The Single Plan for Student Achievement
Schoolwide Title I Program

VISTA LA MESA ACADEMY

County-District School (CDS) Code   37-68205-6038673

Principal: Bonita DeAmicis

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

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

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> **District:** Lemon Grove Elementary School District

The School Site Council approved this revision of the SPSA on January 30, 2017.
The District Governing Board approved this revision on February 14, 2017.

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Note: Goals 1 and 3 are aligned with the LGSD Local Control Accountability Plan

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VISTA LA MESA ACADEMY (VLMA Cheetahs)
School Profile

Vista La Mesa Academy (preschool through 8th grade is located approximately eleven (11) miles east of San Diego. Our student enrollment is approximately 630 students.

Vista La Mesa Academy (VLMA) is one of six schools in the Lemon Grove School District. VLMA is a school-wide Title I school in Program Improvement Year 5. The school serves a diverse population with the predominant socio economic group being Title I (74%)and the predominant ethnic group being Hispanic (51%). Other ethnicities include: African American (22%), White (12%), Asian (11%), and other ethnicities (4%) We have approximately 21% English Learners. In addition, VLMA serves many students connected to military families (29%).

VLMA Cheetah Mission

Our mission is to provide a safe, nurturing, and equitable environment that inspires our students to reach their fullest potential through academic excellence. We encourage and support a community of students, teachers, staff, families, and community members who foster and uphold our core values:

Responsibility, Success, Kindness, Respect, and Honesty

VLMA Cheetah Vision

At Vista La Mesa Academy we believe that by working together with students, staff, parents, and the community we have created and continue to build an environment for students that is safe and conducive to learning. We want all students to strive for high academic standards and to be all that they are capable of being.

Students follow the pathway to success

Mission of the Lemon Grove School District Governing Board

- Maximize achievement for _every_ student.
- Advance technical skills required for higher education and 21st Century careers.
- Prepare students to compete in a global society.

Lemon Grove School District Governing Board Priorities

- Challenge each student to realize his or her academic potential.
- Differentiate instructional strategies to meet the needs of all students.
- Promote physically, emotionally, and socially healthy choices.

Form A: Planned Improvements in Student Performance

The use of data to determine student performance: CAASSP Statewide Testing will provide student performance data for math and ELA grades 3-8. District Benchmark Tests and other school measures (DRA2, SRI, writing samples) will be used to provide student performance data for grades TK-2. Teachers will examine formative data at least three times each year, using district and site benchmarks.

Stakeholders involved in School Plan Decisions:

The School Site Council, VLMA Faculty, staff, and parent groups discussed and analyzed the academic performance of all student groups. From this data they designed performance goals for all students at all grades in English Language Arts, Math, and English Learning. In addition they designed school climate goals that indirectly support student achievement and align with the Local Control Accountability Plan designed by the Lemon Grove School District. In addition we work with our preschool program to identify ways for children to be Kindergarten ready. To achieve this the Early Childhood Education Coordinator will assist preschool staff in developing transition plans for students moving from preschool into Transitional Kindergarten or Kindergarten.

Student Academic Achievement Goals: 1a, 1b and 1c:

Using beginning of the year assessment results, stakeholders designed performance goals for all students at all grades in English Language Arts, Math and English Language Development. In addition, our stakeholders want growth for targeted subgroups (ELs, Hispanics, African American Students, and low SES students) that exceeds that of the school population so that achievement gaps are decreased. As a result, the VLMA School Site Council adopted three student performance goals, one in each area: English Language Arts (ELA), mathematics, and English Learners (ELs). To this end we assure that all teachers are highly qualified and appropriately placed, and only highly qualified teachers will be hired.

Student and Parent Engagement Goals 3a and 3b:

Using stakeholder input, data from parent and student surveys, and the requirements of the common core standards and CAASPP tests, School Site Council designed goals for school climate that are also included in this school plan. We use state designated measures like attendance and suspension to measure our success in these goals and we also include data from the California Healthy Kids Survey.

Goal 1a, 1b, and 1c: Student Achievement

LGSD LCAP Student Achievement Goals:
1. As an indicator of implementation of Common Core State Standards, K-2 students will increase proficiency by 3% from the Orange Inspect (Fall of 2016) to the Blue Inspect (Spring of 2017) ELA and math.
2. As an indicator of implementation of Common Core State Standards 3-8 students will increase proficiency by 2% from the Orange Inspect (Fall of 2016) to the Pink Inspect (Spring of 2017) ELA and math assessments.
3. As an indicator of implementation of Common Core State Standards, 3-8 students, including subgroups, will increase proficiency by 5% over 2015-16 CAASPP math and English language arts assessments.
4. As an indicator of implementation of Common Core State Standards, English Language Learners will increase proficiency by 3% over 2015-16 CAASPP math and English language arts assessments.
5. English Learners making annual progress on the CELDT will increase from 60.0% to 62.0%.
6. Reclassification of EL to RFEP will increase by 2% from the 2015-16 rate of 9.3%. Goal for 2016-17 is 11.3%.
7. EL proficiency on CELDT will increase by 2% from the 2015-16 rate of 38.4%. Goal for 2016-17 is 40.4%.

VLMA Student Achievement Goals: **(Note: State intends to move toward a growth rather than proficiency data model. SSC will revise our goals accordingly if data models become available prior to the start of 2017-18 school year.**
1. As an indicator of implementation of Common Core State Standards, K-2 students will increase proficiency by 3% from the Orange Inspect (Fall of 2016) to the Blue Inspect (Spring of 2017) in ELA and math.
2. As an indicator of implementation of Common Core State Standards, K-2 students will increase proficiency in local assessments from beginning of year (Fall of 2016) to end of year (May of 2017) in ELA and math.
2. As an indicator of implementation of Common Core State Standards 3-8 students will increase proficiency by 2% from the Orange Inspect (Fall of 2016) to the Pink Inspect (Spring of 2017) ELA and math assessments.
3. As an indicator of implementation of Common Core State Standards, 3-8 students, including subgroups, will increase proficiency by 5% over 2015-16 CAASPP math and English language arts assessments.
4. As an indicator of implementation of Common Core State Standards, English Language Learners will increase proficiency by 3% over 2015-16 CAASPP math and English language arts assessments.
5. English Learners making annual progress on the CELDT will increase from 46% to 50%.
6. Reclassification of EL to RFEP will increase by 2% from the 2015-16 rate of 7.6%. Goal for 2016-17 is 9.6%.
7. EL proficiency on CELDT will increase by 2% from the 2015-16 rate of 49%%. Goal for 2016-17 is 51%.

