

The Single Plan for Student Achievement Template

SCHOOL: VISTA LA MESA ACADEMY

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

Principal: Yolanda Rogers

Date of this revision: January 14, 2013

The Single Plan for Student Achievement (SPSA) is a 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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Lemon Grove Elementary School District

The District Governing Board approved this revision of the SPSA on _____.

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 690 students. This school plan is a result of a coordinated effort involving the Vista La Mesa Academy faculty, support staff, parents and the Lemon Grove School District Leadership Team.

We carefully analyzed four (4) years of STAR testing data, looked at our current and past data performance and developed strategies to increase student achievement. Based on this review we set clear goals and actions that will enable more of our students to meet or exceed state growth targets.

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 3. The school serves a diverse population with the predominant ethnic group being Hispanic/Latino (52%). Other ethnicities include: African American (23%), White (13%), Asian (7%), and approximately 6% other ethnicity.

SCHOOL MISSION

Our mission is to provide a safe, nurturing, and equitable environment which 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

SCHOOL VISION STATEMENT

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.

Our 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.

Instructional Practices in the Lemon Grove School District

(August 2012)

District Goal 1: All students in Lemon Grove School District for five years or longer will meet grade-level proficiency in core academic subjects as measured by the CST:

- All students will increase a minimum of one performance level per year.
- In progressing toward Proficient, students at Far Below will progress in 1 year to Below, and those at Below in 1 year to Basic; those at Basic will progress in two years to Proficient.
- All grade-level proficient students will maintain Proficient or Advanced performance levels.
- No student will drop in academic performance level toward maintaining Proficient.

District Goal 2: All English Learners will advance one level per year in English Language Proficiency until English Proficient as measured by the CELDT.

- Students will gain one overall language proficiency level annually until they reach English Proficiency.
- B-EI (1) + EI-1 (1) + I-EA (2) + EA-A (1) = 5
- Those reaching English Proficient or Advanced levels will maintain Proficient or Advanced until reclassified as Fluent English Proficient (FEP).

Federal Adequate Yearly Progress (AYP) Goals for 2012-2013:

English/Language Arts	89.2%
Mathematics	89.5%

State Academic Performance Index Goal (API) for 2012- 2013: 800

For schools exceeding 800, a minimum of 1 growth point

Guiding Principles:

ASSUME POSITIVE INTENTIONS!

All students can succeed and deserve to succeed at high levels. Student and staff success leads to more student and staff success. Schools control the conditions of student and staff success – **FOCUS, ALIGNMENT, EXPECTATIONS, OPPORTUNITIES.**

What you expect is what you get. What you accept is what you expect. When in doubt, give it back!

STANDARDS OF PRACTICE:

1. Curriculum

Teachers use District adopted materials to provide core instruction. New math adoptions were implemented in 2009-2010 (Scott Foresman enVision elem. – Holt MS). A new intensive English/Language Arts Intensive Intervention Program for grades 4-8 (READ 180) was adopted and implemented in 2010-2011. New core English/Language Arts programs (McGraw Hill) for all grades were adopted and implemented in 2011-2012.

2. Instructional Time

School staff members provide a minimum of the State recommended instructional minutes:

- K-3 ELA, 2.5 hours core instruction including UA time, plus an additional 30 minutes of strategic intervention
- K-3 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 4-6 ELA (K-6 sites), 2 hours of core instruction including universal access time, plus 30 minutes of strategic intervention
- 4-6 (K-6 sites) Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- 6-8 ELA (middle school sites) at least 1 period of core instruction plus additional instructional time for strategic students
- 6-8 ELA (middle school sites) 2 periods of instruction for Intensive students
- 6-8 Math, 1 period of core instruction, plus additional instructional time for strategic and intensive students
- K-8 EL students: a minimum of 30 minutes ELD instruction per day (Beginning in 2011-2012, the materials to be used are included as a part of the new ELA adoption.)

3. Instruction

For several years, the District partnered with Action Learning Systems (ALS) to implement a direct interactive instruction model throughout the district. Principals and certificated staff members have been trained in appropriate techniques and have received ongoing professional development as well as coaching and support. As we move forward, our district and site leadership teams will work together to continue to build internal capacity for leading instruction with the direct interactive instruction model. The District's focus continues to include the following elements:

a. Analysis of Data

- All classroom teachers will analyze their students' previous STAR results and/or other district/state assessments in order to plan instruction and evaluate growth.
- All teachers will differentiate instruction through adjustments of content, process, or products.
- All K-8 teachers will administer benchmark assessments according to the district assessment calendar and their grade level/content area pacing guides.
- Administration will collaborate with grade level/content area teams to analyze students' data from STAR/state and benchmark assessments to evaluate progress and to plan for appropriate modifications, differentiated strategies, pre-teaching, & re-teaching.

b. Communicate Standards/Objectives

- All teachers will display daily standard(s)/objective(s) in academic language that informs students of what they need to know and/or be able to do at the completion of each lesson. Promethean technology may be utilized for this purpose as directed by site administrators.
- All teachers will explicitly state or refer to the objective(s) during the lesson.

c. Student Engagement

- All teachers will work toward a goal of engaging all students in academic learning at all times.

d. Use Direct Interactive Instruction Student Engagement Strategies

- All teachers will utilize Direct Interactive Instruction strategies to increase student engagement.

e. Differentiation of Instruction

- Instruction will be differentiated based on the unique needs of each student in order to maximize student achievement for all.
- GATE students will be challenged through project-based learning and higher level thinking throughout the curriculum.
- Flexible groupings during universal access time will be provided to English Learners, special needs students, and other students requiring extra support.
- Students in grades 4-8 performing at below basic or far below basic (2 or more grade levels below their assigned grade) will be assessed for placement in the ELA Intensive Intervention Program (READ 180)

f. Key Vocabulary Emphasized

- All teachers will display or highlight the vocabulary word(s) from the lesson. Appropriate visual support will be provided to assist with students' mastery.
- All K-2 teachers will provide instruction in the basic sight words identified by the district as appropriate to the grade level.
- All teachers will explicitly introduce or review key vocabulary by defining, demonstrating, and/or showing how each term is used within the context of the learning

g. Classroom Focus Walls

- All classrooms will display and utilize focus walls for Mathematics, Language Arts, and Writing. Principals/Preschool Director will provide district guidelines.

