

School Year: **2025-26**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vista Grande Elementary	37-67991-6101794	May 28, 2025	August 5, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Vista Grande has an enrollment of over 600 students. Of those students, 51.6% are Socioeconomically Disadvantaged 16.1% are identified as English Learners. According to the 2024 California Dashboard, Vista Grande's academic performance is Yellow, indicating that the performance is at a medium level for both English language Arts and Mathematics. To meet the needs of our diverse student population, the school plan is aligned to the Cajon Valley Union School District LCAP and ESSA requirements.

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

All students, staff, and families will feel safe, empowered, and respected.

All students will excel in reading, writing, listening, speaking, and mathematics.

Students with disabilities will demonstrate expected yearly growth in literacy skills.

In collaboration with our School Site Council, we have ensured that our plan aligns with the district's LCAP goals, with a specific focus on improving English language arts and mathematics, reducing suspension rates, and addressing chronic absenteeism. Vista Grande has placed an intentional focus on academic improvement through the integration of Multi-Tiered System of Supports (MTSS), which supports differentiated learning paths for all students. By embracing the science of reading and providing ongoing professional development for teachers, our school aims to enhance instructional quality and improve student learning outcomes. Instructional coaching further supports the implementation of effective teaching strategies across all classrooms.

In addressing non-academic barriers to student success, our plan includes comprehensive family engagement initiatives designed to reduce chronic absenteeism, such as home visits and actively collaborating with families. Efforts to decrease suspension rates focus on increasing student engagement during unstructured times, improving supervision, and fostering strong student relationships through school leadership. The school also implements targeted interventions during these times to cultivate positive behavior and social-emotional skills, enhancing the overall school climate. Additionally, the school leadership plays a pivotal role in building trust and rapport with students, which is crucial for mitigating conflicts and encouraging respectful interactions.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations..... 6
 - Analysis of Current Instructional Program..... 7
- Educational Partner Involvement 13
- School and Student Performance Data 15
 - Student Enrollment..... 15
 - CAASPP Results..... 17
 - ELPAC Results 21
 - Student Population 23
 - Overall Performance 25
 - Academic Performance 27
 - Academic Engagement 32
 - Conditions & Climate..... 34
 - iReady Reading Diagnostic Assessment 36
 - iReady Reading Diagnostic Growth Reports..... 37
 - iReady Math Diagnostic Assessment..... 38
 - iReady Math Diagnostic Growth Reports 39
 - Annual Gallup Parent Survey Data 40
 - Annual Gallup Student Survey Report 42
 - Student Survey Report..... 43
- Goals, Strategies, & Proposed Expenditures..... 44
 - Goal 1..... 44
 - Goal 2..... 48
 - Goal 3..... 53
 - Goal 4..... 59
- Budget Summary 63
 - Budget Summary 63
 - Other Federal, State, and Local Funds 63
- Budgeted Funds and Expenditures in this Plan 64
 - Funds Budgeted to the School by Funding Source..... 64
 - Expenditures by Funding Source 64

Expenditures by Budget Reference64
Expenditures by Budget Reference and Funding Source64
Expenditures by Goal64
School Site Council Membership66
Recommendations and Assurances67

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As seen in our previous data tables, we collect voice throughout the year using multiple surveys and data collection tools.

Q12:

In order to collect data from our staff members, we use Gallup Q12. The Gallup Q12 is a proven tool that school districts utilize to measure staff engagement, providing insightful data on the key elements that drive employee satisfaction and commitment, thus enabling targeted strategies to enhance workplace morale and productivity. On our most current Q12, our engagement scores were:

64 % Engaged

Decrease by 7% from last year.

Based on this survey,

Q01 I know what's expected of me at work 4.72.

Q02. Materials and Equipment 4.15

SSC Surveys:

As a part of our SSC meetings, we review our site goals, metrics, and expenditures. At the end of each meeting, we collect feedback from our SSC and ELAC participants. In this survey, we asked for areas of pride (what is working?) and areas of growth (what isn't working?).

LCFF Priority Survey: The LCFF Priority Survey reflects parents are proud of Vista Grande's high-quality, professional teaching staff, excellent leadership, and school facilities, including the appearance and cleanliness of the buildings and school grounds. We are also proud of the variety of family engagement opportunities provided throughout the year, including PTA-sponsored family events, parent leadership meetings, workshops, cultural and wellness fairs, as well as both school-wide and classroom volunteer opportunities. We pride ourselves in providing welcome, safe, inviting, and inclusive environments for students in our school office, common spaces, and classrooms. An area of growth is we are limited on space and see the need for an updated sound system in our MPR.

Goal 1 Survey: All students will be prepared with the skills needed to be gainfully employed, based on their strengths, values, and interests. All students are introduced to their RIASEC themes, engaging in career readiness based on their unique strengths, values, and interests. Students are engaged in hands-on project-based STEAM activities in alignment with grade level standards. Our Visual and Performing Arts teacher works with each grade level so that every student has the opportunity to perform in front of peers and/or families. Students are given structured opportunities to practice speaking and singing, as well as using movement and props; music and drama direction is used intentionally to develop oral language. Presentation literacy is encouraged across grade levels in age-appropriate contexts. Through Biztown, students have the opportunity to create resumes, fill out job descriptions, learn financial literacy concepts, and engage in discussions of real-world topics. An area of growth is consistency across all grade levels.

Goal 2 Survey: Students, staff, and families at Vista Grande feel safe, empowered, and respected. Families report experiencing a strong sense of community and connection, appreciating both school-wide and classroom communication. VG ensures that all parents and students feel welcome by

hosting many school events each month to help families and students connect with each other. Staff members share they feel comfortable approaching admin and other teachers on their team for help, advice, or to voice a concern. Staff also responded to the survey sharing that administration, parents, and PTA at VG regularly express appreciation for effort and dedication which makes them feel respected.