STUDENT ACHIEVEMENT GOAL 1a-English Language Arts

What data did we use to form our ELA Goals?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
At the beginning of 2015-16, Kinder students are tested for their proficiency with letter and sound knowledge. First Grade through 2nd Grade students are assessed in reading skills and comprehension through the DRA2 Reading Diagnostic at the beginning, middle and end of the year. Kinder students begin to be tested in DRA2 in January. At the end 2015-16 all students grades 3-8 took the CAASPP and received scores in ELA and in Math.	The data tells us that we need to provide significant support for our students who are performing below grade level. We also need to increase effective practices in our classrooms because we are only getting about half of our students to proficiency levels. CAASPP ELA assessments show that VLMA in 2016 has 39% of students grades 1st through 8th that are reading at or above proficient level (27% in 2015) and 69% near proficient or above in the 2016 school year (51% in 2015). .	Kinder teachers will evaluate progress on letter identification and sounds before each grading period and will begin using the DRA in January to test for reading levels. They will use ongoing assessments to flexibly move students into and out of targeted support in small groups. 1st Grade and 2nd grade teachers will give the DRA and the BPST (phonics measure) before each trimester grading period and grade level teams will meet with the principal to discuss proficiency changes and to make needed adjustments to the reading intervention and enrichment program. 3rd through 8th grade teachers will use the SRI for beginning and end of the year growth data. If a proficient student appears to be declining, a teacher may choose to check growth or lack of growth using DRA or SRI at any point during the year. 3rd through 8th grade students identified at the beginning of the year as needing additional support due to lack of proficiency will be placed in the System 44 or Read 180 intervention and will be regularly tested on SRI to track progress and to remove them from the program if proficiency has been reached (or to add students to the program who are falling behind). Furthermore, Inspect Benchmark Tests and

			teacher designed performance tasks will be used to look at specific ELA needs and to decide instructional changes and flexible grouping throughout the year, including grouping that allows for enrichment and growth for students performing at or above grade level at the start of the year.

Strategies:

- During the 2016-17 school year VLMA will use information from student performance data to identify needs and to provide before, during and after school interventions and enrichments in ELA in order to maintain or grow the number of students moving into higher performance bands.
- Necessary technology, reading materials, and furnishings for organization will be supplied for both teachers and students.
- Professional Development will be provided that supports teachers in Common Core Standards, ELA Curricula (Lucy Calkins), and NGSS through the district 3 days of professional development, through workshops and conferences, and through staff meeting shared PD.
- Teachers will be given time in grade level teams to plan units of instruction, examine student data, place students into interventions, observe fellow teachers, and learn new curricula.

Action If Action is shaded and followed by a *, the action and its resources are relevant to all three student achievement goal areas: ELA, Math, and English Learners and so the budget amount is shared with all three goals. The total budget amount is listed only in the first goal-ELA	**Person(s) Responsible**	**Task/Date**	**Resources Needed** If resources are relevant to all three student achievement goal areas: ELA, Math and English Learners, the item will be shaded and have an *. The budget amount for that item is shared between two or three goals but will be listed only in the first goal.	**Title I**	**LCFF**	**PI**
Technology to Support Teachers and the Classroom: * Laptops, Tablets,Interactive Whiteboards, projectors, printers, headphones, software licenses, and peripheries as needed to support academic programs and small group instruction	Administrator, Classroom teachers and District Tech Team	Ongoing	**Equipment and Materials*** Laptops , tablets and ipads, repair coasts, headphones, document cameras, peripheries, projectors, software (Mobimax, Fast Forward, I-ready, Razzkids, etc.) and interactive whiteboards.	**15,000**	**89,000**	**0**
Assessments: * Beginning of the year, middle of the year (TK-2nd) and end of the year DRA or SRI tests will be used to determine student	Classroom Teachers Support Teachers	Initial assessments completed by Oct. 1, 2016//final	**Assessments Staffing*:** Extra hours for teachers, support teachers, and paraprofessionals in order to complete these assessments that require 1:1 testing .	**8,500**	**2,000**	**0**

		assessments completed by June 1, 2017				
Professional Development: * Provide teacher leaders with training to support continued transition to Common Core and NGSS (workshops, conferences and travel costs)	Administrator and Classroom teachers	Ongoing	**Workshop Registration/Travel/and Guest Teacher Expenses*:** Common Core standards implementation, CGI math instruction, literacy methods, ELD integration, NGSS Science Standards	**20,000**	**30,000**	**0**
Teacher Collaboration and Shared Professional Development: * Provide release time every month or more often when possible for Grade Level teams to plan units, design learning experiences, observe other teachers, analyze data and make team decisions regarding interventions, enrichments, SSTs, and flexible grouping for student needs.	Administrator and Grade Level Teacher Teams (Collaborative Meetings)	Tk-5th one time each month (or more) as per collaborative schedule Gr 6-8th one time per month (or more) as subject area teams for ELA and math	**Staffing of Weekly Guest Teachers*:** Release time for teachers for collaborative meetings and SSTs. (*shared with math and ELD goals). Note: These regular guest teachers also provide enrichment to students by teaching art and PE in addition to the art and PE instruction provided by the district AMP program. **Materials and Equipment for Collaboration*:** Tables and chairs, boards, display materials for teachers to meet in an assigned data room for collaborative planning. Books and articles for shared learning will be provided.	**5,000** **5,000**	**24,040** **5,000**	**0** **0**
PE Teacher to provide additional classroom release time* Provide classroom release time for TK-5th grade classroom teachers to prepare and	Administrator Classroom teachers Part Time PE	Ongoing	**Staffing of Part time PE Teacher*:** 40% Part Time PE Teacher TK-5 (*shared with ELD and ELA goals)	**0**	**22,826**	**0**

analyze classroom student data for use in collaborative meetings, to provide targeted 1:1 instruction to identified students, and to do lesson observations/co-teaching with grade level team members in order to improve instruction.	Teacher		**PE Materials/Data Analysis Materials*:** Equipment to support PE teacher when providing release time to teachers//Materials to support teachers in data analysis (colored computer ink)	**0**	**1,000**	**0**
ELA Interventions and Enrichment: Appropriate students will be identified for ELA interventions and enrichments and receive services as per plan below: ● TK-K-1st Grade- daily small group reading and writing practice with paraprofessional support for small group centers. ● Additional Daily Guided Reading for the farthest below grade level readers in grades 1-3 using support teacher. ● 30 minutes daily System 44 video lessons for 3rd grade students identified as furthest from proficient by SRI and SPI assessments. ● System 44 and Read 180 Interventions for students in grades 3-8 identified as below basic and furthest from proficient in ELA through SRI and SPI testing. ● After school and before school homework/classwork help groups as identified by grade level teacher teams. ● After school and before school temporary targeted ELA skill groups as identified by grade level teacher teams.	Administrator, Student Success Teams, grade level teacher-teams, part time and support teachers, paraprofessionals	Initial groups formed and intervention started by October 5. Flexible grouping/changes are ongoing throughout year as per data results and grade level team determination	**Software and curriculum:** Intervention Program materials/licensing costs (Read 180, System 44, Guided Reading, Fast Forward, Sound Partners, etc.)	**5,000**	**5,000**	**0**
			Intervention Equipment and Supplies: Computers, headphones, listening/recording devices, books, materials, leveled readers, storage containers/furnishings for books and materials.	**1,000**	**2,000**	**0**
			Staffing: Grades 1-3 Daily Guided Reading Support Teacher-3.75hrs x180 days	**0**	**24,000**	**0**
			3 Paraprofessionals 3.75 hours X 180 days supporting tutoring and small group instruction and before/during/ and after school interventions in Grades TK-5 ELA, ELD, and Math *	**0**	**47,946**	**0**

