

Part II: The Single Plan for Student Achievement Template

School: Vista Grande Elementary

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021372

Principal: Ms. Jeri Delatorre

Date of this revision: October 26, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. 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:

Contact Person: Ms. Jeri Delatorre

Position: Principal

Telephone Number: (310) 377-6066

Address: 7032 Purpleridge Dr. Rancho Palos Verdes, CA 90275

E-mail Address: delatorre@pvpusd.net

The District Governing Board approved this revision of the SPSA on January 17, 2018.



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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:

LEA 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

State Priority 1: Basic Necessities
State Priority 7: Course Access

SCHOOL GOAL: #1 By June 2018, Vista Grande will continue improving outdoor learning areas by including the following: tables and shade structures in the Garden Instructional zone, playground matting repair and additional “play” options-activities at lunch will be explored. The two Disaster Sheds will be cleaned, inventoried, stocked, organized and clearly labeled. The TK-5 curriculum will continue to be aligned with the CA State Standards.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
PTA purchases in 2016-17	Three existing tables and two shade structures currently in use for Garden instruction.	n/a	Observation of seating adequacy.
Observation of playground matting and reports of hazards by yard supervisors.	Both kindergarten and upper grade mats have degraded, resulting in 2-4 inch gaps in the matting.	Kindergarten mats were repaired over about 80% of the surface area.	n/a
Report of 4 th VP regarding inventory of Disaster Shed.	Inventory was reported as complete and stock as updated.	Current report by 4 th VP indicates that many supplies have degraded so that they are unusable.	To maintain a functional Disaster inventory.
Staff representatives on District committees; CA State Standards	n/a	n/a	Curriculum committee representatives will serve as liaison with all staff.

STRATEGY: Regularly scheduled meetings with staff and PTA for purposes of communication and instruction will ensure progress toward goals.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Consult with PTA Gifting Committee	Fall 2017	Principal	No site funds	NA	NA	NA
Submit work orders to Maintenance	Fall 2017	Principal/Maintenance	No site funds	NA	NA	NA
Consultation and planning 4 th VP/PTA	Fall 2017-June 2018	Principal/PTA	No site funds	NA	NA	NA
Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for the 2018-19 school year.	August 2017-June 2018	School Staff and District Personnel	No site funds	NA	NA	NA
All teaching staff will receive professional development in the implementation of the adopted ELA program	May 2018	School Staff and District Personnel	No site funds	NA	NA	NA
5 th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students entering the 6 th grade in fall, 2018	March 2018	5 th grade teachers and district personnel	No site funds	NA	NA	NA
Align science curriculum to NGSS. Unit Modules	August 2017-June 2018	K-5 grade teachers	No site funds	NA	NA	NA

developed for grades K-5 aligned to NGSS expectations						
Continue to implement Arts for All Grant for students	August 2017- June 2018	3 rd grade teachers, community consultants, Palos Verdes Art Center, and classroom teachers.	No site funds	NA	NA	NA

LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)

State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)

State Priority 4: Pupil Achievement

State Priority 8: Other Pupil Outcomes

SCHOOL GOAL: #2 Vista Grande faculty and staff will increase implementation of MTSS and an overall positive and safe school environment in order to provide success for all students. The number of students scoring proficient or advanced in ELA and Math will increase by at least 1% as measured by the CAASPP. NGSS will begin to be implemented at all grade levels through the Science modules provided by Ed Services. The integration of diversity education in Social Studies at all grade levels will follow district guidelines provided in Spring 2017.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
AimsWeb Universal Screening data	In Fall 2016, 62 students were initially recommended for Tier 2 and 3 interventions.	In Fall 2017, 47 students were recommended for Tier 2 and 3 interventions.	To organize flexible groups for targeted, small group instruction in Reading.
CAASPP data for ELA	In Spring 2016, 81.8% of students met or exceeded ELA standards.	In Spring 2017, 83.5% of students met or exceeded ELA standards.	To inform instruction in GE classrooms, for Tier 2 instruction and flexible groupings for RtI.
CAASPP data for Math	In Spring 2016, 78.7% of students met or exceeded Math standards.	In Spring 2017, 81.9% of students met or exceeded Math standards.	To inform instruction in GE classrooms, for Tier 2 instruction and recommendations for remediation with iReady for Math.
SRI data for ELL students in October and February	n/a (a new assessment)	n/a	To monitor progress of all ELL students and communicate progress/reading levels with parents.

