School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Grande Elementary	37-67991-6101794	May 14, 2019	July 30, 2019

Table of Contents

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 21, 2019, was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with the School Site Council and used in the final development of the SPSA prior to the approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting when the SPSA was approved.
The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:
A. We retain "actions" that show student growth
B. We refine an "action" that shows minimal growth, but progress
C. We eliminate an "action" and replace it with a different way of approaching the need
Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	123	103	104	20.0%	17.1%	17.2%
Fluent English Proficient (FEP)	34	44	43	5.5%	7.3%	7.1%
Reclassified Fluent English Proficient (RFEP)	24	38	14	20.0%	30.9%	13.6%

Conclusions based on this data:

1. The percentage of English Learners decreased to 17.1% in the 2017-2018 school year.

2. The percentage of Fluent English Proficient students increased to 7.3% in the 2017-2018 school year.

3. The percentage of Reclassified Fluent English Proficient students increased to 30.9% in the 2017-2018 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107		102	102		102	102		102	95.3		100
Grade 4	100		107	97		106	97		106	97		99.1
Grade 5	119		86	117		86	117		86	98.3		100
All Grades	326		295	316		294	316		294	96.9		99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2431.		2444.	28.43		31.37	22.55		29.41	26.47		16.67	22.55		22.55
Grade 4	2468.		2485.	22.68		33.02	27.84		24.53	29.90		23.58	19.59		18.87
Grade 5	2529.		2508.	22.22		26.74	47.01		27.91	17.09		24.42	13.68		20.93
All Grades	N/A	N/A	N/A	24.37		30.61	33.23		27.21	24.05		21.43	18.35		20.75

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.51		34.31	42.16		44.12	33.33		21.57
Grade 4	17.53		30.19	61.86		50.00	20.62		19.81
Grade 5	27.35		27.91	54.70		48.84	17.95		23.26
All Grades	23.42		30.95	52.85		47.62	23.73		21.43

	Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.29		27.45	41.18		52.94	23.53		19.61
Grade 4	24.74		29.25	60.82		48.11	14.43		22.64
Grade 5	44.83		33.72	45.69		45.35	9.48		20.93
All Grades	35.56		29.93	48.89		48.98	15.56		21.09

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	22.55		22.55	55.88		57.84	21.57		19.61
Grade 4	11.34		21.70	65.98		62.26	22.68		16.04
Grade 5	16.24		17.44	73.50		65.12	10.26		17.44
All Grades	16.77		20.75	65.51		61.56	17.72		17.69

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	30.39		34.31	50.98		47.06	18.63		18.63
Grade 4	23.71		31.13	59.79		54.72	16.49		14.15
Grade 5	35.90		24.42	46.15		54.65	17.95		20.93
All Grades	30.38		30.27	51.90		52.04	17.72		17.69

Conclusions based on this data:

1. In the 2016-2017 school year 57.6 % of students met or exceeded standards in the area of Language Arts.

2. In the area of producing clear and purposeful writing, 84.45% of the students scored above, at or near standard.

3. Participation rate is 96.9% in all three grades.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	107		102	102		102	102		102	95.3		100
Grade 4	100		107	96		106	96		106	96		99.1
Grade 5	119		86	117		86	117		86	98.3		100
All Grades	326		295	315		294	315		294	96.6		99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2441.		2451.	23.53		30.39	35.29		31.37	22.55		20.59	18.63		17.65
Grade 4	2474.		2506.	17.71		32.08	31.25		35.85	32.29		21.70	18.75		10.38
Grade 5	2508.		2505.	21.37		19.77	20.51		18.60	33.33		37.21	24.79		24.42
All Grades	N/A	N/A	N/A	20.95		27.89	28.57		29.25	29.52		25.85	20.95		17.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.24		42.16	38.24		32.35	23.53		25.49
Grade 4	30.21		50.94	38.54		30.19	31.25		18.87
Grade 5	26.50		24.42	37.61		39.53	35.90		36.05
All Grades	31.43		40.14	38.10		33.67	30.48		26.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.35		40.20	48.04		40.20	19.61		19.61
Grade 4	22.92		38.68	50.00		44.34	27.08		16.98
Grade 5	22.22		17.44	49.57		59.30	28.21		23.26
All Grades	25.71		32.99	49.21		47.28	25.08		19.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	32.35		42.16	51.96		41.18	15.69		16.67
Grade 4	30.21		40.57	44.79		40.57	25.00		18.87
Grade 5	24.79		12.79	53.85		62.79	21.37		24.42
All Grades	28.89		32.99	50.48		47.28	20.63		19.73