4. Pacing

- Principals will assist teachers in appropriate use of District's pacing guides.

5. Professional Development

- All teachers of math and administrators have received 5 days of professional development for the 2009-2010 adoptions.
- All teachers of READ 180 were provided with training in 2010 to ensure effective program implementation.
- All principals received 3 to 5 days of onsite coaching from an ALS consultant during 2010-2011.
- All teachers/principals received 2 days of training in Direct Interactive Instruction including support for English Learners. This training was followed by participation in Co-Plan/Co-Teach opportunities at each site.
- All teachers and administrators will receive additional English Learner Professional Development (GLAD, SIOP, Somali Culture or other opportunities) as funds become available.
- During the 2012-2013 school year, all teachers and administrators will participate in professional development to build leadership capacity as we prepare for the implementation of the Common Core Standards for California (CCSC).
- All teachers of ELA and administrators were given the opportunity to participate in 3 days of professional development for the new ELA adoptions during August 2011. All teachers will continue to implement the new program appropriate to their assignment.
- Teachers of students identified as Gifted and Talented (GATE) were provided opportunities for GATE professional development during the 2011-2012 school year.
- Opportunities for Special Education Professional Development including, but not limited to ProACT, will be offered to all SPED staff during the 2011-2012 and 2012-2013 school year. Site administrators will also receive training in ProACT.
- To support instruction for the ELA adoptions and other content areas, key staff members have begun training in the Gradual Release of Responsibility Model with Dr. Doug Fisher and his colleagues. Training will continue into the 2012-2013 school year.

6. Benchmark Assessments

Benchmark assessments in ELA and Math will be administered according to the district assessment calendar.

- Benchmark data will be entered into Data Director or otherwise put into an approved form as to allow for grade level/department analysis.
- Grade levels will meet after each benchmark assessment to analyze benchmark assessment data and to plan instruction to provide support for students failing to demonstrate mastery of content. Principals shall facilitate the analysis.
- All personnel will receive training in order to utilize Data Director for compilation and analysis of student assessment data in order to inform instruction.

7. Response to Intervention

- District Instructional Leadership Team will work together to design appropriate model(s).
- Principals will monitor interventions and analyze appropriate data prior to the SST referring students for special education assessment based on academic progress.

8. ELD

All English learners will receive a minimum of 30 minutes each day of ELD instruction. Principals will ensure that students are grouped by English ability level whenever possible with no more than two levels within each group.

- ELD may take place during the 30 minute strategic intervention period (K-6). K-6 students will access MacMillan/McGraw Hill ancillary materials for ELD.
- Students in grades 6-8 whose CELDT scores are 3-4-5 will access Glencoe/McGraw Hill ancillary materials for ELD during strategic ELA intervention
- All teachers will use appropriate instructional strategies including leveled questioning techniques according to their students' level of English proficiency.
- Progress of English Learners will be continually monitored using CELDT, assessments from the approved adoptions, EL progress reports and/or other assessments that are district approved.
- Principals and teachers will work collaboratively to develop, implement, and monitor Individualized Learning Plans (ILPs) for each English Learner until they reach the early advanced level of competence. .
- Documentation of redesignated students success will be kept in cumulative files in accordance with district/state guidelines.

9. Use of Technology

- All Teachers will utilize district approved technology resources to provide students with organized learning opportunities through on-line resources.
- Staff, students, and parents will work together to utilize technology as an effective means of communication, teaching, and learning.
- All teachers will be trained in and will use Promethean board technology by the end of the 2012-2013 school year.

10. Categorical Programs

- All site funding from categorical programs such as Title I and EIA is restricted funding. All expenditures must meet federal and/or state guidelines and be written into an approved Single Plan for Student Achievement to ensure legal compliance. SPSA allocations must match CON APP allocations.
- All Title I Schools must have a parent compact signed annually by each family. Guidelines for Title I parent meetings and parent involvement policies must also be met.
- Schools receiving EIA/SCE funds must have a representative on the District Advisory Committee (DAC) and must have a School Advisory Committee (May be the same as SSC if approved by SSC).
- All schools must provide data regarding categorical programs to the Projects Office as requested for the purpose of Categorical Program Monitoring (CPM) through CDE. Expenditures must match the federal and state guidelines as well as the SPSA & LEAP.

11. Community Involvement/Parent Participation:

- Principals will ensure that all sites have a fully functioning ELAC Committee, a School Site Council, a School Advisory Committee (SSC may serve this function if they vote to do so), a PTA, and other site-specific opportunities for parent involvement.
- Principals will develop community partnerships such as military liaison, Rotary, Kiwanis, MESA (SDSU), Kaiser Permanente, UCSD, Mission Federal and Home Depot.
- Each school will comply with district standards of practice while also working to develop a unique school profile.

12. Working Together as Professionals

- Principals/Preschool Director will work collaboratively with district leadership as well as with their site Instructional Leadership Teams and Principal Advisory Committees to establish effective means of communication and means of addressing pertinent issues and topics in a timely and efficient manner. We will assume positive intentions in all interactions.
- Principals/Preschool Director will limit staff meetings to three, one-hour meetings per month for the 2012-2013 school year.
- Principals/Preschool Director will publish the agenda for each staff meeting at least 24 hours in advance of the meeting.