STRATEGY: Faculty and staff will utilize Monday planning afternoons to review assessment data, design instruction, and collaborate with colleagues school-wide to meet individual student needs. Articulation between grade levels will take place twice during the school year.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Perform AimsWeb universal screenings for all students to identify students in need of reading intervention support. Schedule meetings with teachers to determine Tier 2 and 3 flexible groups.	August 2017- June 2018	Teaching staff, School Psychologist and School Psychologist/Intern, and Principal	No site funds	NA	NA	NA
Use CAASPP and iReady data to identify students requiring additional support in mathematics.	August 2017- June 2018	Teaching and Learning Center staff.	No site funds	NA	NA	NA
Continue Rtl strategies in the Learning Center to support Tier 3 students in Reading and Math.	August 2017- June 2018	Learning Center staff	Reading intervention	Supplemental Grant		
Vista Grande will continue to evaluate the needs of our EL program by: *Identifying our site EL Lead Teacher *Use Formative and Local Assessments for EL students (including SRI) *Use small group or individual instruction	August 2017- June 2018	Teaching staff and district personnel	No site funds	NA	NA	NA

through a combination of push-in and pull out models. *Reclassified students will be monitored and given supports as appropriate.						
Utilize MTSS to monitor progress of EL students and to provide intervention and support students accordingly-	August 2017-June 2018	Teaching staff, EL Aide, Site EL Support Providers	No site funds	NA	NA	NA
Identify GATE site coach-GATE Site Coach will provide professional development to present strategies, etc. at two to three scheduled Faculty Meetings-Ideas will also be shared with School Site Council. The Site Coach will serve as a resource for all school stakeholders.	August 2017-June 2018	Teaching staff, GATE site coach-	No site funds	NA	NA	NA

LEA 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)

- State Priority 4: Pupil Achievement**
- State Priority 5: Pupil Engagement**
- State Priority 7: Courses Access**
- State Priority 8: Other Pupil Outcomes**

SCHOOL GOAL: #3 The MTSS model will ensure that all students receive a strong instructional program that will raise student achievement. By June 7, 2018, English Learners, Special Education students, and Gifted and Talented students will be engaged in school activities and increase their academic achievement in the classroom and on standardized test scores by 1%.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CELDT and CAASPP	<p>In Spring 2016, 74% of ELL students met or exceeded ELA standards on the CAASPP.</p> <p>29 ELL students took the CELDT test. 30% of these students were ELL levels 1,2, or 3. (Beginners)</p> <p>In Spring 2016, 76% of ELL students met or exceeded Math standards on the CAASPP.</p>	<p>In Spring 2017, 58.7% of ELL students met or exceeded ELA standards on the CAASPP.</p> <p>52 ELL students took the CELDT test. 23% of these students were ELL levels 1,2 or 3. (Beginners)</p> <p>In Spring 2017, 76.1% of ELL students met or exceeded Math standards on the CAASPP.</p>	<p>ELL success rates toward meeting and/or exceeding standards fluctuate with our ELL enrollment. However, Math scores are relatively stable, while ELA scores reflect yearly changes in our ELL population. Special attention must be paid to meeting the needs of our beginning students through ELL support and Rtl strategies.</p>
OLSAT	<p>In SY 2015-16, 27 Vista Grande students were identified as GATE.</p>	<p>In SY 2016-17 30 Vista Grande students were identified as GATE.</p>	<p>GATE identified students, along with all high performing students at each grade level will benefit from the support of our GATE coach.</p>
CAASPP	<p>In Spring 2016, 42% of SpEd students met or exceeded ELA standards on the CAASPP.</p> <p>In Spring 2016, 36% of SpEd students met or exceeded Math standards on the CAASPP.</p>	<p>In Spring 2017 42.86% of SpEd students met or exceeded ELA standards on the CAASPP.</p> <p>In Spring 2017, 50% of SpEd students met or exceeded Math standards on the CAASPP.</p>	<p>New leadership in our SpEd department and a strong partnership with classroom teachers has had a positive effect on outcomes. Implementation of new programs such as the Souday System for Reading and iReady for Reading and Math led to improved results.</p>