Conclusions based on this data:

1. In the 2016-2017 school year 49.52 % of students met or exceeded standards in the area of Mathematics.

2. In the area of applying mathematical concepts and procedures 69.53% of the students scored above, at, or near standard.

3. Participation rate for all three grade levels exceeded 96%.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1417.5		1425.4		1399.1		13	
Grade 1	1486.7		1484.0		1488.9		22	
Grade 2	1502.5		1514.4		1490.0		22	
Grade 3	1499.4		1501.6		1496.8		16	
Grade 4	1494.3		1490.4		1497.8		12	
Grade 5	1497.2		1487.3		1506.3		12	
All Grades							97	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	63.64		*		*		*		22	
2	72.73		*		*		*		22	
All Grades	43.30		24.74		20.62		11.34		97	

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	72.73		*		*		*		22	
2	77.27		*		*		*		22	
All Grades	53.61		22.68		11.34		12.37		97	

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	59.09		*		*		*		22	
All Grades	30.93		22.68		24.74		21.65		97	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
1	72.73		*		*		22	
2	68.18		*		*		22	
All Grades	49.48		31.96		18.56		97	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
1	63.64		*		*		22	
2	81.82		*		*		22	
3	75.00		*				16	
All Grades	70.10		18.56		11.34		97	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
1	54.55		*		*		22	
2	63.64		*		*		22	
All Grades	34.02		39.18		26.80		97	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
2	*		54.55		*		22	
3	*		87.50		*		16	
All Grades	28.87		54.64		16.49		97	

Conclusions based on this data:

1. In 2017-2018, 97 students in grades TK through fifth were tested with the English Language Proficiency Assessments for California (ELPAC).

2. The overall language level for 43.3% of the students was four.

3. The speaking domain was the strongest area with over 70% of the students performing as well developed.
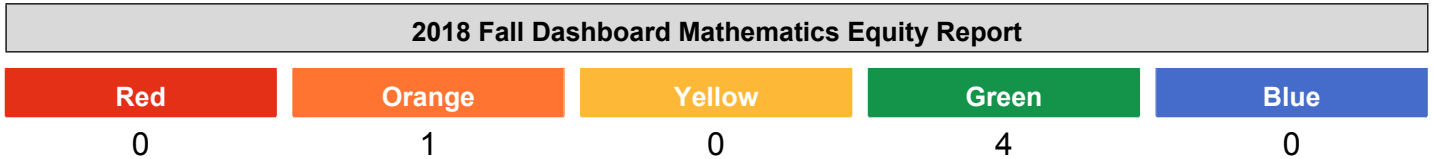
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
12.2 points above standard	26.9 points below standard	0 Students
Maintained 1.9 points	Declined -11 points	
282 students	79 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
0 Students	23.7 points below standard	86.6 points below standard
	Maintained -2.5 points	Declined -8.7 points
	106 students	40 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	1 students	5 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
2.9 points above standard	35 points above standard	Less than 11 Students - Data Not Displayed for Privacy	18.1 points above standard
Increased 16.3 points	Increased 12.8 points		Maintained -1.7 points
48 students	14 students	2 students	195 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
83.7 points below standard	18.3 points above standard	27 points above standard
Declined -9.9 points	Declined -8.9 points	Increased 6.6 points
35 students	44 students	200 students

Conclusions based on this data:

1. In the area of English Language Arts performance, 282 students scored 12.2 points above standard.

2. In the area of English Language Arts performance, 79 EL students' score declined by 11 points, socioeconomically disadvantaged declined by 2.5 points and students with disabilities declined by 8.7 points.