Vista La Mesa Academy
Program Improvement Year 3 Corrective Action
Academic Performance Index (API)
Adequate Yearly Progress (AYP)
Target Groups

Source: California Department of Education Website

- 16 Point Increase in API
- Met 17 of 21 AYP Criteria
- 100% Participation Rate

	School -wide	Hispanic/ Latino	African American	White	Low SES (SED)	English Learner	Special Education (SWD)
2012 API	779	769	747	775	779	749	601
2011 API	763	736	751	797	763	723	633
2010 API	758	742	728	773	730	699	565
Adequate Yearly Progress: Percent at or Above Proficient							
2012 AYP ELA	50.5	45.5	49.4	56.6	50.5	38	18.8
2011 AYP ELA	45.3	40.5	40.9	54.5	45.3	33.3	25.7
2010 AYP ELA	40.5	37.1	35.4	44.4	34.3	24.4	5.0
2012 AYP Math	*51.2	*46.8	46.8	58.5	*51.2	*44.9	31.2
2011 AYP Math	48.5	**45.4	43.0	41.8	48.5	46.3	31.4
2010 AYP Math	49.5	47.9	38.5	53.3	43.7	41.5	25.0

** These target groups did not meet the math criteria for AYP in 2012.*

*** Our Hispanic/Latino group has not met the math criteria for AYP for two consecutive years.*

Vista La Mesa Academy
CST Percent Proficient Trend Analysis Report
ALL STUDENTS
Source: Data Director

ENGLISH LANGUAGE ARTS (ELA)

Primary Grouping	2011-12 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	478	5.23	15.48	28.24	31.59	19.46

Primary Grouping	2010-11 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	453	7.95	14.79	31.57	29.58	16.11

Primary Grouping	2009-10 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	236	7.63	16.10	36.44	22.88	16.95

Math

Primary Grouping	2011-12 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	482	5.39	19.29	24.27	27.59	23.44

Primary Grouping	2010-11 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	453	4.64	19.21	27.37	30.02	18.76

Primary Grouping	2009-10 Total	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced
All Students	237	5.06	22.36	24.05	26.16	22.36

Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>School Goal # 1 (Goals should be prioritized, measurable, and focused on identified student learning needs.)</p> <p>Vista La Mesa Academy students, including the English Learner, African American, White, Latino and Socioeconomically Disadvantaged target groups, will achieve a minimum proficiency score of 59% in English Language Arts as measured by the 2013 California Standards Test (CST). Our overall target is 89.2%</p>	
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Vista La Mesa Academy staff and community analyzed CST data in English Language Arts grades 2-8 and results of the Academic Performance Survey (APS).</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>Aligns with LEAP Goals of: Students will increase a minimum of one performance level per year. All grade-level proficient students will maintain Proficient or Advanced performance levels. No student will drop in academic performance level toward maintaining proficient.</p>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>After reviewing the CST English Language Arts AYP data from 2010-2012 we identified:</p> <ul style="list-style-type: none"> • When comparing 2010 with 2012 we have increased from 40.5% proficient or advanced to 50.5% proficient of advanced. • We increased an average proficiency rate of four and half percent each year based on a three year comparison. Based on this, the SSC determined that the goal to increase by 8.5% would be lofty, yet attainable. • Each target group has demonstrated a steady increase over the past two years. • All target groups met the 2012 AYP criteria under safe harbor. However, our 	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • *District and School Liaison Team (DSLTL) • Instructional Leadership Team (ILT) • School Site Council (SSC) • English Language Advisory Committee (ELAC) <p><i>*DSLTL will be involved as the process continues.</i></p>

<p>Who are the focus students and what is the expected growth?</p> <p>English Learners in grades 2nd-8th grades are expected to grow one performance level per year as measured by the CST</p> <p>In order to meet our AYP target goals for ELA, the following numbers of additional students, by target groups, must become proficient or advanced in 2013:</p> <p>Overall = 23 Hispanic/Latino = 14 African American = 4 Socioeconomically Disadvantaged = 23 English Learners = 10 students</p> <p>3rd grade = 5 5th grade = 3 7th grade = 3 4th grade = 5 6th grade = 3 8th grade = 3</p>	<p>What data will be collected to measure student achievement?</p> <p>K-1 Students:</p> <ul style="list-style-type: none"> • Treasures end of the unit assessments • Treasures benchmark assessments • Active Responders • Running Records • Use of ActivResponders <p>2-8 students:</p> <ul style="list-style-type: none"> • CST Data in addition to the above measures. Running records will be given to students in second grade who are significantly below grade level • Use of ActivResponders
<p>What process will you use to monitor and evaluate the data?</p> <p>There will be a variety of monitoring steps taken over the course of the year including:</p> <p>Prior to the start of the school year the Instructional Leadership Team and the entire certificated staff met to analyze the spring 2012 CST data. During the October and November 2012 meetings, the SSC evaluated, reviewed and discussed data related to academic progress of VLMA students. Grade level teams will analyze data after every benchmark during collaboration meetings.</p>	<p>Actions to improve achievement to exit program improvement.</p> <ul style="list-style-type: none"> • Conduct Individual Learning Plan Meetings. The goal is to review STAR data and classroom performance with all families of students scoring below basic or far below basic on 2012 CST. The total number of children in this category is 84. • SES Tutors to work with 94 students with a scaled score of 325 or below. This is a significant increase of student participation over the past two years. • Resource teacher to work with small groups of 6-8 students using the Treasures Intervention Curriculum for grades K-5. • Support teachers assigned to lower student/teacher ratio. • After school intervention classes October – March to assist students scoring below benchmark • Social Worker/ Assistant Principal to counsel with 6-8 students • Principal to work with Program Improvement Coach • Work with DSLT to address Year 3 Corrective Actions

Strategies/Actions to Implement this Goal	Time Frame (start and end dates)	Process for Evaluation of Implementation	Funding
<p>Instruction</p> <ul style="list-style-type: none"> All teachers will use Direct Interactive instructional Strategies for active engagement All teachers will begin each lesson by stating the standard and lesson objective, they will refer to the standard and objective throughout the lesson, and conclude each lesson by reviewing the standard and objective. All teachers will check for student understanding throughout the lesson All teachers will use the Promethean Technology and ActivResponders to provide visual supports and increase student engagement. All teachers will incorporate the LGSD Standards of Practice Supplies for 6th grade STEM class 	<p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September - June</p>	<p>Principal focus walks, teacher conferences, observations, focus walks with staff. Principal will collect data re student engagement and instructional practices from each visit and provide specific feedback to teachers.</p> <p>Principal focus walks</p> <p>Principal focus walks</p> <p>Principal focus walks</p> <p>ILT Agendas, staff meeting agenda, Principal focus walks</p> <p>Purchase order or teacher reimbursement receipts</p>	<p><u>Title I</u> \$2000</p>