• Sound Partners, 30 minute 4 times per week 1:1 phonics intervention for Kinder and first grade students identified through the BPST and letter/sound assessments. • 30 minute 5 times per week Fast Forward Software Intervention for 1st through 3rd Grade students identified as needing auditory processing improvement, an increase in attention, memory retention, and/or 1st and 2nd graders that did not progress with Sound Partners intervention. • Before/during/ and after school small group enrichments as defined by grade level teams			Grades 4-5 Read 180/System 44+Reading Support, One 45% Part Time Teacher X 180 days *w/EL goal	7,250	7,250	0
			Grades 6-8 Read 180/System 44+Reading Support, One 45% Part Time Teacher X 180 days *w/EL goal.	23,100	0	0
			Before and after school support for targeted enrichments, interventions and homework help-extra teacher and/or paraprofessional hours *w/EL and math goal	15,000	0	0
			Paraprofessional for Grade 4-5 Read 180/System 44+ TK-5 small group support, 3.75 hrs. X180 days* w/EL goal	10,496	10,496	0
			Paraprofessional for Grade 6-8 Read 180/System 44+ TK-5 small group support, 6 hrs. X180 days * w/EL goal	0	21,000	0
Upper Grades ELA Coaching * w/ELD goal Use an outside consulting teacher to build ELA and EL achievement by supporting and growing evidenced-based teaching practices in our 6th-8th Grade ELA classrooms.	Administrator ELA Coach 6th-8th Grade ELA teachers	February -June, 2017	**Consulting Teacher** Approximately 10 half days for teacher learning and lesson study with the ELA coach (*shared with ELD goal)	0	9,000	0
Literacy Storage and Furnishings Shelving, crates, storage bins, labeling supplies to create organized and easy access to leveled reading materials for	Administrator and teachers	By March, 2017	**Materials, Equipment, and Supplies** shelving, storage, and labeling supplies	0	10,000	0

Lucy Calkins Reading and Writing as well as for Guided Reading and Independent reading in classrooms, including increasing availability of nonfiction reading materials						
Literacy Books and Software Leveled readers, book sets, ebooks, reading software/programs, and nonfiction reading materials and children's magazines	Administrator and Teachers	By March, 2017	**Classroom Reading Materials** Reading materials to support CCSS, NGSS, and Lucy Calkins	**5,000**	**25,000**	**0**
ELA Blended Learning Summer School 3-4 week summer program to assist students who are below benchmark	Administrator and Teachers	Begin preparation and planning in March, 2017	**Summer Program** Teacher and Classified hours as well as materials and software licenses.	**0**	**0**	**17,000**
			Total Costs for Goal 1a alone:	$51,846	$113,746	$17,000
			Total Costs for Shared Actions Goals 1 a, b, c:	$68,500	$221,812	0
			Total in this category	$120,346	$335,552	$17,000

Goal 1b: Student Achievement in Math

Strategies:

- During the 2016-17 school year VLMA will use information from student performance data to identify needs and to provide before, during and after school interventions and enrichments in Math in order to maintain or grow the number of students moving into higher performance bands.
- Necessary technology, reading materials, and furnishings for organization will be supplied for both teachers and students.
- Professional Development will be provided that supports teachers in Common Core Standards, Math Curricula (Go Math), and NGSS through the district 3 days of professional development, through workshops and conferences, and through staff meetings-shared PD.
- Teachers will be given time in grade level teams to plan units of instruction, examine student data, place students into interventions, observe fellow teachers, and learn new curricula.

What data did we use to form our goals and strategies?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
At the beginning of 2015-16, -Kinder students are assessed in basic math knowledge such as identifying numbers, counting objects, rote counting, and writing numbers. Also all first grade students took the prerequisite skills test measuring proficiency with Kindergarten math. In addition, classroom teachers carry out a number of other beginning of the year assessments including diagnostic tests with the Go Math curriculum, a test of math fluency in basic calculations, and a test of mathematical persistence to use in determining whether we are growing Math Standards of Practice as well as calculating skills.	The data tells us that we need to provide significant support for our students who are performing below grade level in mathematics and that mathematics is a larger area of concern than ELA at this time. The CAASSP 2016 data tells us that VLMA has 27% of students grades 3rd through 8th that are performing math at the expected proficiency level (19% in 2015) , and 66% were in the range of nearly proficient to advanced (56% in 2015).	Kinder teachers will evaluate progress on number identification, rote counting, counting objects, naming shapes, and simple adding and subtracting as we move through these units of instruction throughout the year. Number sense assessments will be revisited each grading period and shared during grade level collaborative time to determine next steps for students not performing at grade level. 1st Grade through 8th Grade teachers will give the topic tests from the Go Math Personal Math Trainer throughout the year. They will also give the Inspect District Benchmark tests at 4 different dates (Grades K-2) and three different dates (grades 3-8) throughout the year.

At the end of 2014-15, the first California CAASPP test was administered to all students grades 3-8th at VLMA.	These tests will be examined for areas of difficulty and will be discussed in collaborative meetings to learn together how to help students with difficult material. Topic tests will also be used to determine if specific groups of children require small group previews or follow-ups to math lessons AND whether additional interventions may be needed. Personal Math Trainer, an adaptive portion of the Go Math curriculum will also be used to follow up with students needing additional attention on specific math topics. During the 2015-16 school year VLMA will use information from student performance data to identify needs and to provide before, during and after school interventions and enrichments in ELA and Math in order to maintain or grow the number of students demonstrating proficiency. Some interventions and enrichments will require technology for both teachers and students.