Goal 3 Survey: All students will excel in speaking, writing, listening, speaking, and mathematics. Parents responded with an appreciation of Vista Grande educators' investment in the learning process and proficiency with academic standards, which has resulted in measurable progress for their students in math, reading, and writing. Teachers are trained in the Science of Reading, guiding students in phonics instruction and phonemic awareness, promoting academic language and providing a language-rich environment to enhance vocabulary development. Presentation literacy is a core value of Vista Grande at every grade level; students are provided with a variety of opportunities to present and demonstrate their learning. Within grade levels, teachers utilize common literacy and fluency assessments, then utilize data to inform instruction and provide intervention as needed. Math is embedded cross-curricular and applied to real world problems.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Procedure for DEEP Process:

Beginning of the School Year- Credential staff/teachers use the self-evaluation tool to identify current practices

Staff and administrator meet together to set goals and determine evidence to collect to best measure success/goal achievement

Observations: The principal conducts informal and formal walk-throughs, pre/post conferences, two formal observations, and conferences following each observation.

Summative Evaluation: CVUSD Certificated Appraisal Form is completed and turned into the Personnel Department by May.

On average, the principal visits classrooms and collects qualitative data on teacher effectiveness at least twice a month.

Based on these observations and evaluations, identified needs are continued collaboration for vertical alignment to build on skills and knowledge from previous grades and classes as they move through each grade level, professional learning around the Science of Reading.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State Assessments Include: ELPAC, CAASPP, CAA, CAST, and Physical Fitness Testing (5th Grade only)

*See the analysis of student performance assessment data conclusions for CAASPP, ELPAC and the California Dashboard.

Local assessments include: iReady Diagnostic Assessment for ELA/Math (please see sections Student Performance Data: Reading Diagnostic Assessment, Student Performance Data: Reading Diagnostic Growth Reports, Student Performance Data: Math Diagnostic Assessment, Student Performance Data: Math Diagnostic Growth Reports for additional information about our iReady Diagnostic data). In K-2, we also administer the CORE phonemic awareness and CORE phonics survey.

Grade level teams collaborate to determine appropriate benchmark and formative assessments based on the Cajon Valley priority standards by trimester. This data is used to improve instruction, plan small groups, and provide acceleration and/or intervention to students based on their individual needs. Additional data is collected through our adaptive programs which are used by staff to personalize learning based on student need.

Based on this data, our identified student needs continue to center around strengthening foundational skills in both math and English Language Arts (ELA). In math, students require increased support in areas such as number sense, problem-solving, and application of mathematical reasoning. In ELA, continued growth is needed in reading fluency, comprehension, and written expression. These trends highlight the importance of ongoing, targeted instruction and differentiated support to ensure all students meet or exceed grade-level expectations. As a result, instructional teams remain focused on using data to inform small group instruction, scaffold learning, and implement evidence-based strategies for both intervention and acceleration.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use iReady standards based assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school meets all qualifications for highly qualified staff in all areas, Certificated and classified staff are vetted by the Cajon Valley Personnel Department and meet all requirements. In addition, we offer BTSA to our new teachers and pair them with a Cajon Valley teacher as a mentor.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley Union School District Personnel Department. Based on our annual Williams audit we have found all students and staff have access to district adopted core curriculum materials. In order to ensure all staff members have access to professional learning, we have an asynchronous learning platform (Cajon 365), that provides learning 24-7. Staff members can find training and support for the district adopted curriculum, as well as best practices in academics and technology. In addition to Cajon365, all staff members are invited to participate in professional learning during Summer, Spring, and Winter academies.

Vista Grande provided Science of Reading professional development to all teachers and staff, focusing on improving literacy instruction quality and ensuring uniform teaching practices school-wide. Additionally, staff engaged in LETRS (Language Essentials for Teachers of Reading) and Barton training. These efforts are aligned with educational standards aimed at boosting teacher effectiveness and fostering lasting academic achievement for every student.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning opportunities include: Digital badging through Cajon365, Academies, minimum day Mondays, release time, additional compensated planning time

All staff are provided access to our online professional learning platform called Cajon365. This platform allows staff to access professional learning 24-7 on hundreds of topics including district initiatives and core curriculum. All certificated staff members are provided compensation up to six hours of professional learning on Cajon365. Any professional learning that is offered, is converted to this platform so that anyone can access it after it is offered live.

Based on our district wide Professional Learning Survey, staff identified the following needs..

A greater need to understand current instructional resources and standards

How to effectively apply these resources in an online or blended environment.

Differentiation of standards in order to personalize learning for all students

Additional time to plan when initiating new instructional models

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Level Instructional Coaches and Program Specialists will provide ongoing instructional assistance and support for teachers in English Language Arts, Mathematics, English Learner and Special Education Strategies, and Visual and Performing Arts. For our teachers in need of clearing their credential, we offer BTSA mentorship and support over two years.

Vista Grande fosters staff development by ensuring alignment with content standards, using student data to guide instruction, and addressing diverse professional learning needs. This strategic support enhances teacher effectiveness, resulting in better student outcomes and fostering a culture of ongoing advancement. For the 2024-2025 school year, teachers will have release time for professional learning to deepen their understanding of best practices and strategies for literacy instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided grade-level collaboration time during early release Mondays.

Additionally, grade-level teams will be released once a trimester for collaboration, planning, and professional learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District priority standards have been identified to help teachers narrow focus and to support centralized resources that will supplement current curriculum to ensure all students have comparable instructional activities for any learning environment.