<p>Teacher Collaboration</p> <ul style="list-style-type: none"> Teachers will collaborate monthly on pacing guides, and formative assessments during one hour staff meeting time Teachers will participate in a full day of collaboration every 6 weeks to analyze benchmark assessments and determine next steps for student placement. 	<p>September –June</p> <p>November-June</p>	<p>Staff meeting agenda, collaboration agenda, meeting notes and student assessments</p> <p>Grade level collaboration agenda</p>	<p><u>Title I</u> \$11,520</p>
<p>Professional Development</p> <ul style="list-style-type: none"> Instructional Leadership Team will plan with the new principal during a pre-service day. The focus will be team building, defining the role of ILT and analysis of day. Staff pre-service day – data analysis and goal setting of spring STAR data Teachers of 6-8 grades will attend MyBigCampus Training Lead teachers (K-8) will attend the Common Core ELA training with Carol Jago. This will included History Social Science Teachers as well as English Language Arts Teachers. Key points of the training will be shared with colleagues. Monthly review of the Direct Interactive Instruction components during K-8 staff meeting Focus Walks – to monitor the school’s progress in implementing DII Staff will read: <i>Common Core ELA in a PLC at Work</i> K-2, 3-5 & 6-8 by Doug Fisher 	<p>August</p> <p>August</p> <p>August</p> <p>October-November</p> <p>February-May</p> <p>February-June</p> <p>February-June</p>	<p>ILT agenda</p> <p>Staff meeting agenda and PowerPoint</p> <p>Meeting agenda</p> <p>Flipchart presentation</p> <p>Staff meeting agenda & meeting notes</p> <p>Walkthrough notes</p> <p>Staff meeting agenda & meeting notes</p>	<p><u>Title I</u> \$966</p> <p><u>Title I</u> \$2300</p> <p><u>Title I</u> \$828</p>

<p>Monitoring of Student Progress</p> <ul style="list-style-type: none"> Curriculum embedded unit tests will be administered weekly End of Unit Assessments will be administered every 6 weeks Teachers will review and analyze data in order to guide next steps for teaching. Individual Learning Plan (ILP) meetings for students who scored FBB or BB in ELA and on spring 2012 STAR. These plans will be developed and monitored throughout the school year. Laser Printers will be purchased for staff that do not have one to enable them to print the scantrons needed for Data Director 	<p>September –June</p> <p>September –June</p> <p>September –June</p> <p>October</p> <p>September-October</p>	<p>Assessment Results</p> <p>Data Director reports</p> <p>Schedule of parent meetings; spreadsheet of student data; completed ILP form.</p> <p>Purchase orders</p>	<p><u>Title I</u> \$1500</p> <p><u>SLIP</u> \$1600</p>
<p>Extended Student Services</p> <ul style="list-style-type: none"> Students in grades K -5th grades identified in the bottom 20% have the opportunity to participate in small group intervention with our Resource Teacher using the Triumphs curriculum. Support is provided for 30 minutes each day. Additional student resources will be purchased. GATE: Extension materials within the new curriculum will be used to extend learning opportunities for students K-8. <p>After school Art Classes 3rd-5th – Curriculum aligned on the Visual and Performing Arts standards</p> <p>After school Broadcast 3rd-5th</p>	<p>October – April</p> <p>September –June</p> <p>January - March</p> <p>January - March</p>	<p>Class rosters, teacher schedule Principal classroom visits, pre/post data, CST data, purchase order for materials</p> <p>Classroom visitations, lesson plans, collaboration meeting notes</p> <p>Course outline and lesson plan developed by teacher.</p> <p>Course outline and lesson plan</p>	<p><u>Economic Impact Aid (EIA-LEP)</u> \$500</p> <p><u>GATE</u> \$1500</p> <p><u>GATE</u></p>

<ul style="list-style-type: none"> • Before and After School Intervention • Summer Seminar for 7th & 8th grade students – 3 weeks 	<p>October – March</p> <p>June-July</p>	<p>developed by teacher Classroom rosters; student performance data</p> <p>Class rosters and student performance data</p> <p>Course outline and student rosters</p>	<p>\$3000</p> <p><u>Economic Impact Aide (LEP)</u> \$15000</p> <p><u>Title I</u> \$7,000</p>
<p>Intervention</p> <ul style="list-style-type: none"> • Read 180 intensive language arts intervention for 4th – 8th grade students who are two or more years below grade level. The focus is on improving reading fluency and comprehension. • Systems 44 is an intensive language arts intervention for students in grades 4th-8th who are two or more years below grade level. The focus is on improving reading decoding skills. • Students are placed in flexible, homogeneous groups in 2nd -5th grades. Initial groupings are based on CST results. Groupings change based on curriculum benchmark and unit assessment data • Push in Support is offered to support our Response to Intervention model. Our support teachers and bilingual instructional assistants assist students in K- 	<p>September –June</p> <p>September –June</p> <p>September –June</p> <p>September –June</p>	<p>Class rosters, SPI and SRI reports</p> <p>Class rosters, SPI and SRI reports</p> <p>Rosters, lesson plans, observations</p>	<p><u>Title I</u> <u>Support Teachers</u> \$71232 <u>EIA – LEP</u> \$882</p>

8 within the classroom.			
Parent Involvement <ul style="list-style-type: none"> • Principal Coffees • Title I Parent Meeting • Back to School Night • Parent Volunteer Coordinator • Military Coffees • Monthly Newsletter • Individual Learning Plan meetings • Parent conferences • Student Study Team meetings (Weekly) • Parent Handbook • English Language Advisory Meetings • School Site Council • Translation for parent meetings (IEP, ILP, Parent Conferences) • Parent notification letters <ul style="list-style-type: none"> a. School Choice Option b. Supplemental Educational Services 	<ul style="list-style-type: none"> September –June August 6-8 September K-5 August 6-8 September K-5 September – June September – June September –June October November September – June August October – June September – June September – June September 	<ul style="list-style-type: none"> Sign-in sheets Sign-in sheets Sign-in sheets Volunteer Logs Sign-in sheets; agenda See above under <i>Monitoring of Student Progress</i> Copy of handbook; purchase order for printing Meeting agenda and minutes Meeting agenda and minutes Meeting schedules 	<p><u>Title I Parent Involvement</u> \$200</p> <p><u>Title I</u> \$8818</p> <p><u>Title I Parent Involvement</u> \$900</p> <p><u>Economic Impact Aide (LEP)</u> \$500</p>