			Vista Grande will continue its implementation of these programs.
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STRATEGY: Time will be set aside at least once per trimester for teachers to meet with GATE/ELL/Rtl staff in order to determine flexible groups and appropriate classroom strategies to support all students.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Utilize MTSS to provide support for EL (including RFEP) students and monitor progress as the level of student skill level increases.	August 2017- June 2018	Teaching staff and site EL Lead	No site funds	N/A	N/A	N/A
Identify GATE Site Lead Coach. The GATE Site Coach will present professional development at 2 to 3 Faculty meetings during the school year. School Site Council will be included in updates.	August 2017- June 2018	Teaching staff and site GATE Lead	No site funds	N/A	N/A	N/A
Teachers will implement Tier 2 interventions in the classroom with input and support from ELL and Gate coaches.	August 2017- June 2018	Teaching staff and site EL and GATE leads	No site funds	N/A	N/A	N/A
Use of AimsWeb, iReady, SRI and AR360 data to monitor progress during the school year.	August 2017- June 2018	EL instructor, EL lead teacher, GATE lead teacher, Learning Center instructors, teaching staff and technology aide.	No site funds	N/A	N/A	N/A

Continue ELL instruction through small group instruction, to include push-in and pull-out support from the ELL aides. Continue implementation of English in a Flash software.	August 2017- June 2018	EL instructor and aide.	Salaries, Upgraded computers	Supplemental Grant as stated in Goal #2		
Continue Early Morning English support for Level 1-3 students in Grades 2-5.	August 2017- June 2018	Instructional Aide.	instruction	Supplemental Grant as stated in Goal #2		

LEA 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

State Priority 3: Parental Involvement
State Priority 5: Student Engagement
State Priority 6: School Climate

SCHOOL GOAL: #4 By June 7, 2018, all GATE identified students will have the opportunity to extend their learning via individual and/or group projects recommended by the GATE coach and implemented by classroom teachers in grades 4 and 5. By June 7, 2018 all EL identified students at Vista Grande will improve on standardized test measures by at least 3%. The number of parent volunteer hours will increase by 5% as measured by volunteer hours logged by the PTA. Tardies will be reduced by 5% as measured by Aeries attendance data.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Observations and referrals to principal for discipline.	In SY 15-16 37 referrals for student discipline incidents were documented through incident reports.	In SY 16-17 55 referrals for student discipline incidents were documented through incident reports.	In addition to piloting SEL curriculum, staff PD will address school-wide articulation of strategies for student behavioral success in the classroom as well as on the playground.
PTA volunteer hours log	In SY 15-16 Vista Grande parents logged 8,500 volunteer hours.	In SY 16-17 Vista Grande parents logged 10, 300 hours.	VG will continue to communicate the benefits of parent involvement in education through the Monday Message, Room Parent emails and Principal's Monthly Updates
Attendance Data from Aeries	In SY <u>15-16</u> 84.6% of students had good to perfect attendance, 12.5% were chronic or approaching chronically absent, and 2.8% were severely chronic or approaching severely chronically absent.	In SY <u>16-17</u> 80.5% of students had good to perfect attendance, 12.9% were chronic or approaching chronically absent and 4.7% were severely chronic or approaching severely chronically absent.	Individual circumstances influence student attendance and account for yearly fluctuation. Nevertheless, Vista Grande will proactively communicate with parents regarding attendance related to health issues and extended family "leaves" requiring independent study arrangements.

STRATEGY: Stakeholders (GATE, ELL, parents and teachers) will work together to maximize student success, academically, emotionally and socially, utilizing multiple avenues of communication.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount
Monitor school attendance and initiate 100% days throughout the school year.	August 2017- June 2018	Office Manager, Principal	No site funds	N/A	N/A	NA
Schedule SART and SARB as needed for families needing to improve school attendance	August 2017- June 2018	Principal	No site funds	N/A	N/A	NA
Provide opportunities for students to engage in the school community: Team Kids/Community Projects School Activities Lunch bunch games SPIRIT assemblies Science Night, Movie Night, Spring Festival, Father/Daughter Dance, Cultural assemblies, Science Olympiad, Battle of the Books, etc.	August 2017- June 2018	PTA, Staff	No site funds	N/A	N/A	NA
Character Education Program and Student Assemblies	August 2017- June 2018	PTA	No site funds	N/A	N/A	NA
Continue to provide instructional activities, resources and counseling for GATE students with	August 2017- June 2018	*GATE coach, GE teachers	No site funds	NA	NA	NA

an emphasis on social emotional learning						
Continue to foster Social Emotional Learning in every classroom each day –by implementing Pilots for Second Step and Mind Up	August 2017- June 2018	GE teachers	No site funds	N/A	N/A	
Provide training opportunity for Second Step pilot to include substitute coverage		GE teachers	Professional Development EEF	Certificated Personnel Salaries	EEF	\$2,210.00
Implement services of Student Support Specialist	September 2017-June 2018	Student Support Specialist, Principal, GE teachers	No site funds	NA	NA	NA

Form B: Centralized Services for Planned Improvements in Student Performance

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

LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<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	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$0	
Total amount of state and federal categorical funds allocated to this school		\$0	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jeri Delatorre	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Loewner	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sherry Canal	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teresa McKnight	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Melanie Browoleit	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Carlie Garber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Mark Tan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Bethany Gates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Glenn Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	4	<input type="checkbox"/>

⁴ EC Section 52852

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):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Debbie Kait _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

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: October 26th, 2017.