Instructional materials are available in all grade levels for mathematics, English language arts, science, and English Language Development. We have supplemented our current K-5 Science curriculum with Mystery Science in order to provide students with a richer experience with the NGSS standards.

Additionally, students receive intervention support in the following approved intervention programs: SRA REACH, SIPPS, Imagine Learning English, iReady Teacher Toolbox and Online Lessons, and ST Math

Based on this data, an identified need is to supplement current social studies/history curriculum as the state has not yet released new standards and our current adoption has become increasingly outdated.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow State recommendations for instructional minutes as well as recommendations from the teacher's guides and curriculum manuals.

All schedules have been built around the California Department of Education's Daily Minute Requirements, including 30 minutes of Designated English Language Development for English Learners.

CDE Daily Minutes Requirements (live and independent work)

180 instructional minutes in TK/kindergarten.

230 instructional minutes in grades 1 to 3

240 instructional minutes in grades 4 to 8

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students. Teachers work with small groups of students based on their academic needs to provide intensive and targeted support.

As part of our districtwide literacy initiative, master schedule flexibility is crucial as we collect data throughout the year to determine intervention needs.

Effective collaboration between general education teachers and specialized academic instructors ensures that students receive comprehensive instruction without missing core lessons, phonics training, or intervention groups. This is achieved through prioritizing core instruction, synchronizing intervention and support schedules, efficiently utilizing inclusive and pull-out methodologies, leveraging technology, optimizing instructional time, fostering clear communication channels, and consistently monitoring and adjusting schedules. These efforts collectively cultivate a learning environment where every student has the opportunity to excel.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by Williams ESEA requirements.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (TK)
The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillian/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Current adoptions for English Language Arts and Mathematics provide instructional support for students who are below standards, near and meeting standards. The CVUSD District supports the following interventions for underperforming students:

- iReady ELA Teacher Toolbox and Online Lessons
- iReady Math Teacher Toolbox and Online Lessons
- Adaptive Online Programs (ST Math, Khan Academy, Beable)
- School Counselor
- Community Liaison
- Paraprofessional Support

Vista Grande has a site-funded intervention teacher to provide additional targeted support for English learners before school.

Evidence-based educational practices to raise student achievement

- Multi-Tiered System of Support for Academics, Social Emotional Learning, and Attendance
- Teacher Collaboration focused on Data Analysis and Instructional Planning
- Guided Language Acquisition and Design Strategies (GLAD)
- Cognitively Guided Instruction for Mathematics (CGI); Number Talks & Problem Solving
- Small-group Instruction
- Improvement Science (Plan, Do, Study, Act Cycles)
- Needs Assessments (Quantitative Data & Qualitative Data)
- Science of Reading, LETRS Training
- Barton Reading and Spelling System

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- School Counselor
- Community/Parent Liaison
- Parent University and Workshops
- Student Study Teams Process (SST)
- School Needs Assessment
- School Parent Walk-throughs and Program Evaluation
- Title 1 Meeting for Data Analysis and LCAP Goals
- Extended Learning Opportunities
- Parent Engagement Site Planning and Goal Setting

Our current parent communication platform is Parent Square. This app based tool allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Title 1 Parent Meetings, Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach

School Counselor

Community/Parent Liaison

Bilingual Facilitator

Newcomer Teacher

Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)

Support/Intervention Teachers

Learning Loss Intervention Teachers

After-school Tutoring

Fiscal support (EPC)

Title I, II, III, IV

Supplemental Concentration Funds

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is a vital process that depends on ongoing engagement from staff, parents, students, and various stakeholders, especially those representing diverse groups. This process entails continuous review and development, including assessing needs and evaluating programs through the School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

We initiate the site SPSA development process each year by analyzing annual review data from the previous SPSA and conducting site needs assessments. Working closely with the SSC, we formulate the site SPSA based on identified needs. By the end of the year, the SSC will approve this site SPSA and submit it to the district school board for final endorsement.

This process establishes a framework for ongoing evaluation of existing programs to ensure they address the evolving needs of our students. Throughout the year, the SSC convenes regularly to review objectives, metrics, expenditures, and the effectiveness of implemented programs. Decision-making is guided by data, focusing on student outcomes to adapt educational programs, professional learning opportunities, and additional curricula as needed. Our ELAC meetings concentrate specifically on the needs of English Learners, culminating in recommendations for SPSA development.

This continual improvement process is the SSC's responsibility to review and revise the SPSA periodically. Drawing on input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary adjustments during its meetings throughout the year, ensuring that the plan and budget consistently align with school needs. Furthermore, feedback from staff meetings and student surveys contributes ongoing insights, ensuring that the SPSA accurately reflects the needs and aspirations of our entire school community.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.70%	0.65%	0.98%	4	4	6
Asian	5.59%	5.2%	5.25%	32	32	32
Filipino	0.17%	0.16%	0.16%	1	1	1
Hispanic/Latino	15.03%	16.42%	16.89%	86	101	103
Pacific Islander	1.22%	1.3%	0.98%	7	8	6
White	63.99%	63.74%	65.08%	366	392	397
Multiple/No Response	3.32%	2.76%	2.79%	19	17	17
Total Enrollment				572	615	610

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	117	123	87
Grade 1	77	102	95
Grade 2	103	84	104
Grade3	101	106	87
Grade 4	99	108	105
Grade 5	75	92	90
Total Enrollment	572	615	610

Conclusions based on this data:

1. The 2023-24 enrollment remained steady in comparison to the 2022-2023 school year. We experienced some fluctuations in grade levels, most notably a decrease in kindergarten enrollment, and an increase in second grade enrollment. Enrollment of our Hispanic/Latino student group increased each year, however due to an overall increase in enrollment, the percent of students in the Hispanic/Latino student group has remained approximately 16% of the student population.
2. The greatest change in enrollment was a decrease in Kindergarten, with 127 students in 2022-2023 and decreasing by 36 students to 87 in 2023-2024.
3. The data shows a drop in enrollment each year between kindergarten and grade 1. This presents a need for goals to increase our family and community engagement opportunities in kindergarten in order to retain these students. We must create a sense of connectedness that positively impacts student learning and achievement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	107	97	98	18.70%	15.80%	16.10%
Fluent English Proficient (FEP)	13	20	24	2.30%	3.30%	3.90%
Reclassified Fluent English Proficient (RFEP)	15	16	19	2.60%	2.60%	3.10%

Conclusions based on this data:

- The percentage of English Learners decreased in enrollment from 18.7% to 16.1% in 2023-2024.

