

School Year: 2018-19

## Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Grande Elementary	19-64865-6021372	October 16, 2018	December 12, 2018

## Stakeholder Involvement

### Involvement Process for the SPSA and Annual Review and Update

Staff provided input as they reflected on the “Why?”, “What?”, “How?”, “Did We?” of 2017-18 and 2018-19 school years. Each grade level team created grade-level and school-wide goals that aligned to the LCAP and 2018-19 Goals and Objectives presented by the Superintendent of Schools, Dr. Cherniss. These goals were shared with Vista Grande’s English Learner Advisory Committee and input was gathered. Elementary Principals across the District worked together to create School Plans that would be consistent.

## Goals, Strategies, & Proposed Expenditures

### Goal 1

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

#### Basis for this Goal

Having highly skilled staff will provide an effective educational program for all students.

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional development hours in NGSS completed by each teacher.	Year 1 implementation grades 3 - 5	By the end of the year, 100% of 3 – 5 teachers will have completed 24 hrs of PD in Next Generation Science  Standards and implemented pilot programs Amplify and Stem Scopes to inform planned adoption next year.
Professional development hours in ELA/ELD completed by each teacher.	Year 1 implementation of Wonders curriculum grades TK – 2.	By the end of the year, teachers of all grades will have completed 8 hrs of PD in ELA/ELD adoption and will utilize Wonders curriculum daily.
Percentage of teachers trained in CGI.	Some teachers have been trained in Cognitively Guided Instruction for math.	By the end of the year, 100% of teachers will have completed introductory training in Cognitively Guided Instruction for math and implemented at least 3 learned CGI strategies.

## **PLANNED STRATEGIES/ACTIVITIES**

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

All Students

#### Strategy/Activity

Teachers will attend the District provided training to support the implementation of the TK – 2 English Language Arts adoption this year and prepare for 3 – 5 ELA adoption next year. Teachers will implement the Wonders curriculum daily in grades TK – 2.

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

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

Students in grades 3 – 5

### Strategy/Activity

Teachers will attend the District provided training and implement Amplify and Stem Scopes pilot curriculum for the Next Generation Science Standards in grades 3 - 5. Administration will support the implementation through the purchase of necessary science materials.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Discretionary/PTA
Budget Reference(s)	

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

All Students

### Strategy/Activity

By June, 2019, all Vista Grande Elementary teachers will be trained in Cognitively Guided Instruction to support instruction; especially in math. Teachers will implement at least 3 learned CGI strategies.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

No site expense

Source(s)

No site expense

Budget  
Reference(s)

No site expense

## Goal 2

**Provide an instructional program which raises achievement for all students in all four core content areas**

### Basis for this Goal

Having a strong instructional program raises the achievement for all students.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores in ELA	<p>Grade 3: 82% meeting and exceeding.</p> <p>Students with disabilities: 40%</p> <p>Low Socio-Economic: 75%</p> <p>English Learners: 54%</p> <p>Females: 91%</p> <p>Males: 70%</p> <p>Grade 4: 77% meeting and exceeding</p> <p>Students with disabilities: 72%</p> <p>Low Socio-Economic: 100%</p> <p>English Learners: 60%</p> <p>Females: 77%</p> <p>Males: 78%</p>	100% of students at Vista Grande will meet standards or exceed standards.
CAASPP Scores in Math	<p>Grade 3: 87% meeting and exceeding.</p> <p>Students with disabilities: 60%</p> <p>Low Socio-Economic: 77%</p> <p>English Learners: 82%</p> <p>Females: 89%</p> <p>Males: 85%</p> <p>Grade 4: 80% meeting and exceeding</p>	100% of students at Vista Grande will meet standards or exceed standards.