<p>Student Support</p> <ul style="list-style-type: none"> • District School Social Worker/Interns • Family Forces Counselors on site (Navy) 	<p>September – June</p> <p>September – June</p>		
<p>School Goal # 2 (Goals should be prioritized, measurable, and focused on identified student learning needs.)</p>			
<p>Vista La Mesa Academy students, including the English Learner, African American, White, Latino, and Socioeconomic Disadvantaged target groups will achieve a minimum proficiency score of 59% in math as measured by 2013 California Standards Test (CST). Our overall target is 89.5%.</p>			
<p>What data did you use to form this goal (findings from data analysis)?</p> <p>Vista La Mesa Academy staff and community analyzed CST data in English Language Arts grades 2-8.</p>	<p>How does this goal align to your Local Educational Agency Plan goals?</p> <p>Students will increase a minimum of one performance level per year. All grade-level proficient students will maintain Proficient or Advanced performance levels. No student will drop in academic performance level toward maintaining proficient.</p>		
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>After reviewing the CST Math AYP data from 2010-2012 we identified:</p> <ul style="list-style-type: none"> • When comparing 2010 with 2012 we have increased from 49.5% proficient or advanced to 51.2% proficient of advanced. • Our progress in math is inconsistent. • All target groups with the exception of our English Learners experienced a slight increase when comparing 2011 to 2012. • Our African American population met AYP criteria under Safe Harbor • Our Hispanic/Latino, SED and English Learners did not meet 2012 AYP criteria under Safe Harbor. 	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • District and School Liaison Team (DSLTL)* • Instructional Leadership Team (ILT) • School Site Council (SSC) • English Language Advisory Committee (ELAC) • Staff <p><i>*DSLTL will be involved as the process continues.</i></p>		
<p>Who are the focus students and what is the expected growth?</p>	<p>What data will be collected to measure student achievement?</p>		

<p>Our English Learners, Socio-economically Disadvantaged and Hispanic/Latino. Students in grades 2nd-6th grades are expected to grow one performance level per year as measured by the CST.</p>	<p>K-1 students:</p> <ul style="list-style-type: none"> • Benchmark assessments • Topic Assessments • Use of ActivResponders <p>2-6 students:</p> <ul style="list-style-type: none"> • Benchmark Assessments • Topic Assessments • CST Data • Use of ActivResponders 		
<p>What process will you use to monitor and evaluate the data?</p> <p>There will be a variety of monitoring steps taken over the course of the year including:</p> <p>Prior to the start of the school year the Instructional Leadership Team and the entire certificated staff met to analyze the spring 2012 CST data. During the October and November 2012 meetings, the SSC evaluated, reviewed and discussed data related to academic progress of VLMA students. Grade level teams will analyze data after every benchmark during collaboration meetings.</p>	<p>Actions to improve achievement to exit program improvement.</p> <ul style="list-style-type: none"> • Conduct Individual Learning Plan Meetings. The goal is to review STAR data and classroom performance with all families of students scoring below basic or far below basic on 2012 CST. The total number of children in this category is 84. • SES Tutors to work with 94 students with a scaled score of 325 or below. This is a significant increase of student participation over the past two years. • Resource teacher to work with small groups of 6-8 students using the Treasures Intervention Curriculum for grades K-5. • Support teachers assigned to lower student/teacher ratio. • After school intervention classes October – March to assist students scoring below benchmark • Social Worker/ Assistant Principal to counsel with 6-8 students • Work with DSLT to address Year 3 Corrective Actions 		
<p>Strategies/Actions to Implement this Goal</p>	<p>Time Frame (start and end)</p>	<p>Process for Evaluation of Implementation</p>	<p>Funding</p>

	dates)		
<p>Instruction</p> <ul style="list-style-type: none"> • All teachers will use Direct Interactive instructional Strategies for active engagement • All teachers will begin each lesson by stating the standard and lesson objective, they will refer to the standard and objective throughout the lesson, and conclude each lesson by reviewing the standard and objective. • All teachers will check for student understanding throughout the lesson • All teachers will use the Promethean Technology and ActivResponders to provide visual supports and increase student engagement. • All teachers will incorporate the LGSD Standards of Practice • Supplies for 6th grade STEM class 	<p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September – June</p> <p>September - June</p>	<p>Principal focus walks, teacher conferences, observations, focus walks with staff</p> <p>Principal focus walks</p> <p>Principal focus walks</p> <p>Principal focus walks</p> <p>ILT Agendas, staff meeting agenda, Principal focus walks</p> <p>Purchase order or teacher reimbursement receipts</p>	<p><u>Title I</u> <u>\$2000</u></p>

<p>Teacher Collaboration</p> <ul style="list-style-type: none"> Teachers will collaborate monthly on pacing guides, and formative assessments during one hour staff meeting time Teachers will participate in a full day of collaboration every 6 weeks to analyze benchmark assessments and determine next steps for student placement. 	<p>September –June</p> <p>November-June</p>	<p>Staff meeting agenda, collaboration agenda, meeting notes and student assessments</p> <p>Grade level collaboration agenda</p>	<p>See ELA funding source for collaboration</p>
<p>Professional Development</p> <ul style="list-style-type: none"> Instructional Leadership Team will plan with the new principal during a pre-service day. The focus will be team building, defining the role of ILT and analysis of day. Staff pre-service day – data analysis and goal setting of spring STAR data Teachers of 6-8 grades will attend MyBigCampus Training 6-8 grade math teachers will attend the Common Core State Standards Math training Monthly review of the Direct Interactive Instruction components during K-8 staff meeting Focus Walks – to monitor the school’s progress in implementing DII 	<p>August</p> <p>August</p> <p>August</p> <p>January</p> <p>February-May</p> <p>February-June</p>	<p>ILT agenda</p> <p>Staff meeting agenda and PowerPoint</p> <p>Meeting agenda</p> <p>Purchase order; handouts from meeting; share out to staff</p> <p>Staff meeting agenda & meeting notes</p> <p>Walkthrough data</p>	<p>See ELA funding sources for Professional Development</p> <p>See ELA funding sources for Professional Development</p> <p><u>Title I</u> \$550</p>
<p>Monitoring of Student Progress</p> <ul style="list-style-type: none"> Curriculum embedded topic tests will be administered at the end of every topic Benchmark assessments will be administered every 6 weeks 	<p>September –June</p> <p>September –June</p>	<p>Assessment Results</p> <p>Data Director reports</p>	<p>See ELA funding sources for Monitoring of Student Progress</p>