Reclassified Fluent English Proficient (RFEP): The number of students identified as Reclassified Fluent English Proficient has decreased from 11.5% to 7.76% in 2022-2023. An identified need from this data, is to further explore why our reclassification rates have dropped and to improve reclassification rates.
- The percentage of Fluent English-proficient students increased from 36 students in 2022-2023 to 43 students in 2023-2024. The number of students identified as Fluent English proficient has increased from 4.9% to 7%.
- Teachers will continue to participate in data analysis during collaboration time for English Learners and design lessons and units that include effective and engaging strategies for all learners, with special attention given to EL Standards and skills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	278	303	284	276	300	281	276	300	281	99.3	99.0	98.9

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	20.65	23.67	26.33	26.45	22.00	23.49	21.74	25.67	22.06	31.16	28.67	28.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	17.39	14.33	20.28	62.68	64.67	60.85	19.93	21.00	18.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	16.67	21.67	22.78	55.07	54.67	52.67	28.26	23.67	24.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	10.87	11.33	11.03	73.19	73.67	73.31	15.94	15.00	15.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	13.04	13.00	14.59	67.39	65.67	64.06	19.57	21.33	21.35

Conclusions based on this data:

1. The CAASPP results show that a combined 49.82% of all students either met or exceeded the standard in English Language Arts. This indicates that nearly half of the student population is performing at or above grade-level expectations. However, the remaining portion of students—those not meeting the standard—suggests a continued need for differentiated instruction and targeted support to close achievement gaps and ensure all students reach proficiency.
2. Students demonstrated strong performance in the area of producing clear and purposeful writing. With 22.78% performing above standard and 73.31% at or near standard, this suggests that writing instruction has been effective in helping students express ideas clearly, organize their thoughts, and use appropriate language for different tasks. Continued focus on writing strategies can help move more students from "near standard" to "above standard," further strengthening this area.
3. In the domain of research and inquiry, which includes investigating, analyzing, and presenting information, 14.59% of students performed above standard, and 64.06% were at or near standard. These results indicate that students are generally capable of engaging with informational texts and using evidence to support their understanding. However, the relatively lower percentage of students above standard highlights an opportunity for deeper instruction in critical thinking, data analysis, and synthesis of information to elevate more students to advanced levels of performance.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	N/A	N/A	N/A	21.01	20.67	23.49	32.25	30.00	28.47	25.00	28.33	25.98	21.74	21.00	22.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	30.43	27.67	27.40	47.83	51.67	52.67	21.74	20.67	19.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	23.55	21.33	22.06	52.54	54.00	55.16	23.91	24.67	22.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
All Grades	22.83	21.00	21.35	59.06	62.00	60.85	18.12	17.00	17.79

Conclusions based on this data:

1. With 23.49% of students performing above standard and 28.47% meeting the standard, over half (51.96%) of students demonstrated proficiency in mathematics. This suggests a solid foundational understanding among many students, but also highlights a significant portion who may require additional support to reach grade-level expectations.
2. Students showed particular strength in applying mathematical concepts and procedures, with 27.4% above standard and 52.67% meeting the standard. Similarly, in problem solving and modeling/data analysis, a strong majority (77.22%) were at or above standard. These results reflect effective instruction in core mathematical skills and real-world application. Targeted enrichment and advanced tasks could help move more students into the "above standard" category.

3. While 21.35% of students exceeded the standard in communicating reasoning and 60.85% were at or near standard, this domain had the lowest percentage of students performing above standard. This suggests a need to further develop students' ability to clearly articulate and justify their mathematical thinking, possibly through increased use of math discourse, written explanations, and structured reasoning tasks in daily instruction

School and Student Performance Data

ELPAC Results

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	0.00	10.71	45.00	30.00	42.86	30.00	65.00	32.14	15.00	5.00	14.29	20	20	28
1	7.14	5.26	12.50	35.71	31.58	18.75	28.57	52.63	50.00	28.57	10.53	18.75	14	19	16
2	31.25	15.38	9.52	56.25	23.08	47.62	12.50	53.85	42.86	0.00	7.69	0.00	16	13	21
3	8.33	*	0.00	41.67	*	46.15	25.00	*	46.15	25.00	*	7.69	12	*	13
4	30.77	6.67	7.69	30.77	60.00	76.92	23.08	33.33	15.38	15.38	0.00	0.00	13	15	13
5	27.27	*	7.14	36.36	*	57.14	31.82	*	35.71	4.55	*	0.00	22	*	14
All Grades	19.59	10.47	8.57	41.24	33.72	46.67	25.77	50.00	37.14	13.40	5.81	7.62	97	86	105