	Students with disabilities: 72%  Low Socio-Economic: 100%  English Learners: 67%  Females: 78%  Males: 83%	
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**PLANNED STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

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

All students

Strategy/Activity

Vista Grande Elementary school will continue to perform universal screenings for all students with to identify students who are in need of extra academic support in reading.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 2**

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

All students

Strategy/Activity

Teachers will review CAASPP data, I-Ready diagnostic data, and classroom assessment data to identify areas of needed growth. Teachers in TK – 2 will create benchmark assessments for ELA.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

**Strategy/Activity 3**

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

Students not meeting standards in ELA and/or Math

Strategy/Activity

Teachers will identify students who are not meeting standards and create action plans for these students. Teachers will collaborate with grade level, school, and district teams to determine tier 1 and tier 2 intervention strategies that may be applied in their classrooms to support students not meeting standards. Subs will be provided for teacher planning time.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$2000
Source(s)	Discretionary
Budget Reference(s)	

**Strategy/Activity 4**

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

Students not meeting standards in ELA and/or Math

Strategy/Activity

Three instructional assistants will work with students not responding to tier 1 and tier 2 interventions in the classroom. The instructional assistants will use newly adopted Wonders leveled material, I-Ready, Fontas & Pinnell, and/or Sonday System as the intervention curriculum.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$58,000
Source(s)	Supplemental
Budget Reference(s)	

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Vista Grande will provide supplemental instructional materials and support instructional needs as appropriate such as printing material for teachers, purchasing manipulatives, and increasing the number of student licenses for educational software.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$15,000
Source(s)	Discretionary
Budget Reference(s)	

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Educational Services Department and/or Principal will provide professional development for Vista Grande in areas of need including Next Generation Science Standards. Teachers will implement Amplify and Stem Scopes pilot.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense



Amount(s)	No site expense
Budget Reference(s)	No site expense

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

Students in grades TK – 2

#### Strategy/Activity

Teachers will create benchmark ELA assessments for students in grades TK – 2. Teachers will be provided release time to create these assessments. Data will be analyzed and used to create action plans for those students underperforming.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$2,000
Source(s)	Discretionary
Budget Reference(s)	

### Goal 3

**Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)**

#### Basis for this Goal

Providing a strong instructional program for identified students will increase their academic performance.

#### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC	In 2018, 44% of English Learners scored at level 4 (advanced), 24% at level 3, 10% at level 2, and 14% at level 1 (beginning).	50% of EL students scoring a 4 on the summative ELPAC in 2019.
ELPAC Scores by Category	<p>Listening:</p> <p>3.3%, Emerging 34.4%, Expanding 62.3% Bridging</p> <p>Reading</p> <p>8.2%, Emerging 42.6%, Expanding 49.2% Bridging</p> <p>Speaking</p> <p>14.8%, Emerging 19.7%, Expanding 65.6% Bridging</p> <p>Writing</p> <p>3.3%, Emerging 47.5%, Expanding 49.2% Bridging</p>	60% of students in the Bridging category for Reading and Writing.
CAASPP Scores for Special Education Students	<p>ELA Grade 3 students with a disability:</p> <p>0%, Exceeded 40%, Met 20%, Nearly Met 40%, Not Met</p> <p>Math Grade 3 students with a disability:</p>	100% of students in the RSP program will meet or exceed Standard in ELA and Math.

	<p>20%, Exceeded 40%, Met 20%, Nearly Met 20%, Not Met</p> <p>ELA Grade 4 students with a disability: 43%, Exceeded 29%, Met 0%, Nearly Met 29%, Not Met</p> <p>Math Grade 4 students with a disability: 43%, Exceeded 29%, Met 29%, Nearly Met 0%, Not Met</p>	
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**PLANNED STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

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

Students with disabilities

Strategy/Activity

Vista Grande will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards. All students with an IEP will be provided with an evidence-based reading intervention program. A reading and/or math I-Ready diagnostic will be assigned and progress will be monitored every 6 weeks.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	No site expense
Source(s)	No site expense