<ul style="list-style-type: none"> Teachers will review and analyze data in order to guide next steps for teaching. Individual Learning Plan (ILP) meetings for students who scored FBB or BB in Math and on spring 2012 STAR. These plans will be developed and monitored throughout the school year. Laser Printers will be purchased for staff that do not have one to enable them to print the scantrons needed for Data Director 	<p>September –June</p> <p>October</p> <p>September-October</p>	<p>Schedule of parent meetings; spreadsheet of student data; completed ILP form.</p> <p>Purchase orders</p>	
<p>Extended Student Services</p> <ul style="list-style-type: none"> ALEK’s Math program for 3rd-8th grade. Individual licenses will be purchased for students to have access to the online ALEK’s math program. This is an Internet based tutoring and assessment program. ALEK’s Math will provided enrichment for our GATE students and intervention for our students who are performing below grade level MESA Partnership with SDSU – 2 teachers to facilitate afterschool enrichment for 6-8 students 	<p>January-September</p> <p>September-June</p>	<p>Purchase order, training agenda, student data reports</p> <p>MOU with SDSU; course description</p>	<p><u>Title I</u> <u>\$3515</u> <u>Economic Impact</u> <u>Aide (SCE)</u> <u>\$2620</u> <u>GATE</u> <u>\$1560</u></p> <p><u>Title I</u> <u>\$8000</u></p>
<p>Intervention</p> <ul style="list-style-type: none"> Students in grades 2-5th grades identified in the bottom 20% have the opportunity to participate in small group intervention for 30 minutes daily with our Resource Teacher using the enVision Math Intervention curriculum. 	<p>October – June</p>	<p>Class rosters</p>	<p><i>See funding source for ELA intervention</i></p>

Parent Involvement <ul style="list-style-type: none"> • Principal Coffees • Back to School Night • Parent Volunteer Coordinator • Military Coffees • Monthly Newsletter • Individual Learning Plan meetings • Individual Education Plan (IEP) meetings • Parent conferences • Student Study Team meetings (Weekly) • Parent Handbook • School Site Council (SSC) • Parent notification letters <ul style="list-style-type: none"> c. School Choice Option d. Supplemental Educational Services 	<ul style="list-style-type: none"> September –June August 6-8 September K-5 September – June September – June September –June October September – June November September – June August September – June September 	<ul style="list-style-type: none"> Sign-in sheets Sign-in sheets Volunteer Logs Sign-in sheets; agenda See above under <i>Monitoring of Student Progress</i> IEP Master Calendar SST notes and calendar Copy of handbook; purchase order for printing Meeting agenda and minutes 	<p><i>See funding sources for ELA Parent Involvement</i></p>

**Vista La Mesa Academy
California English Language Development Test (CELDT)
Three Year Data Comparison**

CELDT Scoring Levels	2009-10		2010-11		2011-12	
	# Students	Percent	# Students	Percent	# Students	Percent
Level 1: Beginning	15	11%	27	14%	23	13%
Level 2: Early Intermediate	20	14%	26	13%	30	17%
Level 3: Intermediate	56	40%	63	33%	62	35%
Level 4: Early Advanced	28	20%	56	29%	56	27%
Level 5: Advanced	22	16%	21	11%	21	7%

School Goal #3 (Goals should be prioritized, measurable, and focused on identified student learning needs.)

All English Learners will advance one level per year in English Language Proficiency until English Proficient as measured by the CELDT. In addition, we will increase our reclassification rate by 10%. Based on the percent proficient for English Language Arts (ELA), our English Learners will achieve a minimum proficiency score of 46% with a school wide goal of 59% in ELA as measured by the 2013 California Standards Test (CST). Our overall target is 89.2%.

What data did you use to form this goal (findings from data analysis)?

CELDT 2009-2011
API/AYP Performance
Annual Measurable Objectives (AMOs)

How does this goal align to your Local Educational Agency Plan goals?

In order to reach Local Education Agency (LEA) goal of all English Learners will advance one level per year in English Language Proficiency as measured by CELDT, our school is setting a goal that our reclassification rate will increase by 10%.

What did the analysis of the data reveal that led you to this goal?

CELDT levels 1, 4 and 5 saw a decrease in the number of students in these categories. CELDT level 2 saw a slight increase in number of students at this level.

CELDT level 3 remained virtually the same with a decrease of one student.

Our English Learner's met AMAO 1 (Percentage of ELs making annual progress in learning English) and AMAO 2 (Percentage of ELs attaining the English proficient level on the CELDT. Both our short-term and long term cohorts met AMAO 2.

Our English Learner's did not meet AMAO 3 (Adequate Yearly Progress for EL Student Group at the LEA Level) for ELA or Math.

Over the past three years our English learners have made steady progress in moving towards proficiency in English Language Arts.

Which stakeholders were involved in analyzing data and developing this goal?