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	10.00	25.00	35.00	45.00	39.29	30.00	40.00	28.57	15.00	5.00	7.14	20	20	28
1	35.71	15.79	18.75	35.71	47.37	43.75	28.57	26.32	18.75	0.00	10.53	18.75	14	19	16
2	68.75	23.08	33.33	31.25	46.15	47.62	0.00	23.08	19.05	0.00	7.69	0.00	16	13	21
3	16.67	*	38.46	50.00	*	30.77	16.67	*	30.77	16.67	*	0.00	12	*	13
4	53.85	46.67	92.31	15.38	40.00	7.69	15.38	6.67	0.00	15.38	6.67	0.00	13	15	13
5	59.09	*	57.14	36.36	*	42.86	0.00	*	0.00	4.55	*	0.00	22	*	14
All Grades	43.30	27.91	40.00	34.02	44.19	37.14	14.43	20.93	18.10	8.25	6.98	4.76	97	86	105

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.52	0.00	7.14	33.33	10.00	14.29	38.10	75.00	60.71	19.05	15.00	17.86	21	20	28
1	4.76	0.00	6.25	57.14	26.32	31.25	23.81	47.37	25.00	14.29	26.32	37.50	21	19	16
2	9.09	0.00	4.76	63.64	23.08	33.33	0.00	38.46	42.86	27.27	38.46	19.05	11	13	21
3	0.00	*	0.00	18.18	*	7.69	45.45	*	46.15	36.36	*	46.15	11	*	13
4	16.00	0.00	0.00	16.00	20.00	15.38	36.00	60.00	61.54	32.00	20.00	23.08	25	15	13
5	21.43	*	0.00	42.86	*	21.43	21.43	*	64.29	14.29	*	14.29	14	*	14
All Grades	5.15	1.16	3.81	29.90	19.77	20.95	38.14	55.81	50.48	26.80	23.26	24.76	97	86	105

Conclusions based on this data:

1. In the overall language performance, 55.24% of students scored at Levels 3 and 4 overall, indicating that more than half of English learners are progressing toward English proficiency. However, 44.76% remain at the lower levels (1 and 2), signaling a need for continued, targeted language development to ensure equitable access to academic content.
2. Oral Language Skills are a relative strength. The majority of students (77.14%) scored at Levels 3 and 4 in oral language, showing strength in listening and speaking skills. Only 4.76% were at Level 1. This suggests that students are generally confident and capable in verbal communication and benefit from oral language-rich instruction. Continued opportunities for structured academic talk and collaborative learning can build on this strength.
3. Written language is the most critical area of need, with only 3.81% of students at Level 4 and a combined 75.24% scoring at Levels 1 and 2. This indicates that most English learners are still developing foundational writing and reading skills in English. Focused literacy instruction, writing scaffolds, and integrated language development across content areas will be essential to accelerate progress in this domain.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
610	51.6%	16.1%	0.0%
Total Number of Students enrolled in Vista Grande Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	16.1%
Foster Youth	0	0.0%
Homeless	5	0.8%
Socioeconomically Disadvantaged	315	51.6%
Students with Disabilities	88	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1%
American Indian	0	0.0%
Asian	32	5.2%
Filipino	1	0.2%
Hispanic	103	16.9%
Two or More Races	17	2.8%
Pacific Islander	6	1%
White	397	65.1%

Conclusions based on this data:

1. With more than half of the student body identified as socioeconomically disadvantaged, equitable access to academic support, enrichment opportunities, and basic resources is a priority. This includes intentional funding for

intervention programs, extended learning, and social-emotional supports that remove barriers to learning and promote upward academic mobility.

2. English learners represent a significant portion of our student body. Targeted goals for English language development, professional development for integrated and designated ELD instruction, and progress monitoring systems aligned to ELPAC and classroom data are needed. Family engagement strategies that support communication and partnership with multilingual families are also essential.
3. With nearly one in seven students receiving special education services, it is essential that inclusive practices, differentiated instruction, and supports aligned with Individualized Education Programs (IEPs). Co-teaching models, access to core curriculum, and data-driven progress monitoring must be embedded to ensure meaningful participation and achievement for students with disabilities.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Green

Conclusions based on this data:

1. Students are doing well in English Language Arts, but Math needs more attention. Overall, students are meeting expectations in reading and writing (indicated by "green" on the dashboard), indicating that most are on track in English Language Arts. However, in math, students are not performing at the same level ("yellow" rating), which means the school needs to focus on improving how math is taught and supported in the classroom. This could include extra help for students who are behind or new approaches to teaching math concepts.

2. English learners made enough progress to earn a “green” rating in their language development, which is encouraging. We will continue to build on this growth by providing strong academic support in both language and content learning, enabling these students to continue improving across all subjects.
3. The school received a “yellow” rating for chronic absenteeism, meaning too many students are missing too much school. Missing school often leads to falling behind in class, particularly in foundational skills such as reading and math. Additionally, the “orange” rating for suspensions indicates a high rate of students being removed from class due to behavioral issues. This affects not only the learning of those students but can also disrupt classroom environments. To address this, the school should include strategies in its plan, like family engagement

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.6 points below standard</p> <p>Increased 8.5 points</p> <p>276 Students</p>	<p>English Learners</p> <p>Orange</p> <p>51.8 points below standard</p> <p>Declined 6.9 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>15.1 points below standard</p> <p>Increased 6.7 points</p> <p>139 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>78.8 points below standard</p> <p>Declined 10.5 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>10.5 points below standard</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>23.3 points below standard</p> <p>Declined 3.1 points</p> <p>44 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>White</p>  <p>Green</p> <p>1.1 points below standard</p> <p>Increased 9.9 points</p> <p>174 Students</p>

Conclusions based on this data:

1. All students are currently just 2.6 points below the state standard in English Language Arts and have shown significant growth, improving by 8.5 points since last year. This positive trend suggests that the school's current teaching strategies and programs are helping most students move closer to grade-level expectations. However, expanded access to academic and social-emotional supports, as well as targeted progress monitoring, is needed.
2. Students who are learning English as a second language are performing 51.8 points below the standard, and their scores declined by 6.9 points from last year. This group is not only far behind but also moving in the wrong direction, indicating an urgent need to reevaluate how we support English learners in reading comprehension, vocabulary, and writing.
3. Socioeconomically disadvantaged students are 15.1 points below the standard, but they showed growth, improving by 6.7 points since last year. These students are still not yet meeting grade-level goals. Continued academic support, access to resources, and family engagement is necessary to keep this progress going.