Amount(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

English Language Learners

### Strategy/Activity

Vista Grande will utilize an ELD site lead. The lead will create a system for monitoring the progress of all EL students.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

English Language Learners

### Strategy/Activity

Vista Grande will offer before school EL support for Emerging English Learners four times per week for 30 minutes.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	3,000
Source(s)	Supplemental
Budget Reference(s)	

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

English Language Learners

### Strategy/Activity

Vista Grande will implement push-in support by instructional assistants for advanced English Learners and utilize small group/individual pull-out instruction for beginning English Learners. Supplemental materials and manipulatives will be purchased to support the EL program.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$58,000
Source(s)	Supplemental
Budget Reference(s)	

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

Reclassified English Language Learners

### Strategy/Activity

Vista Grande will monitor reclassified English Language Learners by reviewing report cards each trimester and create action plans for any RFEP student that is not meeting standards.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

## GATE Students

### Strategy/Activity

The GATE coach at Vista Grande will share identified GATE students with staff and assist staff in meeting the needs of these students.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Goal 4

**Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement**

### Basis for this Goal

Ensuring a safe school environment and opportunities for student and parent engagement will create a positive climate for the school community.

### Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome										
Attendance Percentage	<p>As of 10-15-18:  64.6%, Perfect attendance  18.4%, Good attendance  8.1%, Not Good  4.9%, Bad  3.9%, Very Bad</p> <table border="1"> <tr> <td>1 - Ver y Ba d</td> <td>2 - Ba d</td> <td>3 - Not Go od</td> <td>4 - Go od</td> <td>5 - Per fect</td> </tr> <tr> <td>0 - 89</td> <td>90 - 92</td> <td>93 - 95</td> <td>96 - 99</td> <td>10 0 - 10 0</td> </tr> </table>	1 - Ver y Ba d	2 - Ba d	3 - Not Go od	4 - Go od	5 - Per fect	0 - 89	90 - 92	93 - 95	96 - 99	10 0 - 10 0	100% of students will have Good or Perfect attendance.
1 - Ver y Ba d	2 - Ba d	3 - Not Go od	4 - Go od	5 - Per fect								
0 - 89	90 - 92	93 - 95	96 - 99	10 0 - 10 0								
Percent of teachers trained in Suicide Prevention, Intervention, and Postvention.	1 teacher trained out of 20	100% of teachers will be trained.										
Number of parent volunteers on campus and attendance at PTA and school sponsored activities		Increase the number of parent volunteers on campus and increase parent attendance at PTA and school sponsored activities.										
Number of Safety Drills	1 per calendar month	1 per calendar month										
Percentage of teachers implementing SEL curriculum, Second Step	No data – new adoption this year	100% of teachers will implement SEL curriculum, Second Step.										
Number of Behavior Expectation Matrices	No data – year 1 implementation of PBIS	100% of teachers will create a behavior expectation matrix for their classrooms.										

# PLANNED STRATEGIES/ACTIVITIES

## **Strategy/Activity 1**

### **Students to be Served by this Strategy/Activity**

All students

### Strategy/Activity

Implement VIP (Very Important Parent) program to increase parent engagement/number of parent volunteers at Vista Grande. Vista Grande will continue to engage with parent community by actively sharing school information through Aeries Communications, Twitter, school website, and classroom newsletters.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

No site expense

Source(s)

No site expense

Budget  
Reference(s)

No site expense

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

All Students

### Strategy/Activity

Vista Grande is sending a team to LACOE Positive Behavior Intervention and Supports training this year. This team will train the rest of the staff in PBIS. Together, the staff will create a school-wide behavioral matrix as well as individual matrices for each classroom.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

No site expense

Source(s)

No site expense



Amount(s)	No site expense
Budget Reference(s)	No site expense

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Vista Grande is will use the existing school-wide incentive system (STAR Tickets) to reward students for meeting behavioral expectations.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1,500
Source(s)	Discretionary/PTA
Budget Reference(s)	

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

All Students

#### Strategy/Activity

Vista Grande will implement Social Emotional Learning curriculum, Second Step, in all classrooms. Teacher teams will pilot Second Step assessments and analyze climate data during PD time to determine problem areas/activities and needed supports.

#### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

Students at risk for suicide

### Strategy/Activity

Vista Grande teachers will be trained in suicide prevention, intervention, and postvention. We will continue to use the Student Support Specialist to work individually with students who may have suicidal ideations or may be at risk for suicide.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget	No site expense
Reference(s)	

## Annual Review and Update

SPSA Year Reviewed: 2017-18

### Goal 1

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

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Disaster Supplies Inventory Complete or incomplete	Completed by Spring 2018	Completed by Spring 2018 and new materials ordered by PTA.
Facilities Improvements	Improve outdoor learning areas.	Resurfacing of playground in Kinder yard, umbrella's purchased, new benches from PTA.

### STRATEGIES/ACTIVITIES

### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Disaster Supply Shed updated and an inventory created	Disaster Supply Shed updated and an inventory created	No site expense	No site expense

### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Repair playground surface in Kinder yard	Replacement of surface in Kinder yard	No site expense	No site expense

### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teacher representatives to pilot two ELA programs and recommend a program to adopt.	Programs were piloted and Wonders was adopted.	No site expense	No site expense

## ANALYSIS

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

Many of the 2017-18 goals were not measurable (i.e. “Consulting with PTA gifting committee). Those that were, were met.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The disaster sheds are highly organized and include essential safety supplies. The Kinder playground mat was a safety concern and resurfacing was essential.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No site expenses tied to goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the adoption of Wonders (ELA curriculum), Social Emotional Learning, and NGSS, teachers will receive more professional development in these areas. This support is listed under Goal 1 Actions.

## Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores in ELA	1% increase in students meeting or exceeding standards	<p>2017: 83.5% of students met or exceeded ELA standards.</p> <p>2018: 82% of 3<sup>rd</sup> grade students met or exceeded and 77% of 4<sup>th</sup> grade students met or exceeded.</p> <p>This goal was not met.</p>
CAASPP scores in Math	1% increase in students meeting or exceeding standards	<p>2017: 81.9% of students met or exceeded Math standards.</p> <p>2018: 87% of 3<sup>rd</sup> grade students met or exceeded and 80% of 4<sup>th</sup> grade students met or exceeded.</p> <p>This goal was partially met.</p>

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Universal screening of students in reading to determine student	100% of students participated in universal screening. Those students needing Rtl	N/A	\$87,000 in personnel costs for Rtl

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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participation in Response to Intervention program.	support, received pull out reading intervention 4 times per week on average.		and EL support.
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## Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
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Evaluate needs of the EL program by identifying a site EL lead teacher, using SRI data to inform small group instruction, and monitor reclassified students.	EL lead identified, SRI data gathered, but used mainly for reclassification purposes. Small group instruction was informed by teacher input and universal screenings.	N/A	\$87,000 in personnel costs for RtI and EL support.
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## ANALYSIS

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

Students needing extra support in ELA and Math were identified.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students have made more progress in Math than in ELA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Further Tier 1 and 2 intervention strategies for ELA and Math are required. Teachers will be implementing I-Ready intervention in class starting first with grades 3 – 5. Students requiring additional support will be pulled out to the learning center 3 – 4 times per week. Progress will be monitored every 6 weeks. For grades TK – 2, teachers will use leveled Wonders material to differentiate to support all students. See Goal 2 Actions.