Attested:

Jeri Delatorre
Typed name of School Principal

Jeri Delatorre
Signature of School Principal

10-26-17
Date

Chris Loewner
Typed name of SSC Chairperson

Chris Loewner
Signature of SSC Chairperson

10-26-17
Date

SPSA Form F: Budget Planning Tool

School: Vista Grande Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021372

Administrator: Ms. Jeri Delatorre, Principal

Date of Revision:

Operating Schoolwide Program

(SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 84,018.00	Supplemental	\$ 84,018.00	\$ -
not applicable	Title I	not applicable	not applicable
\$ 2,210.00	Professional Development	\$ 2,210.00	\$ -

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$2,815.00
Classified Personnel Salaries	2000-2999	\$ 77,913.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$5,500.00
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

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Operating Schoolwide Program (SWP)? No

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

#1 By June 2018, Vista Grande will continue imprc

Description of expenditures for implementing this Goal	Budget Category	Code	Funding Source			
			Supplemental	Title I	Professional Development	Discretionary
			Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
First aid supplies and disaster response equipment		PTA	NA	NA	NA	NA
picnic tables for School Garden area		PTA	NA	NA	NA	NA
additional outdoor games/equipment for		PTA	NA	NA	NA	NA

SPSA Form F: Budget Planning Tool

GOAL2

School: Vista Grande Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021372

Administrator: Ms. Jeri Delatorre, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

Description of expenditures for implementing this Goal	Budget Category	Code	Funding Source	Supplemental	Title I	Professional Development	Discretionary	Professional Development
			Estimated Costs per Funding Source	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
#2 Vista Grande faculty and staff will increase impl				\$ 84,018.00	\$ -	\$ -	\$ -	\$ -
Rti instruction	Classified Personnel Salaries	2000-2999		\$ 75,703.00	\$ -		\$ -	\$ -
5 desktop computers	Books and Supplies	4000-4999		\$ 2,500.00	\$ -		\$ -	\$ -
Printing and Supplies	Books and Supplies	4000-4999		\$ 3,000.00	\$ -	\$ -	\$ -	\$ -
Math Intervention Class	Classified Personnel Salaries	2000-2999		\$ 2,815.00	\$ -	\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -	\$ -	\$ -

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Operating Schoolwide Program (SWP)? No

Goal 4: 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)

The MTSS model will ensure that all students rece

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Continue ELL instruction through small group instruction, to include push-in and pull-out support from the ELL aides. Continue implementation of English in a Flash software.			as stated in Goal #2		\$ -	\$ -
Continue Early Morning English support for Level 1-3 students in Grades 2-5.			as stated in Goal #2	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Vista Grande Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021372

Administrator: Ms. Jeri Delatorre, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

involvement for parents, students and teachers to

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 2,210.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Provide training opportunity for Second Step pilot to include substitute coverage	Certificated Personnel Salaries	2,210.00	\$ 2,210.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- Three priorities from the current SPSA include:
 - One of the top priorities for 2016-17 was reducing the number of students identified by AimsWeb data as Tier 2 or Tier 3 in Reading by 10%.
 - The second priority for 2016-17 was to increase the number of students scoring above standard on the CAASPP Math Problem Solving claim by 5%.
 - A third priority was to see 85% of fourth year ELL students reach a CELDT level of EA (Early Advanced) or A (Advanced).
- The major expenditures supporting these priorities include:
 - Salaries for Rtl personnel,
 - Hourly funding for Math Enrichment classes focused on problem-solving held for 4th and 5th grade students.
 - Funding from Supplemental Grant for the primary ELL instructional aide, a support aide, and hourly compensation for morning ELL support provided by an instructional aide.