School and Student Performance Data

Academic Performance Mathematics

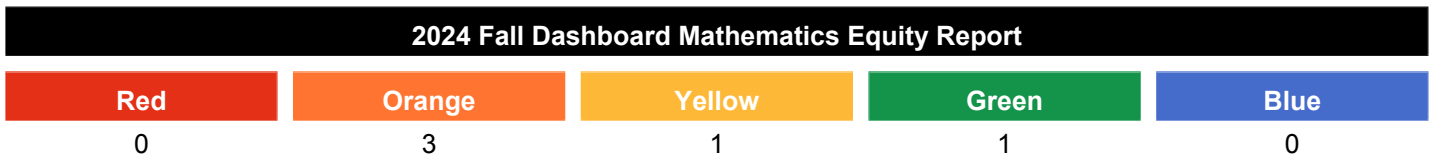
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>2.3 points below standard</p> <p>Maintained 2.2 points</p> <p>276 Students</p>	<p>English Learners</p> <p> Orange</p> <p>40.0 points below standard</p> <p>Declined 5.4 points</p> <p>56 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>10.9 points below standard</p> <p>Increased 7.4 points</p> <p>139 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>69.0 points below standard</p> <p>Declined 9.3 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>7.0 points above standard</p> <p>14 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>31.4 points below standard</p> <p>Declined 25.3 points</p> <p>44 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>White</p>  <p>Yellow</p> <p>0.8 points below standard</p> <p>Maintained 2.8 points</p> <p>174 Students</p>

Conclusions based on this data:

1. Students are 2.3 points below the state standard in math, which places them in the “Yellow” performance level. This means students are close to meeting expectations, but have not yet fully reached grade-level standards. There was no significant change from last year’s results, so while performance is stable, more targeted instruction and support may be needed to help students cross the threshold into meeting or exceeding standards.
2. Students who are learning English are 40 points below the standard and their scores dropped by 5.4 points since last year. This puts them in the “Orange” performance level, which indicates a serious academic concern. These students may be struggling to understand math concepts while also developing English language skills. The data suggests a need for the school to provide more language-accessible instruction, math interventions, and dedicated support to help these students succeed.
3. Students from low-income families are 10.9 points below the standard, which is still below grade level, but they made a strong gain of 7.4 points this year. Their performance is rated as “Green”, which is encouraging. It shows that the programs or supports in place may be helping this group make meaningful progress. Continued support—such as small group instruction, access to tutoring, and family partnerships—will be important to maintain and build on this growth.

School and Student Performance Data



Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 54.7% making progress. Number Students: 75 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 18.7%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 24%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 54.7%

Conclusions based on this data:

- While 18.7% of English learners experienced a decrease in their ELPI level this year, this highlights an important opportunity to provide targeted support and interventions. With focused attention and tailored instruction, these students have a strong chance to regain momentum, strengthen their language skills, and confidently succeed in their academic journey moving forward.
- A significant number of English learners—24%—are maintaining steady progress at ELPI levels 1, 2, or 3, which are important stages in developing English proficiency. While they may not have advanced to the next level yet, this stability shows a strong foundation to build on. With continued personalized instruction and focused support in reading, writing, and math, these students are well positioned to accelerate their language growth and achieve greater success in the coming year.
- While no students maintained ELPI Level 4 this year—the stage just before reclassification as fluent English proficient—this highlights an opportunity to strengthen support for students who are on the verge of meeting language proficiency goals. With targeted instruction and consistent guidance, these students are well-positioned to make meaningful progress and successfully transition out of English learner status in the near future.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 1.3</p> <p>640 Students</p>	<p>English Learners</p> <p> Red</p> <p>23.7% Chronically Absent</p> <p>Increased 2.9</p> <p>114 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>19.3% Chronically Absent</p> <p>Declined 1.5</p> <p>348 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20.7% Chronically Absent</p> <p>Declined 2.2</p> <p>111 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Orange</p> <p>15.2% Chronically Absent</p> <p>Increased 3</p> <p>33 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Yellow</p> <p>18.9% Chronically Absent</p> <p>Declined 8.7</p> <p>111 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>14.9% Chronically Absent</p> <p>Declined 4.3</p> <p>67 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Orange</p> <p>13.7% Chronically Absent</p> <p>Increased 1.2</p> <p>415 Students</p>

Conclusions based on this data:

1. Although chronic absenteeism is still a concern, the percentage of all students missing excessive days has declined by 1.3%, showing progress in encouraging regular attendance schoolwide.
2. Both socioeconomically disadvantaged students and students with disabilities showed decreases in chronic absenteeism (down 1.5% and 2.2%, respectively). This improvement reflects the effectiveness of targeted outreach and support programs aimed at helping these groups stay engaged and in school. Our school counselor will continue to connect with and provide resources for families.
3. ?While chronic absenteeism among English learners increased slightly, recognizing this challenge early allows the school to develop focused strategies and family partnerships to improve attendance. With these efforts, we can expect better attendance and engagement for English learners moving forward.