## Goal 3

Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores in ELA	Percentage of EL and Students with a disability meeting or exceeding standards will increase by 1%.	<p>2017: 58.7% of EL students met or exceeded standard, 42.8% of students with a disability met or exceeded standards.</p> <p>2018: 54% of 3<sup>rd</sup> grade EL students and 60% of 4<sup>th</sup> grade EL students met or exceeded standards.</p> <p>2018: 40% of 3<sup>rd</sup> grade students with a disability and 72% of 4<sup>th</sup> grade students with a disability met or exceeded standards.</p> <p>This goal was partially met.</p>
CAASPP Scores in Math	Percentage of EL and Students with a disability meeting or exceeding standards will increase by 1%.	<p>2017: 76.1% of EL students met or exceeded standard, 50% of students with a disability met or exceeded standards.</p> <p>2018: 82% of 3<sup>rd</sup> grade EL students and 67% of 4<sup>th</sup> grade EL students met or exceeded standards.</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>2018: 60% of 3<sup>rd</sup> grade students with a disability and 72% of 4<sup>th</sup> grade students with a disability met or exceeded standards.</p> <p>This goal was met.</p>

**STRATEGIES/ACTIVITIES**

**Strategy/Activity 1**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will implement Tier 2 interventions in the classroom with input from ELL and GATE coaches	Partially implemented	\$87,000	\$87,000

**Strategy/Activity 2**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Use AimsWeb, iReady, SRI, and AR360 data to monitor progress.	Aimsweb is the only universally used tool. The use of I-ready was very limited and only in the learning center. AR 360 was used by some teachers, but not school-wide	AR: \$5,500	AR: \$5,500

**Strategy/Activity 3**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
EL small group instruction including push	EL support has been implemented mainly	\$87,000	\$87,000

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
in and pull out support. EI morning support for beginning EL students.	through a pull-out model working on aide created curriculum and/or classwork provided by the teacher. Morning instruction was provided 4 times per week.		

## ANALYSIS

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

Tiered instruction within the classroom environment was implemented without consistency across classrooms.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The implementation of Tier 2 supports within the classroom proved difficult without the necessary educational software and/or curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The majority of the money spent to support this goal was in personnel salaries for EL and Rtl instructional aides.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In the current SPSA in Goal 3, support will be pushed into the classrooms in the form of intervention materials and/or instructional assistants. Those students requiring specific small group and/or individual instruction outside the classroom environment will work with research-based intervention materials in the learning center.

## Goal 4

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

### ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Office discipline referrals	Decrease in the number of referrals	2016-17: 55 referrals 2017-18: unavailable
PTA volunteer hours log	Increase in the number of hours	2016-17: 10,300 hours logged 2017-18: 9,607 hours logged.
Attendance Percentage	Increase in the number of students who have good to perfect attendance.	2016-17: 80.5% 2017-18: 77%

### STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Monitor attendance and schedule SART meetings as needed.	Data unavailable	No site expense	No site expense

#### Strategy/Activity 2

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Provide opportunities for community engagement	Various opportunities were planned and executed.	PTA	PTA

#### Strategy/Activity 3

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Piloting Second Step – Social Emotional Learning curriculum	Piloted Second Step.	No site expense	No site expense

#### Strategy/Activity 4

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Implement Student Support Specialist program	Student Support Specialist available one day per week to support students.	No site expense	No site expense

## ANALYSIS

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

Community engagement and parent involvement has declined. Attendance rates decreased throughout the 2017-18 school year and the number of parent volunteer hours logged declined.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The climate at Vista Grande continues to be positive. Second Step was successfully piloted and has been adopted. STAR tickets were used as an incentive for positive behavior. Data on the number of incidents on campus was unavailable. The Student Support Specialist sees groups and individual students to support social emotional wellness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No site expenditures were used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

School climate continues to be an area of focus for Vista Grande. Very Important Parent program has been implemented to increase the number of parents on campus. A team of teachers will attend training at LACOE and begin the implementation of PBIS. The Student Support Specialist remains on campus for one day per week and will continue to support the social emotional wellness of our students. Second Step will be implemented in all classrooms. All teachers will be trained to identify any students that may be at risk behaviorally. See Goal 4 Actions.