.5	27.8	-1.8

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Vista Grande
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	67	65.7	61	77.0	65	81.5	66	69.7	58	77.6	11.9	7.9	67	70.1	60	75.0	65	83.1	66	81.8	58	82.8	12.7	1.0
Female	28	71.4	34	91.2	35	82.9	33	69.7	30	83.3	11.9	13.6	28	64.3	34	82.4	35	80.0	33	78.8	30	83.3	19.0	4.5
Male	39	61.5	27	59.3	30	80.0	33	69.7	28	71.4	9.9	1.7	39	74.4	26	65.4	30	86.7	33	84.8	28	82.1	7.7	-2.7
African American	8	-	8	61.1	5	-	6	-	5	-	-	-	8	-	8	-	5	-	6	-	5	-	-	-
Asian**	3	-	1	100.0	2	-	4	-	2	-	-	-	3	-	1	-	2	-	4	-	2	-	-	-
Filipino	4	-	1	83.3	3	-	1	-	4	-	-	-	4	-	1	-	3	-	1	-	4	-	-	-
Hispanic	22	77.3	14	35.7	22	63.6	13	46.2	17	82.4	5.1	36.2	22	72.7	14	42.9	22	77.3	13	84.6	17	88.2	15.5	3.6
Indochinese**	0	-	4	64.7	1	-	1	-	-	-	-	-	0	-	4	-	1	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
White	22	54.5	21	85.7	22	95.5	27	77.8	18	88.9	34.4	11.1	22	68.2	21	85.7	22	86.4	27	88.9	18	83.3	15.1	-5.6
Multiracial	8	-	11	90.9	10	80.0	14	71.4	10	60.0	-	-11.4	8	-	10	90.0	10	80.0	14	64.3	10	70.0	-	5.7
English Learner	7	-	8	30.8	3	-	7	-	2	-	-	-	7	-	8	-	3	-	7	-	2	-	-	-
English-Speaking	60	63.3	53	81.1	62	83.9	59	74.6	56	78.6	15.3	4.0	60	68.3	52	80.8	62	83.9	59	83.1	56	82.1	13.8	-1.0
Reclassified†	0	-	6	82.4	7	-	0	-	6	-	-	-	0	-	6	-	7	-	1	-	6	-	-	-
Initially Eng. Speaking	60	63.3	47	78.7	55	81.8	58	75.9	50	80.0	16.7	4.1	60	68.3	46	80.4	55	83.6	58	82.8	50	86.0	17.7	3.2
Econ. Disadv.*	31	61.3	30	70.0	34	73.5	26	53.8	14	42.9	-18.4	-10.9	31	74.2	30	66.7	34	73.5	26	76.9	14	85.7	11.5	8.8
Non-Econ. Disadv.	36	69.4	31	83.9	31	90.3	40	80.0	44	88.6	19.2	8.6	36	66.7	30	83.3	31	93.5	40	85.0	44	81.8	15.1	-3.2
Gifted	26	76.9	30	86.7	17	100.0	10	90.0	13	100.0	23.1	10.0	26	84.6	30	90.0	17	100.0	10	100.0	13	92.3	7.7	-7.7
Not Gifted	41	58.5	31	67.7	48	75.0	56	66.1	45	71.1	12.6	5.0	41	61.0	30	60.0	48	77.1	56	78.6	45	80.0	19.0	1.4
With Disabilities	8	-	6	16.0	7	-	9	-	2	-	-	-	8	-	6	-	7	-	9	-	2	-	-	-
WO Disabilities	59	69.5	55	83.6	58	89.7	57	78.9	56	78.6	9.1	-0.3	59	76.3	54	81.5	58	91.4	57	91.2	56	83.9	7.6	-7.3
Homeless	0	-	0	9.1	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	23	60.9	20	85.0	25	80.0	15	93.3	18	83.3	22.4	-10.0	23	65.2	20	75.0	25	80.0	15	100.0	18	72.2	7.0	-27.8