- District and School Liaison Team (DSLTL)
- Instructional Leadership Team (ILT)
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Staff

**DSLTL will be involved as the process continues.*

<p>Our English learner population has decreased by 18 students.</p>	
<p>Who are the focus students and what is the expected growth?</p> <p>English Learners are expected to advance one CELDT per year. A minimum of 59% of all English Learners are expected to score proficient or higher on the comprehension part of the Treasures end of unit assessments</p>	<p>What data will be collected to measure student achievement?</p> <p><u>K-8 Students:</u></p> <ul style="list-style-type: none"> • CELDT • ELA unit assessments and benchmark assessments • Use of ActivResponders <p>2-8 Students:</p> <ul style="list-style-type: none"> • CST Data <p>4-8 Students:</p> <ul style="list-style-type: none"> • Read 180/Systems 44 Assessments (Scholastic Reading Inventory and Scholastic Phonics Inventory)
<p>What process will you use to monitor and evaluate the data?</p> <p>There will be a variety of monitoring steps taken over the course of the year including:</p> <ul style="list-style-type: none"> • Grade level teams analyzing data and developing action plans after each end of the unit assessment • School Site Council (SSC) meetings in February and May will look at benchmark assessments and/or end of unit assessments to determine progress students are making towards the English Language Arts goal. The September 2012 SSC meeting will evaluate the progress of Vista La Mesa students in relation the 	<p>Actions to improve achievement to exit program improvement.</p> <ul style="list-style-type: none"> • Work with DSLT to address Year 3 Corrective Actions • Ensure systematic English Language Development (ELD) instruction is occurring daily in grades K-5 using the ELD curriculum embedded within the Treasures ELA adoption. • Hire four Bilingual Assistants (one Somali speaking and three Spanish speaking) to provide push-in support for K-8 students primarily at the beginning and early intermediate levels. • Ongoing monitoring of the progress of our EL's. Specific questions teachers will reflect on after every benchmark assessment are: <ol style="list-style-type: none"> 1. Who are my EL's? 2. What are their CELDT levels in reading and writing? 3. How did they perform on this assessment? 4. What are their strengths? Needs?

spring 2013 California Standards Test (CST).	5. What are my next steps instructionally for these students?		
Strategies/Actions to Implement this Goal	Time Frame (start and end dates)	Process for Evaluation of Implementation	Funding
<p>Instruction</p> <ul style="list-style-type: none"> Teachers will facilitate English Language Development lessons for a minimum of 30 minutes each day. Students will be leveled for instruction based on language levels. All teachers will use Direct Interactive instructional Strategies for active engagement Teachers will engage students in meaningful tasks (Total Physical Response, graphic organizers, hands-on materials) that encourages practice in all domains: <i>listening, speaking, reading and writing</i> All teachers will begin each lesson by stating the standard and lesson objective, they will refer to the standard and objective throughout the lesson, and conclude each lesson by reviewing the standard and objective. All teachers will check for student understanding throughout the lesson All teachers will plan structured interaction and use sentence frames to enable students an opportunity practice proper English structure Teachers will provide sufficient “wait time” allowing sufficient time for learners to think about <i>what</i> they are saying, and 	<p>September-June</p> <p>September-June</p> <p>September-June</p> <p>September-June</p> <p>September-June</p> <p>September-June</p> <p>September-June</p>	<p>Principal walkthroughs, teacher conferences, observations, focus walks with teachers</p>	

<p><i>how</i> they are saying it</p> <ul style="list-style-type: none"> All teachers will differentiate instruction by adjusting questions and tasks according to the student's language proficiency level All teachers will use the Promethean Technology as a visual support to facilitate ELA and ELD instruction. Bilingual Instructional Assistants will provide 1:1 push in support or small group support (One Somali Speaking and three Spanish Speaking) 	<p>September-June</p> <p>September-June</p>	<p>Teacher lesson plans, bilingual support schedule</p>	<p><u>Economic Impact Aide (LEP)</u> \$42,759</p>
<p>Teacher Collaboration</p> <ul style="list-style-type: none"> Teachers will collaborate monthly on pacing guides, and formative assessments Every 6-8 weeks teachers will analyze benchmark assessments to determine how students are progressing towards meeting the goal Every 6-8 weeks teachers will meet to determine if students need to be placed in other intervention groups 	<p>September-June</p> <p>September-June</p>	<p>Lesson Plans</p> <p>Collaboration agenda/Notes</p>	<p>See ELA funding for collaboration</p> <p>See ELA funding for collaboration</p>
<p>Professional Development</p> <ul style="list-style-type: none"> Principal and two lead teachers will attend a training titled <i>Scaffolding Instruction for English Learners</i> Principal will attend a two day training with Kate Kinsella focused on English Learner's and the Common Core State Standards. 	<p>January</p> <p>January</p> <p>February</p>	<p>Agenda and notes</p> <p>Agenda and notes</p> <p>Agenda and outline</p>	<p><u>Economic Impact Aide</u></p>

<ul style="list-style-type: none"> Bilingual Assistants will participate in training that will provide them with strategies they can use to help when supporting students in the classroom 	February-June		<u>(LEP)</u> <u>\$500</u>
Monitoring of Student Progress <ul style="list-style-type: none"> See ELA and mathematics section Principal walkthroughs to assess the implementation of the ELD curriculum 	September-June	Principal Walkthrough Notes	
Extended Student Services <ul style="list-style-type: none"> Students in grades 1st -8th grades identified in the bottom 20% have the opportunity to participate in after school math and/or language arts intervention. 	October-March		<i>See funding source for ELA intervention</i>
Intervention <ul style="list-style-type: none"> Students grouped for ELD instruction based on language proficiency levels Flexible grouping based on benchmark and topic assessments. Initial groupings based on STAR groupings change based on benchmark and topic assessments data 			
Parent Involvement <ul style="list-style-type: none"> English Language Advisory Council (ELAC) provides input into the SPSA Translation services: instructional and informational materials, newsletters, flyers, parent handbook, parent meetings, parent conferences, Individual Learning Plan meetings English Classes for parents through Grossmont Adult Education 	<p>October – June</p> <p>August – June</p> <p>March-June</p>		<u>Economic Impact Aide</u> <u>(LEP)</u> <u>\$1000</u>

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
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	\$ 32,710
<input checked="" type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	\$ 128,907
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$ 6,825
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$

<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education)	\$ 15,554
Total amount of state categorical funds allocated to this school	\$ 183,996

