

Vista La Mesa Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Vista La Mesa Elementary School
Street	3900 Violet St.
City, State, Zip	La Mesa, CA 91941-7542
Phone Number	619-825-5666
Principal	Bonita DeAmicis
E-mail Address	bdeamicis@lemongrovesd.net
Web Site	https://vlma.lemongrovesd.net/
CDS Code	37682056038673

District Contact Information	
District Name	Lemon Grove School District
Phone Number	(619) 825-5600
Superintendent	Dr. Kimberly Berman
E-mail Address	kberman@lemongrovesd.net
Web Site	https://www.lemongrovesd.net/

School Description and Mission Statement (School Year 2018-19)

Vista La Mesa Academy is located about 10 miles east of the City of San Diego. It is one of six schools in the Lemon Grove School District. The district is comprised of three elementary schools and three PreK - 8th academies. Vista La Mesa, one of the PreK - 8th Grade academies, is located in the City of La Mesa, and is under the governance of the Lemon Grove School Board. We also have partnerships with the U.S. Navy, the Kroc Center, and the La Mesa Police Department as agencies that help us with our mission.

Vista La Mesa Academy is a Restorative Practices school. All of our teachers and staff are trained in ways to help students to communicate, resolve conflicts peacefully, and to problem-solve as a team. When a member of the Vista La Mesa team has caused a problem with peers, staff, or community, we hold a circle to solve the issue and to find ways to “restore” the team member back to the community. Restorative Practices build important skills in our staff and students and adds to our positive, productive school environment.

Vista La Mesa Academy is also a STEM School. An initial 3-year grant from the Department of Defense in 2013 helped us to provide all 5th through 8th grade students with “Project Lead the Way,” an immersive STEM program offering high quality and rigorous Science, Technology, Math, and Engineering units. Students learned to program robots, to design using autocad software, and to create their own computer apps. In addition, we have formed partnerships with SDSU through its MESA (Math, Engineering, Science Achievement) program and our students have consistently excelled in the local and the regional competition. A new 5-year 2015-2020 Department of Defense grant has been awarded to grow our STEM program in Transitional kindergarten through 4th grade. With this new funding we will add “Project Lead the Way” units to our Transitional Kinder through 4th Grade curriculum. Currently all students in grades K-8 have a laptop or Chromebook. We are growing and nurturing student interest in STEM careers and in scholarly thinking across the disciplines.

The Lemon Grove School District and the Vista La Mesa Academy staff work together to develop and implement high academic standards for all students. We have a diverse population that works together as students, parents, community, and staff to provide a safe and academically challenging environment for all students. As educators, we promise to establish positive relationships with our students and their families as well as to deliver high quality instruction in all of our classrooms. We know the importance of students, parents, extended family members, and the community working together, supporting one another, and utilizing our strong technology tools to provide as many opportunities for students to succeed as possible.

Our Mission Statement--developed with teachers in 2017:

At VLMA, we value learning and embrace empathy, diversity, positive relationships and collaboration. These beliefs help us to lead our cheetah students to set and achieve goals that positively impact their community through cognitive flexibility and self reflection.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	99
Grade 1	88
Grade 2	74
Grade 3	49
Grade 4	55
Grade 5	50
Grade 6	77
Grade 7	65
Grade 8	70
Total Enrollment	627

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	22.2
American Indian or Alaska Native	2.1
Asian	6.4
Filipino	2.4
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	1.1
White	12.0
Socioeconomically Disadvantaged	71.9
English Learners	27.0
Students with Disabilities	11.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	29.17		
Without Full Credential	1	1*		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2018

All textbooks used in the core curriculum throughout Lemon Grove School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. On October 10, 2017, the Lemon Grove School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-18-05 which certifies as required by Education Code §60119 that for the 2017-2018 school year, the Lemon Grove School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course is available to pupils.

All Lemon Grove School District students, including all English learners, have textbooks and instructional materials that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance (2018) 6-8 Glencoe (2011)	Yes	0
Mathematics	Houghton Mifflin Harcourt California "Go Math" (2014)	Yes	0
Science	K-5 Harcourt (2008) 6-8 Glencoe (2008)	Yes	0
History-Social Science	K-5 Houghton Mifflin (2007) 6-8 Glencoe (2007)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Below is information about the safety, cleanliness, and adequacy of school facilities, including the condition of cleanliness of the school grounds, buildings, and restrooms. The District provides services through its Facilities, Maintenance, Operations, Transportation (FMOT) department. Lemon Grove School District (LGSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of establishing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Lemon Grove School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure that our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	39.0	41.0	40.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	34.0	32.0	33.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	370	99.73	40.54
Male	191	191	100.00	36.65
Female	180	179	99.44	44.69
Black or African American	75	75	100.00	41.33
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00	73.91
Filipino	--	--	--	--
Hispanic or Latino	201	200	99.50	33.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.00	47.62
Two or More Races	15	15	100.00	60.00
Socioeconomically Disadvantaged	265	264	99.62	36.36
English Learners	134	133	99.25	27.82
Students with Disabilities	43	43	100.00	11.63
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	371	370	99.73	31.62
Male	191	191	100	29.84
Female	180	179	99.44	33.52
Black or African American	75	75	100	32
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100	52.17
Filipino	--	--	--	--
Hispanic or Latino	201	200	99.5	27
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100	40.48
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	265	264	99.62	29.55
English Learners	134	133	99.25	23.31
Students with Disabilities	43	43	100	6.98
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.7	17.3	38.5
7	17.5	19.0	55.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