3. Hispanic and White students both scored above standard, 2.9 and 18.1 respectively.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5.6 points above standard	18.9 points below standard	0 Students
Increased 12.9 points	Increased 5.3 points	
281 students	79 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0 Students	20.4 points below standard	79.7 points below standard
	Increased 12.2 points	Declined -3.7 points
	106 students	39 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students
3 students	1 students	5 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
2.9 points below standard	17.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	11.4 points above standard
Increased	Increased 12.5 points		Increased 11.6 points
26.8 points		2 students	
47 students	14 students		195 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.8 points below standard	12.8 points above standard	14.4 points above standard
Increased 12.9 points	Maintained 1.6 points	Increased 14.9 points
35 students	44 students	199 students

Conclusions based on this data:

1. Mathematics performance for all students increased by 12.9 points.

2. Mathematics performance of English learners increased by 5.3 points and Socioeconomically Disadvantaged increased by 12.2 points.

3. Mathematics performance of students with disabilities decreased by 3.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
97	43.3%	24.7%	20.6%	11.3%

Conclusions based on this data:

1. 97 students were tested with the new English Language Proficiency Assessments for California (ELPAC).

2. 43.3% of students performed at Level 4, well developed.

3. 11.3% of the students performed at Level 1, beginning level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	3	0
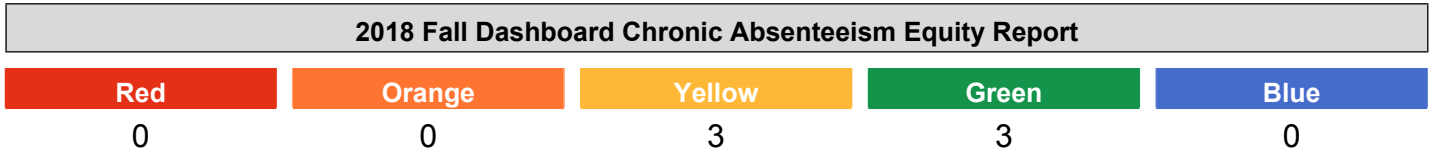
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
3.7% chronically absent	4.5% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 0.6%	Increased 0.6%	
621 students	111 students	0 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	5.5% chronically absent	9% chronically absent
	Maintained 0.3%	Maintained 0%
1 students	218 students	89 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
8 students	1 students	Declined 8.5%	0 students
		16 students	

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
2.9% chronically absent	4.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.7% chronically absent
Declined 4.9%	Declined 0.6%	4 students	Maintained 0.1%
102 students	84 students		406 students

Conclusions based on this data:

1. 3.7% of all students were chronically absent in 2018 which is a .6% decline.

2. There was an .6% increase of chronically absent English Learners.

3. The percentage of chronically absent Hispanic students declined by 4.9%.
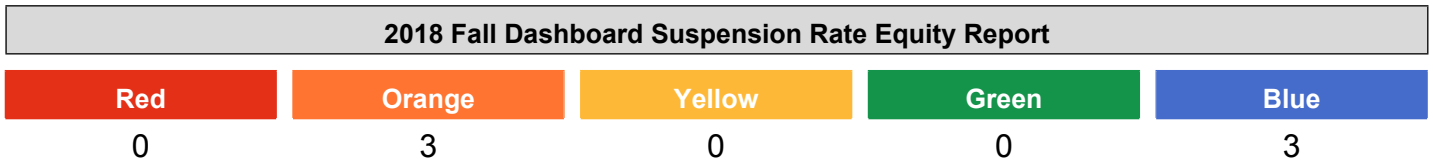
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	3

This section provides 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
0.6% suspended at least once	0% suspended at least once	0 Students
Increased 0.3%	Maintained 0%	
629 students	112 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not	1.4% suspended at least once	2.2% suspended at least once
1 students		
	Increased 0.4%	Increased 1%
	222 students	89 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% suspended at least once	0 Students
8 students	1 students	Maintained 0%	
		16 students	

Hispanic	Two or More Races	Pacific Islander	White
Blue	Orange	No Performance Color	Blue
0% suspended at least once	3.5% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy	0.2% suspended at least once
Maintained 0%	Increased 2.2%	4 students	Maintained 0%
103 students	85 students		412 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.6% suspended at least once	0.3% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1. 1.4% of Students with Disabilities were suspended at least once which is an increase of 0.4%.