Action/Date	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF	PI
Actions shared with ELA and EL Goals--Budget amount is in ELA goal ● Technology to support Teachers and Classrooms ● Professional Development ● Grade Level Collaboration Time and Shared Professional Development ● PE Teacher Release Time for TK-5th to Prepare Data	See ELA Goals*	See ELA Goals*	See ELA Resources * $68,500 Title I shared with other goals $221,812 LCAP shared with other goals	**0**	**0**	**0**
Teacher on Special Assignment (TOSA)	Administrator and TOSA	ongoing	**Staffing**	**49,851**	**0**	**0**

Classroom Teacher to provide STEM support through resource management, grant management, and teacher coaching.			TOSA (*shared with goal 3a and DoDEA grant) Extra hours and release time for teachers in training (*shared with goal 3a)			
ST Math Software licenses for grades K-1 and intervention for other grades	Administrator and Teachers	ongoing throughout year	**Software licenses**	0	9,100	0
Math Interventions and Enrichment Appropriate students will be identified for ELA interventions and enrichments and receive services as per plan below: Using topic tests, benchmarks, and student interests, grade level teams will identify student needs and form small groups for during, before, or after school interventions in mathematics. ● Students in K-1 will receive 60 minutes of ST Math per week. ● TK-8th grade- daily small group/ individual math attention/intervention as per teacher/support teacher design based upon formal and informal class assessments. ● ● K-8th grade Go Math Personal Trainer time to adapt to student individual needs. ● Before or after school targeted	Administrator, Classroom Teachers, paraprofessio nals	ongoing throughout school year	**Staffing** Extra hours for Teachers and Paraprofessionals to provide before/after school math tutoring and small group supports (*shared with ELA and ELD goals) Paraprofessionals support in classrooms to provide small group instruction in math (*shared with ELA and ELD goals) $15,000 Title I shared with other goals	0	0	0

intervention for identified math learning needs. ● Before or after school homework help club. ● Grades 6-8 Math support during Academic Leadership Seminar Elective Class						
STEM and Math materials Materials to support STEM activities for each grade level. Math manipulatives that support Common Core math understandings.	Administrator and grade level teams	Ongoing throughout year	**Materials**	0	10,000	0
Math Blended Learning Summer School 3-4 week summer program to assist students who are below benchmark	Administrator and Teachers	Begin preparation and planning in March, 2017	**Summer Program** Teacher and Classified hours as well as materials and software licenses.	0	0	17,737
			Total Costs for Goal 1b: **(shared costs are listed in ELA Goal)**	$ 49,851	$19,100	$17,737

Goal 1c: English Learner Achievement

Strategies:

- During the 2016-17 school year VLMA will use information from student performance data to identify needs and to provide before, during and after school interventions and enrichments for English Learners in order to maintain or grow the number of students moving into higher performance bands on both CAASPP and CELDT measures.
- Necessary technology, reading materials, and furnishings for organization will be supplied for both teachers and students.
- Professional Development will be provided that supports teachers in providing English Learner Supports through Common Core Standards, ELA Curricula (Lucy Calkins), Designated ELD time, and NGSS through the district 3 days of professional development, through workshops and conferences, and through staff meeting shared PD--all focusing on the use of protracted language events.
- Teachers will be given time in grade level teams to plan units of instruction, examine student data, place students into interventions, and observe fellow teachers.

What data did we use to form our goals and strategies?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
This goal was formed from long term CELDT data as displayed from 2012-2015. And 2015 AMAO Data.	We have 162 ELs in our 2014-15 CELDT Data; 141 in our 2015-16; and 134 in our 2016-17 Data. According to Census data, 21 VLMA students (12%) were reclassified as English Proficient in May, 2015 and 13 (7.6%) in May, 2016. According to 2014 CDE CELDT data on Dataquest: 69 of our 171 (40%) CELDT test takers met criteria in 2014. 65 of 141 (46%) met criteria in 2015. Our results show a slight growth over the last three years of CELDT testing based on proficiency and growth, however, a decline in reclassification.	We will use our CELDT and state AMAO data to identify those students who are not making adequate annual progress in English language proficiency, particularly those students stuck at level 3 or our Long Term English Learners. We will provide additional supports to those students through the Grade level collaboration, the SST process, improving ELD and SDAIE methods of instruction, and by providing beyond school hours English Learner programs.

Action	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
Actions shared with ELA and Math Goals--Budget amount and description is in ELA goal ● Technology to support Teachers and Classrooms ● Professional Development ● Grade Level Collaboration Time and Shared Professional Development ● PE Teacher Release Time for TK-5th to Prepare Data	See ELA Goals*	See ELA Goals*	See ELA Resources * $68,500 Title I shared with other goals $221,812 LCAP shared with other goals	**0**	**0**
Designated English Language Development Provide ELD 30 minutes daily to all English learners identified as CELDT 1-3 in small group instruction with no more than 2 CELDT levels per group.	Administrator and Grade Level Teacher Teams.	Daily throughout the year.	**Materials** Nonfiction Reading and writing materials to support DELD	**0**	**5,000**
Provide targeted additional instruction to English Learners: ● 2 Bilingual Instructional Assistants (BIAs) to provide additional small group Newcomer language/academic vocabulary training to level 1-2 Beginning ELs . ● 2 BIAs to provide additional interventions for Long Term ELs (LTELS) ● Additional hours for BIAs, paraprofessionals, and/or teachers to	Administrator, classroom teachers, part time, and support teachers, bilingual instructional assistants	Ongoing training and practice throughout the school year.	**Staffing** 2 Bilingual Instructional Assistants at 3.75 hours X180 days Extra hours for Teachers and Paraprofessionals to provide before/after school math tutoring and small group supports (*shared with ELA and math goals)	**0** **0**	**20,202** **20,202** **0**

provide Imagine Learning time or other EL interventions after or before school.			Paraprofessionals support in classrooms to provide small group instruction in math (*shared with ELA and Math goals)	**0**	**0**
Upper Grades ELA Coaching* shared with ELA Goal--see budget and description under ELA Use an outside consulting teacher to build ELA and EL achievement by supporting and growing evidenced-based teaching practices in our 6th-8th Grade ELA classrooms.	Administrator ELA Coach 6th-8th Grade ELA teachers		**Consulting Teacher** Approximately 10 half days for teacher learning and lesson study with the ELA coach (*shared with ELA goal)	**0**	**0**
Extended Year Program English Learner students and others that are closely identified with similar Language Development needs will participate in a summer extended year program designed to increase vocabulary and language production.	Classroom Teachers and School Administration	Design by March, 2017; implement in June 2017	**Hire Summer School Teachers for 3-4 week program.** **Provide materials and equipment for summer program.**	**11,500**	**9,000**
			Total Costs for Goal 1c: **(shared costs are listed in ELA Goal)**	**$11,500**	**$54,404**

Goal 2 Note: The district Local Control and Accountability Plan Goal 2, Safety, is base grant funded and does not include any federal funds or Supplemental Concentration Grant funds. In order to maintain alignment with that plan, this Single Plan for Student Achievement does not contain a Goal 2.