Plan Implementation

- Strategies that were fully implemented as described in the plan related to reducing the number of Tier 2 and 3 students in Reading include:
 - Universal Screenings held three times during the school year.
 - Tier 3 interventions conducted by Learning Center staff based upon assessment data and scheduled meetings with teachers to determine flexible groups and individual student needs.
 - Accelerated Reader was implemented by grades 2-5.
- Strategies fully implemented related to increasing student success in the claim of Math Problem Solving on the CAASPP by 5% include:
 - Teacher participation in demonstration lesson for Math in Focus
 - 4th and 5th grade small group instruction in problem-solving held twice a week for 8 weeks before or after school.
- Strategies fully implemented related to 4th year ELL students reaching a CELDT status of Early Advanced or Advanced include:
 - Implementation of English in a Flash software
 - Early Morning English classes for students in 2nd-5th grades.
 - Inclusion of ELL students in Rtl for Reading programs.
- *All strategies from the current SPSA were fully implemented within designated timelines.*

Strategies and Activities

- Related to the goal of reducing the number of students identified by AimsWeb data as Tier 2 or Tier 3 in Reading by 10% effective strategies included:
 - Scheduled meetings with teachers, Rtl staff and school psychologist
 - Planned Tier 2 interventions by classroom teachers.
- Related to the goal to increase the number of students scoring above standard on the CAASPP Math Problem Solving claim by 5%, a minimally effective strategy included:
 - Beyond-the-school-day math classes for 4th and 5th grade students.
- Related to the goal for 85% of fourth year ELL students reach a CELDT level of EA (Early Advanced) or A (Advanced), effective strategies included:
 - Implementation of English in a Flash
 - Early Morning English classes
 - Integration of Rtl reading support in the ELL setting
- Based on an analysis of the impact of the strategies/activities, classes held beyond the school day were minimally effective due to:
 - Inconsistent attendance by participating students
 - Lack of attendance by targeted students
 - Lack of formative assessment data to validate/document progress toward intended improvement goals.
- Based on the analysis of this practice, it is recommended that beyond-the-school-day classes continue to be offered but require pre and post class assessments to document progress, along with formative assessments during the course so that student progress is frequently monitored.
 - Assessment results must be shared with principal and parents.

Involvement/Governance

- The School Site Council contributed to, read, and approved the SPSA plan.
- The English Learners Advisory Council (ELAC) made recommendations through their meeting process that affected the content of the current SPSA plan.
- The plan was monitored through benchmark meetings with teachers and Rtl staff, monthly faculty meetings and grade level planning sessions where teachers collaborated to meet the needs of students.

- To ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes, monthly planning and communication sessions should take place between the Rtl staff, school psychologist and the principal to ensure the fidelity of the program and that communication with classroom teachers is occurring in a timely manner. Additionally, classes that occur beyond the school day should administer pre and post assessments of students in order to determine the effectiveness of the program.

Outcomes

- None of the current SPSA goals were met as written.
- The goal of increasing the number of students scoring above standard on the CAASPP Math Problem Solving claim by 5% was not met. In 2016, 91.1% of 3rd-5th grade students met or exceeded the standard. In 2017, 91.3% of 3rd-5th grade students met or exceeded the standard. Essentially we maintained performance. Nevertheless, it must be noted that over the course of the past three years, Vista Grande has moved from 7th place among the 10 PVPUSD elementary schools to 4th place, increasing overall math performance by 6.5% points over these 3 years. Based on this information it is recommended that current strategies continue, with ongoing emphasis on problem-solving and modeling during classroom instruction.
- The goal of reducing the number of students identified by AimsWeb data as Tier 2 or Tier 3 in Reading by 10% was partially met. In Fall 2016 sixty-two (62) students qualified as Tier 2 or 3, requiring intervention. In Spring 2017 sixty-three (63) students were identified as Tier 2 or 3. In the strictest sense we did not meet the goal; however, a closer look at the data shows that 13 of the original 62 students (21%) moved out of Tiers 2 or 3, while in the course of the school year 14 more students were identified for intervention in Tiers 2 and 3. This demonstrates that intervention strategies are working. Based on this information it is recommended that current strategies continue, with a high priority on frequent monitoring of student progress, communication with teachers and parents and scheduled meetings between teachers and Learning Center staff to determine flexible groups.
- A third priority was to see 85% of fourth year ELL students reach a CELDT level of EA (Early Advanced) or A (Advanced). Because CELDT was suspended in 2017 it is not possible to measure this goal as written. Vista Grande was designated a pilot school for the new ELPAC test that will replace the CELDT. It must be noted that according to AimsWeb testing in Spring 2017, 82% of ELL students with four or more years of English experience demonstrated proficiency by meeting or exceeding ELA standards on the CAASPP. This is 2 percentage points higher than their fluent English classmates. Additionally, CAASPP scores show that among *all* ELL students 58.7% met or exceeded standards for ELA.