2. 3.5% of students identified as two of more races were suspended at least once.

3. 0.6% of all students were suspended at least once.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Access to, and progress in, core academic standards

LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

Goal 1

All Vista Grande students will have access to high-quality teachers and a broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

5th Grade Students

Strategy/Activity

Students will participate in the World of Work. Students will be exposed to different careers based on the RIASEC model.
Fifth Grade students will participate in Biztown an interactive, project-based program that teaches students how to manage their own personal finances and the importance of becoming a successful professional within our community.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,400	Supplemental Concentration Funding

	5800: Professional/Consulting Services And Operating Expenditures Education Excursions

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers have access to Ted Talks curriculum in order to provide access for every student to present their ideas, projects, passions, inventions in front of an authentic audience. Students will have the opportunity to participate in the TED-Ed club after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1050	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additionally Hourly: Teachers to work a total of 25 hours after school supporting the TED Ed club.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will have an opportunity to master standards through application of knowledge in activities such as Lego and Robotics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
840	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Stipends: Robotics training and planning 1 hour/week
3150	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Stipends: 75 hours total for Teacher advisors doe First Lego League Jr Club

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

1.8 Students will receive enrichment in music or dance.

Students in Second Grade will learn to play the recorder.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Vista Grande will promote a positive school climate and offer programs that promote health and wellness.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students have the opportunity to participate as Safety Patrol as 5th graders, PeaceBuilders as 4th graders and VGTV broadcasting crew from 3rd-5th grade. Certificated hourly to chaperone educational excursions during non-duty hours.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
672	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly: chaperone field trips

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain a positive and safe playground environment by providing additional supervision.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5868	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified hourly: campus supervision

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Students at Vista Grande will demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students underperforming in Language Arts or Mathematics will receive small group instruction in the classroom.

Students in grades 1-5 underperforming in Language Arts or Mathematics will have the opportunity to attend before or after school tutoring.

Students in grades 1-5 will have the opportunity to participate in enrichment classes after school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7751	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly
31298	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Interventions, support and assessments.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8907	S&C PD 1000-1999: Certificated Personnel Salaries Certificated Stipends
1,000	S&C PD 2000-2999: Classified Personnel Salaries Classified Hourly

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will collaborate about at-risk students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6720	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional hourly

1260	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated additional hourly:
798	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Certificated Additional Hourly:

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders.

Goal 4

Vista Grande will foster a sense of shared community and decision making for parents and other stakeholders.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students participate in leadership roles such as VGTV, Yearbook Staff, Anchored for Life, Peace Patrol, Safety Patrol.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2520	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional Hourly: Certificated

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$76,234.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
S&C PD	$9,907.00
Supplemental Concentration Funding	$66,327.00

Subtotal of state or local funds included for this school: $76,234.00

Total of federal, state, and/or local funds for this school: $76,234.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	$66,327	0.00
S&C PD	$9,907	0.00

Expenditures by Funding Source

Funding Source	Amount
S&C PD	9,907.00
Supplemental Concentration Funding	66,327.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,966.00
2000-2999: Classified Personnel Salaries	6,868.00
5800: Professional/Consulting Services And Operating Expenditures	4,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S&C PD	8,907.00
2000-2999: Classified Personnel Salaries	S&C PD	1,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	56,059.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	5,868.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Concentration Funding	4,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,440.00
Goal 2	6,540.00
Goal 3	57,734.00
Goal 4	2,520.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Tita Cordero-Bautista	Principal
Cheryle Boulanger	Other School Staff
Christy Hanks	Classroom Teacher
Debbie Restine	Classroom Teacher
Laurie Maio	Classroom Teacher
Amanda Koczwara	Parent or Community Member
A Hogan Jimenez	Parent or Community Member
Kate Little	Parent or Community Member
Sarah Quinn	Parent or Community Member
Rana Kalasho	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.