Goal 3: Student and Parent Engagement

LCAP Student and Parent Engagement Goals:
1. Maintain district-wide attendance rate of 95%
2. Decrease chronic absenteeism by 1% from 2015-16 rate of: Lemon Grove Academy 6.9% Monterey Heights 10.5% Mount Vernon 8.1% San Altos 9.3% San Miguel 6.9% Vista La Mesa Academy 7.5%
3. Maintain 0% middle school dropout rate.
4. Decrease student to Classified Playground Assistant (CPA) to no more than 50:1 at grades TK and Kindergarten, and no more than 75:1 at grades 1-8.
5. Provide one FTE Assistant Principal to be shared between two sites.
6. Reduce or limit expulsion rate to current level of 0.
7. Decrease student suspension rate by 0.05% from current rate of 1.98%
8. CA Healthy Kids Survey: Improve by 3% in the Perceived Safety Section (2015-16 Survey results = 69% feel safe or very safe at school) CA Healthy Kids Survey: Improve by 3% in the Violence Section, "been pushed or shoved" (2015-16 results = 67% have never been pushed or shoved)
9. The California School Parent Survey (CSPS) and The California School Climate Survey (staff), companion tools to the California Healthy Kids Survey (CHKS) were administered. Results will be available June, 2016. Based on responses from surveys LEA will identify and prioritize 3 August 25, 2016 58 initiatives from each survey.
10. Parent attendance at school events, including events for unduplicated students and students with special needs, will increase from the 2015-16 attendance of 6,601 to 7,000.
11. LCAP planning, consultation, and input meetings will be maintained at the 2014-16 level.
12. Increase parent input towards development of LCAP by 10% annually over 2015-16 rate of 287 comments/suggestions to a minimum of 316 comments/suggestions in 2016-17.

VLMA Goals:
1. Maintain school-wide attendance rate of 95% or above.

2. Decrease chronic absenteeism to 6.5% in 2016-17 from the 2015-16 rate of 7.5%
3. Maintain 0% middle school dropout rate.
4. Decrease from 693 disciplinary office referrals in 2015-16 to less than 670 (decrease >3%) in 2016-17.
5. Continue to have a student to CPA ratio of 50:1 at Tk and Kinder and 75:1 at 1st-8th Grades
6. Continue with expulsion rate of 0.
7. Limit Suspension rate to current or lower amounts.
8. CA Healthy Kids Survey: Improve by 3% in the Perceived Safety Section (2015-16 Survey results = 73% feel safe or very safe at school) CA Healthy Kids Survey: Improve by 3% in the Violence Section, "been pushed or shoved" (2015-16 results = 61% have never been pushed or shoved)
9. Once results from the CA School Parent's survey are available, choose baseline goals from that data.
10. Parent attendance at school events, including events for unduplicated students and students with special needs, will increase from the 2015-16 attendance count of 1,521 to 2016-17 attendance count of 1,567 in 2016-17.
11. Parent and community volunteerism will increase from 6,199 hours in 2015-16 to 6,384 hours in 2016-17 (3% increase).

GOAL 3a Student Engagement

What data did we use to form these goals and strategies?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
List of Electives ILT/staff observations and discussions Healthy Kids Survey Data LGSD Attendance Data Suspension and Expulsion Data	● 2015-16 Grades 6-8 Electives: digital keyboard/music, Spanish 1 and 2, STEM, Academic Leadership Seminar, Broadcast/Yearbook, and Speech/Debate (increase of courses and choices) ● 864 Office Referrals during 2013-14, estimate for year based upon BEST program audit ● 693 Office referrals during 2015-16 ● 95.43% attendance rate for 2015-16 VLMA needs to continue to provide courses	We will record and monitor parent attendance and involvement by consistent collection of sign in sheets. We will record and monitor differentiation in classrooms through notes during collaborative meetings, lesson observations, and ILT reports. We will compare CHKS data from prior years to this year. SSC will look at these numbers at the beginning

	and options, particularly those related to STEM. We need to get creative for our upper grades because the small staff has limited ability to provide a wide range of electives. We need to provide more enrichment options for all students including reading materials and GATE activities.	and end of the year to determine progress.

<table>
<tr><td>Goal 3a Student Engagement Strategies:
● Provide a wider range of student middle school electives and TK-5th grade before, during, and after school enrichment options.
● Look for opportunities to increase STEM as a school specialty as well as after or before school enrichments in the arts.
● Train and use Positive Behavior support and Restorative practices in order to meet the socio-emotional needs of our students and to increase a school climate of safety.</td></tr>
</table>

Action	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
Elective classes Provide needed equipment, supplies, and teacher training for new and returning grade 6-8 electives classes.	Administrator Upper Grade Faculty	Identify needed items by Jan., 2015 Purchase needed items in time for each class/elective's time table.	Engagement of target students through Elective Classes-equipment and supplies: STEM, Spanish, Academic Leadership Seminar, ASB	0	1,000
Student Planning and Organization Provide organizational materials for students to keep track of assignments	Teachers	By Nov., 2015	**Materials** Student Agenda/Calendars/binders	0	2,000
Enrichment Provide enrichment and classes of interest before and after school.	Administrator Teachers Office Staff	Create plans for each program—calendar	**Staffing** Provide extra hours for staff to	0	4,000

		dates will vary.	conduct MESA, Botball, Academic Competitions, Girls on the Run, after school arts and sports, community garden, etc. **Equipment and Materials** Provide necessary equipment and materials, including registration fees for the above activities		
Learning Trips Provide learning trips that enrich and extend student learning.	Teachers PTA ASB	Create plans and costs for each program—calendar dates will vary.	**Buses, Registration, and Entree Fees** Student experiential and study trips	0	10,000
Socio-Emotional Supports **Social Worker** Provide a full time school social worker to meet the needs of VLMA children, particularly foster children, by providing counseling and community resources and support.	Administrator HR Social Worker	August, 2014	**Staffing** 1/2 School Social Worker; other 1/2 in district budget	0	43,115
TOSA Provide Professional Development and Coaching support for helping teachers and administrators use Restorative Practices to promote student relationships and conflict resolution.	TOSA and administrator	ongoing	.5 Teacher on Special Assignment (TOSA) as Restorative Practices Coach (.5 as STEM Leader)	0	49,851
Activity Leader Provide structured play and exercise opportunities for target groups (low SES, ELs and Foster children) integrated with oral language and social skill building.	Administrator HR Activity Leader	November, 2014	Activity Leader Training for Activity Leaders in social skill building, PBS, and oral language development Schedule of Added Activities	0	30,866
Cheetah Race Club Provide supervision and support for Cheetah Morning Race Club	CPAs	ongoing	2 CPAs	0	3,940
Provide a socio-emotional assessment tool for proactively meeting the needs of	Social Worker	Three times per year	**Materials and Supplies**	0	1,000

students.			Iris Ed Assessment Tool		
Provide additional support for creating a safe and welcoming school environment.	Administrator Social Worker Activity Leader PE Teacher Classroom Teachers	Ongoing	Positive Behavior support—Incentive and materials to run BEST program for Cheetah Morning Race CLub, school agreements, and discipline.	0	3,000
STEM equipment and Materials Provide grade level determined equipment and materials to support STEM projects and learning activities including materials to support our school garden projects.	Grade Level Teams and Administrator	ongoing	Materials, equipment, and supplies	0	12,000
			Total Costs for Goal 3a:	**$0**	**$160,772**

Goal 3b: Parent Engagement—

What data did we use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Volunteer hours Parent sign in sheets for meetings and events ILT/staff/parent group discussions-input	● School Marquee needs to be moved to where it is visible for parents and families. ● Custodial help is needed when school holds special events and parent training nights. ● VLMA 2014-15 Annual Volunteer hours: 5904. 2015-16 were 6,199. ● 2015-16 Sign-ins (354) 57% at Back to School; 2016-17 (561) 89% ● 2014-15 Parent Conferences (406) 64% ● 2015-16 Parent Conferences (499) 79%	We will collect sign in sheets and determine % of parents in attendance as to # invited/targeted. We will continue to track volunteer numbers and hours. We will review Healthy Kid Survey Data in June to compare to prior years and add that data to our SPSA in the future. ELAC and SSC will review parent involvement data in March of each year and offer ideas for improvements to participation. We will design and implement a parent involvement survey to get more specific feedback.