School and Student Performance Data

Conditions & Climate Suspension Rate

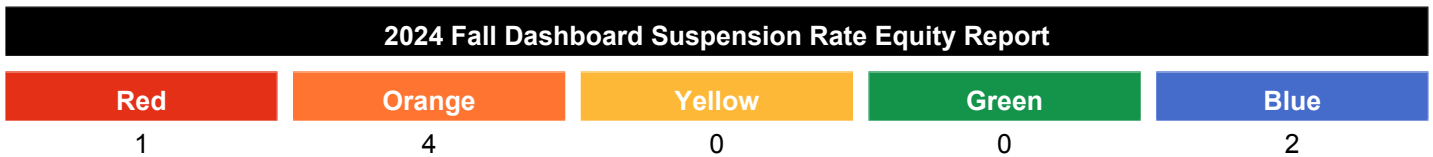
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.4% suspended at least one day</p> <p>Increased 1.2%</p> <p>646 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>116 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>354 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>7.1% suspended at least one day</p> <p>Increased 6.1%</p> <p>112 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>34 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>112 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>67 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>White</p>  <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.7%</p> <p>419 Students</p>

Conclusions based on this data:

1. The overall suspension rate for all students rose to 1.4%, an increase of 1.2% from the previous year. This rise highlights the importance of expanding behavior supports and positive discipline practices to ensure students remain in class and engaged in learning.
2. There is a clear opportunity to better support socioeconomically disadvantaged students. This group experienced a 2% suspension rate, with an increase of 2% over the previous year. The school is using this data to inform efforts to strengthen equity-based supports—such as social-emotional learning and restorative practices—that address root causes and promote positive outcomes.
3. English learners had a 1.7% suspension rate, rising 1.7% from last year. The school sees this as an opportunity to provide culturally responsive strategies and additional guidance to help English learners stay connected, supported, and successful in the classroom.

School and Student Performance Data

iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	65	24	10	61	28	11	-4%
English Learners	31	44	25	29	46	25	-2%
Socioeconomically Disadvantaged	56	28	16	50	37	13	-6%
Students with Disabilities	38	32	30	41	28	31	3%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	100	0	0	100	0	0	0%
Asian	74	18	9	77	16	7	3%
Black or African American	67	33	0	80	20	0	13%
Native Hawaiian or Other Pacific Islander	71	29	0	71	29	0	0%
White	67	22	11	59	30	11	-8%
Two or More Races	71	14	14	55	35	10	-16%
Hispanic or Latino				57	31	12	

Conclusions based on this data:

1. Strong Overall Performance: A majority of students (61%) are performing at or above grade level, showing that core instruction is effectively supporting student achievement across the school.
2. Half of socioeconomically disadvantaged students are meeting grade-level expectations, and 41% of students with disabilities are performing at Tier 1—indicating that supports are helping to close learning gaps.
3. While English learners and students with disabilities still face academic challenges, their current levels of Tier 1 performance (29% and 41%, respectively) demonstrate that focused interventions are yielding results and have the potential to drive further growth.

School and Student Performance Data

iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	56	56
Socio-economically Disadvantaged	52	57
English Learners	44	48
Students w/Disabilities	51	45

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		55
American Indian or Alaska Native	0	100
Asian	50	57
Black or African American	40	40
Native Hawaiian or Other Pacific Islander	71	20
White	57	57
Two or More Races		63

Conclusions based on this data:

- 58% of students are on track to meet their typical growth for 23-24 based on D2.
60% of English Learners are on track to meet their typical growth for 23-24.
49% of Students with Disabilities are on track to meet their typical growth for 23-24.
- 60% of English Learners are on track to meet typical growth for 23-24. This data indicates that our EL students are currently outperforming their peers
- While most students are on track to meet their growth targets for the academic year 2023-2024, there are differences among subgroups. English Learners show slightly better progress than the overall student body, whereas Students with Disabilities face more significant challenges in meeting their growth expectations. This data suggests a need for differentiated support strategies tailored to the specific needs of different student groups to ensure equitable educational outcomes.

School and Student Performance Data

iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	22-23			23-24			% Change in Tier 1 from 22-23 to 23-24
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	64	29	8	63	29	8	-1%
English Learners	33	53	15	36	50	14	+3%
Socioeconomically Disadvantaged	52	38	10	52	38	10	0%
Students with Disabilities	41	30	29	37	37	26	-4%

Diagnostic #3 (% of students per tier)							
	22-23			23-24			
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
American Indian or Alaska Native	0	100	0	100	0	0	
Asian	68	26	6	76	24	0	
Black or African American	67	33	0	80	20	0	
Native Hawaiian or Other Pacific Islander	86	0	14	0	100	0	
White	64	28	8	62	30	8	
Two or More Races	62	33	5	60	30	10	
Hispanic or Latino				54	38	8	

Conclusions based on this data:

1. The I-Ready Math Diagnostic results for 2023–24 reflect encouraging progress across our student population, with 63% of all students performing at Tier 1—indicating strong foundational math skills. Notably, the percentage of students in Tier 3 has been reduced to just 8%, indicating that targeted instruction and intervention efforts are having a positive impact.
2. Among English Learners, over one-third (36%) have reached Tier 1, and with only 14% in Tier 3, there is a solid foundation to build upon with continued language-integrated math supports. Similarly, 52% of socioeconomically disadvantaged students are performing at Tier 1, with a relatively low 10% in Tier 3, showing resilience and growth in a key student group.
3. Students with disabilities show 37% have reached Tier 1, and while 36% remain in Tier 3, this highlights a clear opportunity to strengthen differentiated supports and interventions.