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Vista Grande
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	64	46.9	52	67.3	64	59.4	54	75.9	64	57.8	10.9	-18.1	64	48.4	52	48.1	62	72.6	54	74.1	64	67.2	18.8	-6.9
Female	21	52.4	21	76.2	36	66.7	25	76.0	34	58.8	6.4	-17.2	21	38.1	21	38.1	35	77.1	25	68.0	34	55.9	17.8	-12.1
Male	43	44.2	31	61.3	28	50.0	29	75.9	30	56.7	12.5	-19.2	43	53.5	31	54.8	27	66.7	29	79.3	30	80.0	26.5	0.7
African American	4	-	7	61.1	8	-	4	-	8	-	-	-	4	-	7	-	7	-	4	-	8	-	-	-
Asian**	1	-	2	100.0	2	-	1	-	4	-	-	-	1	-	2	-	2	-	1	-	4	-	-	-
Filipino	3	-	2	83.3	2	-	3	-	2	-	-	-	3	-	2	-	2	-	3	-	2	-	-	-
Hispanic	23	30.4	15	66.7	14	35.7	17	70.6	10	40.0	9.6	-30.6	23	39.1	15	26.7	14	50.0	17	76.5	10	70.0	30.9	-6.5
Indochinese**	2	-	1	64.7	3	-	1	-	-	-	-	-	2	-	1	-	3	-	1	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	47.6	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
White	20	60.0	16	75.0	20	60.0	22	81.8	24	70.8	10.8	-11.0	20	60.0	16	50.0	19	68.4	22	72.7	24	79.2	19.2	6.5
Multiracial	10	60.0	9	90.9	14	71.4	6	-	16	56.3	-3.7	-	10	40.0	9	-	14	92.9	6	-	16	56.3	16.3	-
English Learner	5	-	3	30.8	4	-	1	-	4	-	-	-	5	-	3	-	4	-	1	-	4	-	-	-
English-Speaking	59	49.2	49	71.4	60	63.3	53	77.4	60	61.7	12.5	-15.7	59	50.8	49	49.0	58	74.1	53	75.5	60	68.3	17.5	-7.2
Reclassified†	5	-	4	82.4	10	100.0	7	-	1	-	-	-	5	-	4	-	10	90.0	7	-	1	-	-	-
Initially Eng. Speaking	54	44.4	45	71.1	50	56.0	46	73.9	59	61.0	16.6	-12.9	54	46.3	45	48.9	48	70.8	46	73.9	59	67.8	21.5	-6.1
Econ. Disadv.*	32	31.3	26	61.5	32	46.9	27	63.0	22	27.3	-4.0	-35.7	32	40.6	26	42.3	30	66.7	27	55.6	22	45.5	4.9	-10.1
Non-Econ. Disadv.	32	62.5	26	73.1	32	71.9	27	88.9	42	73.8	11.3	-15.1	32	56.3	26	53.8	32	78.1	27	92.6	42	78.6	22.3	-14.0
Gifted	19	47.4	19	78.9	30	73.3	14	100.0	11	72.7	25.3	-27.3	19	68.4	19	63.2	30	93.3	14	92.9	11	100.0	31.6	7.1
Not Gifted	45	46.7	33	60.6	34	47.1	40	67.5	53	54.7	8.0	-12.8	45	40.0	33	39.4	32	53.1	40	67.5	53	60.4	20.4	-7.1
With Disabilities	14	7.1	8	16.0	6	-	4	-	18	22.2	15.1	-	14	7.1	8	-	5	-	4	-	11	27.3	20.2	-
WO Disabilities	50	58.0	44	72.7	58	62.1	50	78.0	53	69.8	11.8	-8.2	50	60.0	44	56.8	57	77.2	50	76.0	53	75.5	15.5	-0.5
Homeless	0	-	0	9.1	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	35.0	16	56.3	21	61.9	17	82.4	13	92.3	57.3	9.9	20	40.0	16	31.3	19	68.4	17	76.5	13	84.6	44.6	8.1