Goal 3b Parent Engagement Strategies:
- Provide a wide range of family opportunities to get involved on campus: volunteering, attending family events, attending parent trainings.
- Communicate with our families using multiple modes: special meetings with parents and teachers, presentations, internet, flyers and bulletins, automated calls home, etc.

Action	Person(s) Responsible	Task/Date	Resources Needed	Title I	LCFF
Parent and Family Workshops and Events	Administrator		**Staffing**		

To build a sense of community and shared responsibility, we will hold parent trainings and workshops as well as student recognition ceremonies, family coffees, and family science nights to bring our families together. For EL parents we will hold Latino Literacy Workshops in Spanish.	Teachers PTA ELAC and FMOT	ongoing	Additional Custodial time to keep campus well maintained for special events and parent nights.	0	2,000
			Extra hours for teachers and paraprofessionals to prepare and present events	0	5,000 1,000
			Provide Childcare at Parent Meetings and Workshops	1,000	0
			Materials and Supplies		
			Butcher paper, construction paper, markers, paints, decorations	0	1,000
School to Home Communication Improve quality and quantity of contact with families.			**Staffing**		
			Clerical Support for school-home communication- parent communication via newsletters, webpage, and automated phone calls home.	0	1,200
			Extra Hours for webpage design and editing	0	500
			Move Marquee to visible location	0	0
			Translation when District Translator is not available.	500	500
			Provide teacher release and prep time for Student Success Team Meetings, Attendance and Promotion meetings, and other parent presentations and meetings.	0	8,000

			Parent Volunteer Coordinator Volunteer coordinator for 12 hours per week to document and provide support to school volunteers (Humphreys).	**12,111**	**0**
			Materials Office tools and materials for copying, cutting, pasting, laminating, etc. Special colored papers and inks for printing	**1,059**	**2,500**
			Postage to mail student report cards and progress reports directly to parents increasing likelihood of parents seeing the report cards and being kept up to date.	**503**	**200**
			Total Costs for Goal 3b:	**$15,173**	**$21,900**

Form B: Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Professional Development: The Assistant Superintendent of Educational Services will plan, coordinate and provide professional development related to district provided programs and interventions, including implementation of the new ELD standards. Parent Engagement The parent community liaison will plan training, programs and supports for parents. Improving Teacher Quality The Educational Services Coordinator will recruit, train, and support teachers in improving practice, and plan, coordinate and provide professional development. The ELD Instructional Coach and the Math Instructional coach will support the improvement of teacher practice. Interventions/Supplemental Programs: Imagine Learning, Sound Partners, Fast ForWord, Lucy Calkins, St Math, Study Sync, Academic Intervention Support Assistants, Academic Intervention Technology Support Specialist, TOSA, Program Secretary, Early Childhood Reading Specialist, Student Services, and associated professional development.		Salaries, professional development fees, materials and logistical costs Salary Salaries, professional development fees, materials and logistical costs Licenses, salaries, instructional materials, professional development fees, materials and logistical costs	$131,856 $55,633 $105,552 $92,607 $97,532 $6,376 $107,095 $1,031,045	Title I, Part A Title I, Part A Title II, Part A Title III, LEP LCFF Title III, Part A Immigrant Title III, Part A LEP LCFF

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Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
▱ California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	
☐ Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	
☐ Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	
☐ Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	
☐ Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	
☐ Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	
☐ Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	
▱ School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	
▱ School Safety and Violence Prevention Act Purpose: Increase school safety	
▱ Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	
☒ List and Describe Other State or Local Funds (e.g., Gifted and Talented Education) LCFF Supplemental and Concentration Grant	**$591,734**
Total amount of state categorical funds allocated to this school	**$591,734**

Federal Programs under the Elementary Secondary Education Act	Allocation
☐ Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	
◇ Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	
◇ Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$196,870
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
☒ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	$34,737
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	
☐ Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	
Total amount of federal categorical funds allocated to this school	$231,607
Total amount of state and federal categorical funds allocated to this school	**$823,341**

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:[2]

Names of Members	Administration	Classroom Teacher	Other School Staff	Parent or Community Member
Bonita DeAmicis (Principal) Alternate: Laurel Dehnel (Assistant Principal)	X			
Penny Ayers (yr 1)		X		
Kyle Griffith (yr 2)		X		
Darleen Fabio (yr 1)		X		
Tasha Whitley (yr 2)			X	
Adrianne Dishon (yr 1)				X
Elena Zuniga (yr 1)				X
Maria Doble (yr 1)				X
Colondra Mares (yr 1)				X
Dayana Gomez (yr 1)				X
Numbers of members in each category	1	3	1	5

2

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

   X English Learner Advisory Committee _____Signature of President Dyana Gomez

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on:_____

Attested:

Bonita DeAmicis   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Kyle Griffith   _____   _____
Typed name of SSC Chairperson   Signature of SSC Chairperson   Date

Vista La Mesa Academy
Annual Evaluation of School Plan of Student Achievement
Plan Year: 2015-16

Student Achievement Goal #1a: ELA

Desired Outcome:

VLMA Goal: The percentage of students, including all subgroups, who are proficient in English Language Arts will increase by 3% on reading and writing assessments including the DRA and/or SRI for grades K-2, the SRI and CAASPP for grades 3-8, and using site-based writing assessments.

2016-17 CHANGES

For 2016-17, match district goal for percentage of increase and cohort comparison.

We need to work on transiency data to see long term versus short term results.

K-1 Teachers will create baseline measures of the four bands based upon teacher identified skills—
For K—letter ID, letter sound, sight words, DRA reading level, etc.
For 1st—BPST, DRA reading level, sight words, comprehension skills, etc.
2nd will use Blue Inspect.

These scores will be entered into Illuminate with band identification so that subgroups can be looked at in the future.

WRITING- need to determine a school measure.

2015-16 Results:

Comparative results on primary reading assessments were not readily available. Also, 8th grade cohort results are not possible because students move to the high school.