At Vista La Mesa Academy we strongly believe that our students are more successful when we closely partner with our parents who are integral members of our educational team. Parents are actively involved in a number of ways in the development and support of what happens at Vista La Mesa. They provide recommendations for development of our School Plan for Student Achievement through participation on our School Site Council (SSC), and English Language Advisory Committee (ELAC). Parents serve on various school committees and many volunteer daily on campus. We have a variety of evening and weekend parent and family activities such as Back to School Night, Science Family Fun Nights, Family Early Literacy Workshops, Talent Shows, Track and Field Day, and Open House/STEM Showcase Night in addition to numerous activities sponsored by our Parent Teacher's Association/PTA. Recent PTA events have included family book bingo nights and student recognition assemblies. Through these and other opportunities, our students, staff, and parents have truly come together as an active school community.

Vista La Mesa Academy employs a Parent Volunteer Coordinator who works with parents as they develop an understanding of the needs of the school and of the students. Parents and community members are encouraged to volunteer at our school, be involved as tutors, to provide adult participation. Their assistance is greatly valued. Each year we have several seniors from Helix Charter High School who complete their Senior Projects on our campus which have included creating a book and sharing it with first graders, designing events for our Track and Field Day, and creating units of study for a classroom. We also have numerous former students from Helix who return on a regular basis to complete their community service hours. We have a large school garden that is utilized as part of our Science program teaching students about the biology of plants, often combining older students with younger students to promote cross age dialogue and service. Vista La Mesa continues to expand our partnership with the US Armed Forces and we host several military parent workshops and coffees during the year. Last year between parents and community members we clocked more than 5,000 volunteer hours. Please contact our principal, Bonita DeAmicis, or Judy Humphreys, our volunteer coordinator, for opportunities to be involved in one of our organized parent groups or to learn about volunteering at Vista La Mesa Academy.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.7	0.6	1.0	1.2	2.2	2.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our School Safety Plan is reviewed and updated with new goals on an annual basis in January. By end of January the 2018-19 plan will be updated and approved by our Our School Safety Committee, School Site Council, and our Certificated Staff. The last safety crisis team meeting was held on December 6, 2018 as we reviewed emergency drill procedures. The sections of the emergency plan are:

1. Maintaining a safe and orderly environment
2. Emergency Disaster Procedures
3. Safe ingress and egress
4. Child Abuse Reporting
5. Suspension and Expulsion
6. Notifying Teachers of Dangerous Pupils
7. Discrimination and Harassment
8. School Wide Dress Code
9. Discipline Procedures/Restorative Practices
10. Hate Crimes and AB 537 Recommendations
11. Analysis of School Safety Data
12. Strategies and Programs to Promote Safety
13. Action Plan
14. Public Hearing Documentation and Approval

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		5		22	1	4		25		4	
1	25		2		23		3		22		4	
2	26		2		24		3		25		3	
3	25		3		28		2		25		2	
4	30		2		25		2		28		2	
5	24	1	3		29		3		25		2	
6	25		8		31		6		25	2	16	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	1.0	N/A
Nurse	0.14	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,442	\$2,249	\$8,193	\$76,829
District	N/A	N/A	\$8,084	\$78,467
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

In order to help VLMA students succeed, our school offers a number of supports beyond regular classroom instruction. These supports are funded through a combination of federal and state funds that support students both during and beyond the school day. These activities include:

Reading supports for students K-8 that are not yet proficient

- Small group leveled reading for grades K-6
- MobiMax adaptable software for grades TK-8
- After or before school targeted small groups run by classified staff and supervised by certificated teachers for 6 weeks at a time, usually run from November to March each year

Language Development Support for English Learners

- English Learner Support through daily 30 minute small group ELD
- Weekly Bilingual Instructional Aide (BIAs) support for Long Term English Learners and EL students who need additional assistance

Math supports for students K-8 that are not yet proficient

- TK-2nd grade students using the ST math program
- Personal Math Trainer to reinforce skills in all classrooms K-8
- ALEK math adaptable software for grades 6-8