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Vista Grande
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	60	55.0	59	62.7	52	76.9	63	79.4	51	74.5	19.5	-4.9	60	50.0	59	39.0	52	67.3	63	79.4	51	76.5	26.5	-2.9
Female	24	66.7	20	65.0	22	77.3	32	87.5	23	78.3	11.6	-9.2	24	50.0	20	20.0	22	59.1	32	81.3	23	56.5	6.5	-24.8
Male	36	47.2	39	61.5	30	76.7	31	71.0	28	71.4	24.2	0.4	36	50.0	39	48.7	30	73.3	31	77.4	28	92.9	42.9	15.5
African American	11	18.2	3	61.1	7	-	6	-	3	-	-	-	11	27.3	3	-	7	-	6	-	3	-	-	-
Asian**	2	-	1	100.0	1	-	1	-	2	-	-	-	2	-	1	-	1	-	1	-	2	-	-	-
Filipino	4	-	3	83.3	3	-	2	-	4	-	-	-	4	-	3	-	3	-	2	-	4	-	-	-
Hispanic	20	50.0	22	54.5	17	76.5	12	58.3	15	60.0	10.0	1.7	20	35.0	22	27.3	17	52.9	12	50.0	15	73.3	38.3	23.3
Indochinese**	2	-	2	64.7	1	-	4	-	-	-	-	-	2	-	2	-	1	-	4	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
White	16	75.0	18	66.7	14	71.4	22	77.3	21	81.0	6.0	3.7	16	62.5	18	38.9	14	92.9	22	86.4	21	71.4	8.9	-15.0
Multiracial	3	-	9	90.9	9	-	15	86.7	6	-	-	-	3	-	9	-	9	-	15	86.7	6	-	-	-
English Learner	4	-	2	30.8	1	-	5	-	2	-	-	-	4	-	2	-	1	-	5	-	2	-	-	-
English-Speaking	56	58.9	57	64.9	51	78.4	58	82.8	49	77.6	18.7	-5.2	56	53.6	57	40.4	51	68.6	58	82.8	49	79.6	26.0	-3.2
Reclassified†	7	-	7	82.4	5	-	10	100.0	7	-	-	-	7	-	7	-	5	-	10	90.0	7	-	-	-
Initially Eng. Speaking	49	57.1	50	64.0	46	80.4	48	79.2	42	73.8	16.7	-5.4	49	57.1	50	38.0	46	69.6	48	81.3	42	78.6	21.5	-2.7
Econ. Disadv.*	28	46.4	29	51.7	25	64.0	26	76.9	26	69.2	22.8	-7.7	28	35.7	29	20.7	25	68.0	26	73.1	26	65.4	29.7	-7.7
Non-Econ. Disadv.	32	62.5	30	73.3	27	88.9	37	81.1	25	80.0	17.5	-1.1	32	62.5	30	56.7	27	66.7	37	83.8	25	88.0	25.5	4.2
Gifted	20	65.0	25	72.0	18	88.9	28	85.7	14	100.0	35.0	14.3	20	70.0	25	60.0	18	72.2	28	89.3	14	92.9	22.9	3.6
Not Gifted	40	50.0	34	55.9	34	70.6	35	74.3	37	64.9	14.9	-9.4	40	40.0	34	23.5	34	64.7	35	71.4	37	70.3	30.3	-1.1
With Disabilities	5	-	25	16.0	9	-	6	-	5	-	-	-	5	-	11	0.0	9	-	6	-	5	-	-	-
WO Disabilities	55	58.2	48	77.1	43	79.1	57	86.0	46	76.1	17.9	-9.9	55	54.5	48	47.9	43	76.7	57	86.0	46	80.4	25.9	-5.6
Homeless	1	-	0	9.1	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Foster	1	-	0	50.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	15	53.3	17	58.8	18	61.1	16	75.0	13	84.6	31.3	9.6	15	46.7	17	29.4	18	61.1	16	68.8	13	84.6	37.9	15.8

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E

**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

SCHOOL NAME: VISTA GRANDE ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1: Accountability Structures and Systems

***Strategy/Activity - Description**

Attendance rate is important to students' academic and social progress. At Vista Grande, we know that students are most likely to succeed if they attend school consistently. We work closely as a team (parent(s), student, teacher, administrator, office staff, and counseling staff) to implement structures and systems for students.