Grade Level	CAASPP ELA % Proficient June, 2015	CAASPP ELA % Proficient June, 2016	+ 3% GOAL MET NOT MET	+3% cohorts Met/ Not Met
3	30	50	MET	
4	23	41	MET	MET
5	25	32	MET	MET
6	26	57	MET	MET
7	25	30	MET	MET
8	25	31	MET	MET
All School			MET	MET

Implementation of Activities

Activities that worked well:	**Activities we would like to continue:**
● Use of Direct Interactive Instruction Strategies and Common Core-based strategies to keep all students engaged and to check	● Use of Direct Interactive Instruction Strategies and Common Core-based strategies to keep all students engaged and to check

for understanding throughout lessons as a basis for understanding student needs. ● Teacher collaboration weekly to go over student assessment results, identify student needs, and plan for instruction and interventions. ● Support Teachers to provide Read 180/System 44 reading instruction to grades 4-8 readers identified as needing support due to far below proficiency in the SRI. ● Use of Imagine Learning, a student adaptive ELA software that worked each student at their own level and district data supported that ELs using this program for 80 minutes weekly advanced more than one year's growth last year--program worked for helping engage all students during small group rotation and helped with level 1 and 2 ELs. ● Use of Study Sync in grades 6-8, a computer-based approach to teaching reading and writing gave students ability to practice annotating on computer. ● Use of Lucy Calkins writing in grades K-2 as a start toward a more complete writing program. ● Sound Partners for grades K-1as an intervention for K-1 students not learning letters and sounds at benchmark levels. ● Guided reading support teacher for grades 1 and 2 to help students not decoding and comprehending at grade level. ● Standard Analysis of Inspect for the Green test allowed teachers to plan for the future.	for understanding throughout lessons as a basis for understanding student needs. ● Ongoing teacher collaboration to go over student assessment results, identify student needs, and plan for instruction and interventions. ● Support Teachers to provide Read 180/System 44 reading instruction to grades 4-8 readers identified as needing support due to far below proficiency in the SRI. ● Use of Study Sync in grades 6-8, a computer-based approach to teaching reading and writing. ● Use of Lucy Calkins writing in grades K-2 and add Lucy Calkins Reading starting in December. ● Sound Partners for grades K-1 ● Guided reading support teacher, consider other grades ●
Activities we would like to add or to continue but that require significant modification: ● 4th grade creating a hybrid model of Read 180 as a push-in to the regular classroom. ● IReady as a potential school adoption 1st-6th--revisited after summer and determined Moby Max would be a better fit for supporting small group instruction. ● Comprehension Toolkit for grades 2 and 3 teachers to increase lessons devoted to comprehension. ● Dedicated structured independent reading time ● PD for staff on how to run a successful structured independent reading time	**Activities we would like to eliminate:** ● Stop use of Imagine Learning for all ELs--use only with CELDT levels 1 and 2, a student adaptive ELA software that worked each student at their own level and district data did not support that ELs using this program for 80 minutes weekly advanced more than one year's growth last year.

- Purchase nonfiction reading materials and weekly readers to build student nonfiction interests and reading abilities
- Spend time designing ways to engage our GATE and high achiever students.
- Standard Analysis of all Inspect tests with follow-up to see how changes worked
- Grade 7 and 8 ELA need support to move more students into the proficiency band--ELA coaching and added collaboration time will be provided.
- Grade three will use computer-based portion of System 44 for readers needing intervention.
- One third grade room will pilot the upgrade to Read Naturally.
- Continue data analysis with a standardized format and design a work space for teachers to display and examine data..

Student Achievement Goal #1b: Math

Desired Outcome:

The percentage of students, including all subgroups, who are proficient in Math will increase by 3% on the CAASPP for grades 3-8. We will use the Blue Inspect Test to establish a baseline for grades K-2.

2016-17 CHANGES

K will also look at a group of scores to create baseline data and bands like the CAASPP bands starting 2016-17.

1st will discuss and decide—may choose to use Blue Inspect or create set of measures like kinder for 2016-17.

2nd will use blue inspect as measure of math growth.

Result:
2015-16 Results:

Grade Level	Math % Proficient Blue Inspect Benchmark BASELINE in May, 2016
K	96
1	77
2	59

Grade Level	CAASPP Math % Proficient June, 2015	CAASPP Math % Proficient June, 2016	+3% GOAL MET NOT MET	+3% cohort MET/Not met
3	29	48	MET	
4	18	29	MET	Not MET
5	15	18	MET	Not MET

6	16	29	MET	MET
7	15	19	MET	MET
8	23	16	NOT MET	NOT MET
All School				3 out of 5 grade level cohorts did not meet goal.

Implementation of Activities

Activities that worked well:
- Use of Direct Interactive Instruction Strategies for teaching math procedures and checking for understanding to determine student need for follow-up instruction.
- STEM, MESA, and BOTBALL were three successful integrated science and math programs during and after school for middle school students.
- Collaborative time for teachers to look at data and determine student needs and next steps in math.
- Personal Math Trainer to prepare students for online testing environments
- ST Math at K-1 levels
- Fostering higher level thinking through math talk in Go Math and teacher-designed

Activities we would like to continue:
- DII strategies of engagement-equity non volunteers, whole group response methods, pair-share discussions
- Personal math trainer
- Go math and other talk and think activities
- STEM, MESA, BOTBALL as enrichment that provide math applications
- Collaborative time for teachers to look at data and determine student needs and next steps

Activities we would like to add/look into:
- Find a good presenter to offer a Go Math training/refresher to help us to make best use of the program
- Need an after school math program for students that are struggling with the basics at grades 3-5
- Purchase additional ST math licenses for interventions at upper grades
- EL Parents requested drop in after school tutoring 2-3 days per week.

Activities we would like to continue but that require significant modification:
- ST math at K-1 level, consider adding one more grade level (4-5) to see if we see a bump at higher grades
- I Ready or other software to support math differentiation methods –determined we would use MobyMax instead.

Activities we would like to eliminate:
-

Student Achievement Goal #1c: English Learners	

Desired Outcome:
The percentage of English Learners who are proficient on the CELDT will increase by 2% and the percentage of English Learners being reclassified will increase by 2%. The percentage of English Learners meeting CELDT criteria will grow to 52%.
 	
2016-17 CHANGES
 	
We need to dig into transiency data.
We need more EL training.
	Result:
	    Reclassification <u>decreased</u> by 4.71%, NOT MET.
	    Decreased students meeting criteria by 3%, NOT MET
	    Number proficient on 2015-16 CELDT decreased by 3%, NOT MET.
	
	2016-17 CHANGES
	
	    We need a solid and consistent EL 30 minutes program.
	    We could have a leveled science social studies block with EL (using science social studies language as our program (and include GATE)) Could be a rotation block to achieve this.
	    Incorporate Rossetta Stone and Duolingo especially for our level 1s.
	    Will look for materials that could work for our rotation idea and look at resources for computer use.