- After school targeted small groups run by classified staff and supervised by certificated teachers for 6 weeks at a time, usually run from November to March each year

GATE and enrichment after school programs for students in grades 3-8 that qualify

- MESA for grades 6-8
- District Math and STEM programs

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,035	\$48,064
Mid-Range Teacher Salary	\$73,371	\$75,417
Highest Teacher Salary	\$100,704	\$94,006
Average Principal Salary (Elementary)	\$109,508	\$119,037
Average Principal Salary (Middle)	\$114,984	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,497	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The last three years we have been transitioning to Common Core Standards including adopting a Common Core aligned math textbook, instituting a new state testing program (CAASPP) for grades 3-8, and applying new ELA and math standards to classroom materials and lessons. To address these many changes, professional development at the district level has addressed many varied areas including:

New Teacher Orientation: One-two days has been provided for all new teachers each August 2015-2018; individual support has been provided as needed for teachers who started after the school year began through mentor teachers.

Go Math Curriculum Adoption: Four days of professional development were provided for K-6 and six days for 7-8 for all Math teachers in 2015-16. Ongoing support was provided as needed by the Educational Services Coordinator and a Math Coach mentored all grades 6-8 mathematics teachers.

ELD Standards: A half -day of introduction to the new ELD standards was provided to all teachers in 2015-16. An ELD Coach mentored grade 4 teachers across the district to increase student listening and speaking skills in 2016-17.

Next Generation Science Standards: Three days of training were provided for middle school science teachers to familiarize them with the new standards in 2016-17. Continued science professional development for two days each year since 2016.

Social Studies: In 2017,one 2 day session at SDCOE on the new Social Studies standards for 6-8th grade social studies teachers to familiarize them with the new standards and they were given a follow-up day in the summer to prepare units of instruction based upon the new standards. Continued social studies professional development 2 days per year since 2017.

Physical Education: Two days of professional development were provided for middle school P.E. teachers each year since 2016.

Behavior support: Two half days of training were provided for all staff members that work with special education students to assist in working with various behavior concerns in the classroom in 2015-16.

At the school level for the last three years, Vista La Mesa Academy has mirrored the district foci and also worked on Restorative Practices to improve school climate; STEM as part of a grant from the Department of Defense; and student-talk around content due to the needs of our English Learners visible in our EL scores on CAASPP.

2014-present, VLMA has run every other week 90 minutes collaborations for each grade level team TK-5 to familiarize teachers with new standards, to analyze district and site level assessments, and to share best practices. Students attend PE classes during that teacher planning time. We also run grades 6-8 collaborations once per month, however Grade 6-8 teachers also collaborate during their afternoon prep time.

In 2015-16, we used weekly staff meeting time to concentrate on school initiatives in STEM (Science, Technology, Engineering), Common Core Standards, and Restorative Practices. In 2016-17, our staff meetings were used to build better mechanisms for student talk--especially focused upon English Learners. Protracted Language Events was the goal and teachers learned how to set up lessons so that students would be able to engage in longer structured conversations. In 2017-18, we continue that work and move into the teaching practice of "Noticing and Naming," which is a pedagogical skill that teachers use to build student skill in thinking, figuring, and explaining their own reasoning. "Noticing and Naming" will be the skill used in Read-Alouds and Shared reading to increase student listening comprehension, an area of weakness in our CAASPP ELA assessment. "Noticing and Naming" will also be used in Math Number Talks to increase student flexibility and fluency with math number concepts, an area of weakness in our CAASPP Mathematics assessment.

Now, in 2018-19, we are continuing our focus on student talk as part of engagement with a focus on extended student academic discourse in both math and ELA.

Other PD that has occurred:

Nine VLMA teachers attended the San Diego County nine -day Next Generation Science Standards training in 2015-16 and 2016-17.

Ten VLMA teachers attended the San Diego County 2-3 Day training on Hattie's research called "Lifting Student Learning" during the school year and summer of 2015-16 and received follow-up refreshers on Hattie's work during staff meetings.

All VLMA Teachers and most of our classified staff were trained in Restorative Practices for two days in the summer of 2016. New teachers have received training and support from our VLMA Teacher On Special Assignment (TOSA) who is a Trainer of Trainers for Restorative Practices. He also provides follow-up support and coaching for teachers previously trained.

Our 6th-8th Grade ELA teachers received coaching from an ELA consultant for 5 days in 2016-17. That same coach provided demonstration lessons and workshops in Read Aloud for the Tk-5th Grade staff in 2017.

In 2018, all VLMA Math teachers received Number Talk Books and four 90 minute workshops and some grade level coaching from the district math coach to get Number Talks started in our classrooms. This support is continuing in 2019 through grade level meetings.