- **Guidance Assistant** (monitor attendance, connects and communicates with students, parents, staff, administrator on students' attendance concerns (chronic absenteeism, and/or tardiness) Guidance Assistant also supports [\[MN1\]](#) the school administrator/teacher with home-visits as needed.
- Mindset Mondays Assemblies**- Inspirational messages to improve student morale by messaging that abilities can be developed with dedication and hard work. Effort is a key ingredient to successful results. It is a school-wide space where all students, staff, and families are invited as we celebrate tenacity and perseverance at school. It is a bi-monthly frequency throughout the school year.
- **Perfect Attendance** classroom charts: This is an effort to celebrate individual classroom were attend school every day-100%. Classrooms that complete the PERFECT ATTENDANCE chart (17 days) receive acknowledgement and a special incentive.
- **School Messenger and Vista Grande Facebook**(two accounts, public Vista Grande page, and a closed group Friends and Family of Vista Grande) Announcement celebrations of grade-level and school-wide attendance data. School-Messenger completed via email and phone weekly by administrator.
- **School wide bulletin board** celebrating monthly attendance rates school-wide, and individual classrooms. This is updated monthly
- **Student Study Team Meetings** (parent, teacher, student, and counseling staff) meets as needed to goal set and identify supports for individual students.
- **Goal Set:** Will work closely with students with chronic absenteeism with Hispanic/Latino students and English Learners to increase attendance rate. Guidance Assistant will reach out to families to set up meetings with the teacher/principal/counselor.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. The goal was effective for increase building a connected school community. Communication was consistent and attendance increased prior to school

Vista Grande Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

closure due to Covid. The Mindset Assemblies provided unity of the focus for students and staff on similar goals. It's a tiered strategy that we found to be extremely positive and beneficial to our students and families.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. There was not difference between implementation and budget expenditures

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst -	0.17750	\$12,538.54	09800-2404	Monitor and make daily, weekly or monthly contact with families as needed	Very effective because it was consistent with follow-up and supportive to students and families.	Due to Covid School closures the implementation was not as powerful because students were not on campus daily.	Will continue with this focus with less emphasis on attendance due to the current pandemic.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1: PD

***Strategy/Activity - Description**

Call to action to get all students into the sphere of success. Vista Grande Elementary staff values professional development as fundamental to the success of each student they serve. Professional development increases teachers and support staffs' knowledge and enhances their professional skills, deepens their understanding and appreciation of the varied needs of students. It also enhances teachers and support staffs' capacity to facilitate the learning process for all students.

The focus during Professional Development will be grounded with Zaretta Hammond's book- "Culturally Responsive Teaching & The Brain". We will shift to a school-wide co-teaching model for Special Education students in general education and be thoughtful of our schedules, collaborations, expectations, and work demands. The English Language Arts Objective is to increase students' reading, writing, speaking, and thinking skills. Literacy interventions for struggling students; guided reading for all students in Tk-3rd grade, intervention strategies for all struggling students in reading.

- Effective implementation of research-based educational practices
- Analysis of regular and systematic data and information on student learning
- Responsive to the unique learning needs and styles of the teachers and support staff
- Developed with a collaborative learning community (Instructional Leadership team, Special education Team, and Site
- Governess Team) whose goals are aligned with the improvement priorities of the site

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
 Teachers met often to plan/co-teach and review data to provide optimum learning strategies for students who are out of the sphere of success.
 Teachers observed each other and responded to their students' needs with research-based interventions.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The goal was impacted and useful until the closure of school in March due to Covid.

Note/Reminders (optional):

Strategy/Activity 2:iMTSS

***Strategy/Activity - Description**

Each classroom teacher will select either RAZ-KIDS, Accelerated Reader, and Scholastic News, to support student learning in literacy. RAZ-Kids and Accelerated Reader: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content-area knowledge and inspire a love of learning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Vista Grande Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$610.10	09800-1157	Additional tutoring time for students to meet grade level standards.	Yes-to provide further support for students but due to closure of schools due to Covid 19.	Worked well when school was opened	Need more teacher hourly if money is available
Supplies		\$616.55	09800-4301	Supplies to support student instruction and interventions in literacy.	Yes- as students use supplies to support their learning and grade-level mastery	Worked well when school was open	More supplies are always helpful for students