Implementation of Activities	
Activities that worked well: ● The use of Direct Interactive Instruction Engagement strategies to keep English Learners on track during lessons through consistent checks for understanding as a basis for determining student needs. ● The use of sentence frames and starters to support ELs in proper use of vocabulary and sentence structure. ● The use of wait time to give English Learners an opportunity to think through teacher questions before having to respond.	Activities we would like to continue—with slight changes: ● The use of Direct Interactive Instruction Engagement strategies to keep English Learners on track during lessons through consistent checks for understanding as a basis for determining student needs**--more consistency on this.** ● The use of sentence frames and starters to support ELs in proper use of vocabulary and sentence structure**--more consistency and advancing specific use on this.** ● The use of wait time to give English Learners an opportunity to think through teacher questions before having to respond**--incorporating response practice in partners before pulling a random student.** ● The use of promethean technology to support visual learning.

- The use of promethean technology to support visual learning. - Teacher collaborative time to understand and address EL student data and learning. - Bilingual Instructional Assistant to give CELDT tests, track EL re-designations, and to provide additional support in the classroom to ELs.	**Continue all of the above but revisit our skills and implementation for better quality and consistency.** - Bilingual Instructional Assistant to give CELDT tests, track EL re-designations, set up new students on Rossetta Stone and Duolingua and to provide additional support in the classroom to ELs that are at levels 1 and 2. **Activities we would like to add:** - An ELD 30 minute rotation time focused on science and social studies academic language development TK-5th grade. - Incorporating music as a way to increase language output during transitions, breaks, and as additions to science and social studies vocabulary and learning - More consistent use of Rossetta Stone and Duolingo for levels 1 and 2. - Latino Literacy nights starting early in the year as parent literacy education. - Investigate some resources like NEWSELA, Discovery or national geographic materials to use as content in our ELD program. - Investigate I-ready, MobiMax, or other software as materials to use to supplement ELD - and computer centers. - Use of Google classroom and technology to support student dialogue, listening, speaking, reading, and writing. - Use Study Sync ELD components for grades 6-8th. - Start an EL summer school for 3 weeks in June for students currently in grades 2 and 3. - Pilot resources during summer school when possible. - Work with district level EL TOSAs to improve EL daily instruction
Activities we would like to continue but that require significant modification: Teacher collaborative time to focus on EL student data and learning**--adding a regular check in on ELs each trimester and quarter and a focus on EL data from each benchmarks.**	**Activities we would like to eliminate:** Imagine Learning as an EL strategy except for level 1and 2 ELs.

Appendix B: Parent Involvement Policy

<div align="center">

Title I School-Level Parental Involvement Policy
Vista La Mesa Academy

</div>

Vista La Mesa Academy has developed a written Title I parental involvement policy with input from Title I parents. Our Vista La Mesa Parent Handbook includes our Title I policy and our Parent-School Compact. The handbook is reviewed each year with the following parent groups: ELAC, Title I, and School Site Council. During these meetings ideas for revisions and changes are solicited and incorporated into the Involvement Policy and the Compact prior to School Site Council approval.

As part of our parent handbook, our parent involvement policy and parent-school compact are provided to each new incoming family, posted online at our school webpage, and reviewed at the beginning of the year by teachers in each classroom. A signature page is sent home requesting families review the handbook, policy, and compact with their children. The policy and compact are then sent home separately a second time each year to assure parents saw them.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Vista La Mesa Academy, the following practices have been established:

- The school convenes three meetings per school year to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. These meetings are held in the evening and a flyer is sent home to invite parents. Childcare is provided as well as Spanish translation. In addition, the school holds 3-5 morning coffees for military families where Title I activities are shared and parent input is requested from those military families that are part of Title I.
- The school involves parents of Title I students in an organized, ongoing, and timely way in the planning, review and improvement of the school's Title I programs and the Title I parental involvement policy by inviting parents to the evening and morning meetings, and inviting parents to give input through ELAC and School Site Council at least one time per year.
- The school provides parents of Title I students with timely information about Title I programs through announcements at Back to School and Open House Nights, articles in the school newsletter, and the webpage calendar of school events.
- The school provides parents of Title I students 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 during both formal and informal parent conferences and at presentations made during Title I meetings.
- If requested by parents of Title I students, Vista La Mesa Academy would provide additional, regular meetings to allow parents to participate in decisions relating to the education of their children. Requests can be made through any parent organization on campus (PTA, ELAC, SSC) or by contacting the principal or assistant principal.

School-Parent Compact

Vista La Mesa Academy also distributes to all students a school-parent compact through our Parent Handbook. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction

- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Vista La Mesa Academy engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- Our school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through a principal presentation at one evening meeting per year, through morning military coffees held at least three times per year, and through parent-teacher conferences, both formal (once per year) and informal (by parent or teacher request).
- Our school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through individually requested meetings with teachers and/or the principal and/or the assistant principal.
- With the assistance of Title I parents, our school educates staff members about the value of parent contributions and how to work with parents as equal partners by providing teacher training on parent involvement at a minimum of two staff meetings per year, by having teacher representatives participate with parents in PTA and School Site Council, and by freely accepting parent input.
- Our school coordinates and integrates the Title I parental involvement program with PTA, SSC, and ELAC so that parents who are in each group will learn about the other opportunities available through parent groups on our campus. Furthermore, Vista La Mesa Academy provides a volunteer coordinator to recruit, oversee, and document parent and other volunteer activities on our campus.
- VLMA distributes Information related to school and parent programs, meetings, and other activities to all parents, including Title I parents, through monthly newsletters, our school web page calendar, and flyers home on Wednesdays.
- When parents of Vista La Mesa Academy want to suggest changes or something new at our school, they may attend any formal meeting: ELAC, SSC, PTA, and or contact the school administration through telephone, email or in person. We strive to support all of our parents, including Title I parents, in their ideas for improvement.

Accessibility

Vista La Mesa Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are translated and distributed in both English and Spanish.

If you have questions about our school or have an issue, you may contact us at 619-825-5645.

Vista La Mesa Academy School-Parent Compact

Each student should be helped to reach his/her highest potential for intellectual and social growth. To achieve this, the home and school must work together by recognizing and agreeing upon the responsibilities of each party in the learning process.

As a teacher, I will be responsible for:

Providing instruction in a way that will motivate and encourage my students.
Providing a safe and positive atmosphere for learning.
Explaining and modeling assignments so that my students have a clear understanding.
Communicating to parents, ways they can support student learning at home.
Supplying clear evaluations of student progress to students and parents.
Notifying parents of any concerns or problems in a timely manner.

Date:

Teacher Signature

_____

As a parent, I will be responsible for:

- Communicating the importance of education to my child.
- Providing a caring environment, including adequate food and rest, so my child is ready to learn.
- Providing a time and place for quiet study and reading at home.
- Helping my child to meet his/her responsibilities.
- Notifying teachers of my concerns or problems that may affect school performance.

Date:

Parent Signature

_____

As a student, I will be responsible for:

- Showing respect and cooperating with all adults at the school.
- Coming to class on time, prepared to work.
- Completing all assignments to the best of my ability.
- Respecting the rights of others to learn without disruption.
- Showing respect for people and property by not using profanity, stealing, or vandalizing.
- Practicing the rules of the Code of Student Conduct.
- Spending time at home on daily reading and studying.

DATE:

Student Signature

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