Federal Programs under the Elementary Secondary Education Act	Allocation
<input type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input checked="" type="checkbox"/> 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	\$ 123,739
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input type="checkbox"/> 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	\$
<input type="checkbox"/> 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)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe) ¹	\$

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Total amount of federal categorical funds allocated to this school	\$ 123,739
Total amount of state and federal categorical funds allocated to this school	\$ 307,735

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	Secondary Student
Yolanda Rogers (Principal)	X				
Laurel Dehnel (Assistant Principal)	X				
Paul Blumberg		X			
Sean Cawley		X			
Carol Ortiz		X			
Forrest Rohrs			X		
Kyle Griffith		X			
Theresa Garcia				X	
Lesa Alvarez				X	
Jerome Wilson				X	
Scott Harvell				X	
Theresa Gonzalez				X	
Numbers of members in each category	2	4	1	5	

² At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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
Margarita Perez

- 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: January 9, 2013.

Attested:

Yolanda Rogers
Typed name of School Principal

Signature of School Principal

Date

Theresa Garcia
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

VISTA LA MESA ACADEMY

Justification of Budget Items – Title I

Title I Allocation PI:	\$120,270	Title I Reserve (8.5%) = \$10,710 Professional Development = \$16,114	Remaining Balance:
Title I Parent Involvement Allocation:	\$ 3,469		\$ 0.00
Total Title I Allocation:	\$123,739		
Action Goal/Strategy	Purpose of Expenditure		Expenditure
INSTRUCTION:			
Support teachers	Provide small group and 1:1 support in ELA and Math.		\$ 71,232
MESA – Partnership with SDSU	Extend Math, Engineering, Science and Architecture as a curricular area of interest for students in lower socio-economic areas.		\$ 8,000
STEM	Provide curriculum and instructional materials for upper grade elective Science, Technology, Engineering and Math		\$ 2,000
TEACHER COLLABORATION:			
Grade Level Collaboration	Substitutes for teacher release time to participate in Professional Learning Communities where they analyze student assessment results, plan curriculum, share strategies and review and discuss current research		\$ 11,520
PROFESSIONAL DEVELOPMENT:			
Instructional Leadership Team Planning	Provide a pre-service opportunity for new administration and ILT to meet to develop an understanding of the function of the ILT at VLMA, analyze spring CST data and plan for pre-service day with certificated staff		\$ 966
Staff Pre-service Day	Provide a pre-service opportunity for new administration and staff to team build, analyze spring CST data, review Standards of Practice and expectations for curriculum implementation, instruction and assessments.		\$ 2,300
MyBigCampus Training	Upper grade (6-8) grade teachers will have an opportunity to learn how to incorporate the educational social network MyBigCampus into their instruction.		\$ 828
Common Core State Standards (CCSS) – Math	Upper grade (6-8) grade math teachers will attend a two-day CCSS workshop to receive a more in-depth look into the new CCSS and the implications for implementation		\$ 500

EXTENDED STUDENT SERVICES:		
ALEKs Math	Provide an intervention and/or enrichment opportunity for 3 rd -8 th students in the area of math. Students will have access to the internet based tutoring and assessment program, ALEKs.	\$ 3,515
PARENT INVOLVEMENT:		
Individual Learning Plan (ILP) Meetings	Provide guest teachers to release the general education teacher and resource teacher to participate in ILP meetings. The team will meet with the parents of 3 rd -8 th grade students who scored below basic or far below basic on the 2013 CST test. CST data (proficiency levels and strands), CELDT, attendance, classroom assessment data and current academic and citizenship GPA's as appropriate. In addition, the child's social & emotional status will be addressed as needed. Parents will be encouraged to participate in the SES tutoring for their child and will be provided with online curriculum resources to support their children academically. If applicable, referrals to counseling with our School Social Worker or an outside agency will be made.	\$ 1,500
Parent Handbook	The parent handbook will be revised and sent to print shop for processing.	\$ 900
Parent Volunteer Coordinator	Processes our volunteers. Coordinates parent volunteers and partnership with Helix high school volunteers; assist with preparation of instructional materials for all teachers.	\$ 8,818

VISTA LA MESA ACADEMY

Justification of Budget Items – Economic Impact Aide LEP & SCE

EIA/LEP Allocation:	\$ 128,907	EIA/LEP Reserve (15%) =	\$ 19,336	Remaining Balance: EIA/LEP = \$ 46,310 EIA/SCE = \$ 25,183
EIA/SCE Allocation:	\$ 32,710	EIA/SCE Reserve (15%) =	\$ 4,907	
		EIA/LEP Expenditure =	\$ 63,261	
		EIA/SCE Expenditure =	\$ 2,620	
Total EIA Allocation:	\$ 161,617			
Action Goal/Strategy	Purpose of Expenditure			Expenditure
INSTRUCTION:				
Bilingual Instructional Assistants	Provide support for our EL students in ELA and math – push-in and small group instructional support model			\$ 42,759 LEP
Support Teacher 2 nd & 3 rd Grade	Provide small group support for at-risk learners			\$ 882 LEP
PROFESSIONAL DEVELOPMENT:				
Bilingual Instructional Assistants	Bilingual Assistants will participate in training that will provide them with strategies they can use to help when supporting students in the classroom			\$ 500 LEP
INTERVENTION:				
Intervention Resources for Resource Teachers	Additional student materials will be purchased for K-5 students to support the implementation of the small group ELA intervention using the Triumphs curriculum.			\$ 500 LEP
EXTENDED STUDENT SERVICES:				
Before and After School Intervention	Support and extend learning of students scoring FBB, BB or Basic in ELA and/or math.			\$ 15,000 LEP
ALEKS Math	Provide an intervention and/or enrichment opportunity for 3 rd -8 th students in the area of math. Students will have access to the internet based tutoring and assessment program, ALEKs.			\$ 2,620 SCE
PARENT INVOLVEMENT:				
Translation Services	Provide assistance in communicating with parents whose primary language is Spanish or Somali (other languages as needed) through translation of instructional materials, school newsletter, parent handbook, other school information as needed.			\$ 1,000 LEP