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1: PD

***Strategy/Activity - Description**

Mathematics: EnVision and number talk around priority standards and proficiency scales, continue Number Talk implementation (at least three times a week).
 -Perseverance: Greater willingness to struggle, attack unfamiliar problems and make sense of new mathematical ideas
 -Math Mindset: More students see themselves as mathematically minded. Students know that learning math takes work, and see mistakes as opportunities to learn.
 -Communication: Students can explain their thinking to their peers and teachers.
 -Performance: Students learn more and demonstrate their learning in class and on tests.
 -Love: More students enjoying math, and doing math with pleasure and excitement.
 -AVID: Questioning and collaborative posters
 -Collaboration between special education staff and general education teachers and co-teaching model to better support SWD.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers for professional learning and collaborations.	Planning time is effective use of funds	School closures due to COvid 19	Not enough money for teachers to learn and grow,

Note/Reminders (optional):

Strategy/Activity 2: iMTSS

***Strategy/Activity - Description**

The new goal will be very focused on direct correlation between the instructional strategies employed and student achievement. Teachers will utilize FAST (Formative Reading and Math Assessment system for Teachers). It is a screening tool, that students in grades 2-5th take as a diagnostic (measure needs/gaps. Strengths,) at every reporting period. This will provide more data for teachers in order to support students.

***Proposed Expenditures for this Strategy/Activity**

Vista Grande Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	09800-1157	Additional tutoring time for students to meet grade level standards	Planning time is effective use of funds	School closures due to Covid 19	Not enough money for teachers to learn and grow,
Supplies	--	--	09800-4301	Supplies to support student instruction and interventions in literacy	Planning time is effective use of funds	School closures due to Covid 19	Not enough money for teachers to learn and grow,

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The objective to increase students' reading, writing, speaking, and thinking skills.

- Literacy Interventions for struggling readers and writers
- Guided Reading for all students in grades K-3
- Intervention strategies for all struggling students in reading
- School-wide focus on writing with focus on crafting. School-wide implementation of Scholastic Conventions (mini-lessons for writing) Lucy Calkins Reading and Writing Units around priority standards and proficiency scales. Integration of Social Studies with Literacy (reading, and writing).
- AVID: Different Levels of questioning and AVID weekly
- Students activate subject area/grade-level discussions on reading and writing strategies

Each teacher identifies student out of the sphere of success and identifies them as "Wrap-Around Students" for support (counselor, goal-sets, monitoring PLC/admin, etc) -Sphere of success three times a year

- Each teacher interviews students, parents, and analyze CUM
- "Wrap-Around Students" individual plan for growth/academic /attendance plan
- School-wide focus on note-taking, students writing of quality sentences, number talk, and strategic partnerships in math and literacy groups
- SpEd teachers to try-on co-teaching model in literacy and math and work closely with Gen Ed teachers
- Movement- Total Body Response to increase cognitive engagement

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Vista Grande Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Non Clsrn Tchr Hrly		\$2,090.21	09800-1957	ELPAC testing for EL students to determine proficiency level.	Yes- it's a reliable individual that is focuses on English Learners who is diligent, effective and supportive to our learners.	Works well	Continue as is
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Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

General and special education staff will ensure instruction is in direct alignment with student needs and the interventions/modifications enhances current understanding around the Common Core Standards. Professional Learning Communities will include on-going monitoring of progress and adjusting supports for students with disabilities. Special education teachers will attend Professional Learning Communities.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting teachers for professional learning and collaborations. Teachers will discuss, plan and co-teach in the general education classroom.	Teachers having time to plan together and support SWD.	School closures due to Covid in March.	Continue with more funding if available.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

-Each teacher identifies student out of the sphere of success and identifies them as “Wrap-Around Students” for support (counselor, goal-sets, monitoring PLC/admin, etc) -Spree of success three times a year
 -Each teacher interviews students, parents, and analyzed CUM
 -“Wrap-Around Students” individual plan for growth/academic plan
 -School-wide focus on note-taking, students writing of quality sentences, number talk, and strategic partnerships in math and literacy groups
 -SpEd teachers to try-on co-teaching model in literacy.
 -Movement- Total Body Response to increase cognitive engagement
 Administrator meet with 3 and 5th grade teachers individually to monitor reading progress and co-create a plan for students at-risk
 Teachers engage with regular Professional Learning Communities, where they create lessons to meet the specific needs of students and calibrate students work.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Release time for teacher PLCs, collaboration time, and monitoring meetings.	Teachers having time to plan together	Not enough PLC time	More PLC time

Note/Reminders (optional):

What are my leadership strategies in service of the goals?