School and Student Performance Data

iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
All Students	53	50
Socio-economically Disadvantaged	48	50
English Learners	51	50
Students w/Disabilities	42	38

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth (Goal -70%)		
	2022-2023 Based on D3	2023-2024 Based on D3
Hispanic or Latino		51
American Indian or Alaska Native	0	0
Asian	56	58
Black or African American	50	80
Native Hawaiian or Other Pacific Islander	43	20
White	52	49
Two or More Races		47

Conclusions based on this data:

1. Based on the 2023–2024 i-Ready Math Diagnostic 3 data, 50% of all students demonstrated growth that is on track to meet or exceed typical annual expectations. This indicates that half of our students are making steady academic progress in math, reinforcing the effectiveness of our core instruction and grade-level supports..
2. English learners, socioeconomically disadvantaged students, and students with disabilities also showed 50% growth, matching the overall student average. This suggests that our efforts to provide equitable access to quality instruction, scaffolded supports, and differentiated learning opportunities are helping historically underserved groups stay on pace with their peers.
3. Black or African American students show the highest percentage on track to make typical growth, followed by Asian students.

School and Student Performance Data

Annual Gallup Parent Survey Data

Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	37	51	12
19-20	42	50	8
20-21	45	42	12
21-22	43	48	9
22-23	51	40	9
23-24	53	43	4

Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.25	84	5
19-20	4.36	89	3
20-21	4.31	85	6
21-22	4.36	86	4
22-23	4.37	86	6
23-24	4.53	94	4

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.33	84	7
19-20	4.6	93	7
20-21	4.42	88	11
21-22	4.56	90	5
22-23	4.58	90	5
23-24	4.64	97	2

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.15	76	7
19-20	4.28	82	7
20-21	4.18	84	44

21-22	4.33	85	5
22-23	4.36	82	5
23-24	4.38	91	2

Conclusions based on this data:

1. A high percentage of parents (94%) agree that the school consistently delivers on its promises, reflecting strong trust and reliability in the school's commitment to students and families.
2. Nearly all parents (97%) express pride in being part of the school community, indicating a strong sense of belonging and support.
3. With 53% of parents fully engaged and only 4% actively disengaged, and 91% affirming the school is a great fit for their child, the data shows a generally positive and affirming school-family partnership that supports student success.

School and Student Performance Data

Annual Gallup Student Survey Report

Annual Gallup Student Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19			
20-21	84	9	7
21-22	86	0	14
22-23	74	21	6
23-24	76	18	6

23-24 Question Analysis

	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At this school, I get to do what I do best every day	67	4
My teachers make me feel my schoolwork is important	96	2
I feel safe in this school.	86	2
I have fun at school.	65	2
I have a best friend at school.	94	4
In the last seven days, someone has told me I have done good work at school.	76	12
In the last seven days, I have learned something interesting at school.	70	14
The adults at my school care about me.	86	6
I have at least one teacher who makes me excited about the future.	90	6

Conclusions based on this data:

1. 76% of students reported feeling fully engaged at school, and 67% shared that they get to do what they do best every day, indicating a generally positive connection to learning and opportunities to apply personal strengths.
2. Most students reported feeling safe (86%) and cared for by adults at school (86%). Additionally, 94% said they have a best friend at school, suggesting strong social connections and a supportive environment.
3. High percentages of students feel their schoolwork is valued (96%), have received positive feedback (76%), and learned something interesting recently (70%). Furthermore, 90% noted they have at least one teacher who inspires excitement about the future, highlighting the importance of strong student-teacher relationships in fostering motivation.

School and Student Performance Data

Student Survey Report

Goal 1		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	68.0	14.5
At least one adult in my school knows my hopes/goals for the future.	55.2	24.4
The things I'm learning in school are important to me.	76.2	9.9
The things I'm learning in school are important to my future.	76.7	8.1

Goal 2		
Fall 2024	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	74.4	11.0
My school is clean.	61.0	14.5
Adults at my school treat me with respect.	77.3	6.4
I feel like I belong at my school.	64.0	8.1
My classmates treat me with respect.	61.0	11.0
I enjoy being at school.	63.4	12.2
I have a best friend at school.	90.1	5.2

Conclusions based on this data:

1. Approximately 76% of students agreed that what they are learning in school feels important to them, and 77% believe it is relevant to their future, suggesting a strong connection between instruction and perceived real-world value.
2. 68% of students reported that at least one adult at school knows their interests, and 55.2% said an adult knows their hopes or goals for the future, indicating room for growth in deepening adult-student connections.
3. 74% of students reported feeling safe at school, and 64% expressed a sense of belonging, indicating that most students feel secure and connected within the school environment. 77% of students feel respected by adults at school, while 61% feel respected by classmates. Additionally, 90% reported having a best friend at school, reflecting generally positive peer and adult relationships.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

Goal 1

Vista Grande will provide a comprehensive literacy program, fostering presentation literacy skills and facilitating career exploration. All students will be prepared with the skills needed to be gainfully employed based on their strengths, interests, and values, evident by an increase in the mean score of "At least one adult in my school knows my interests" from 4.05 to 4.25 and "At least one adult in my school knows my hopes/goals for the future" from 3.84 to 4.04 as measured by the 2025 Gallup survey.

Identified Need

We currently have three teachers participating the Cajon Valley Ambassadors, a dedicated group of educators who lead efforts to support student growth in essential skills such as communication, collaboration, problem-solving, adaptability, and self-awareness. These teacher-leaders work collaboratively across the district to embed the Cajon Valley mission—"Happy Kids, Engaged in Healthy Relationships, on a Path to Gainful Employment", into daily classroom instruction. Through modeling, coaching, and professional development, Ambassadors help colleagues integrate real-world learning experiences that align with students' strengths, interests, and values. Their work is instrumental in promoting personalized learning environments where students actively develop the skills necessary for success in school, career, and life.

While the majority of students report high levels of engagement and optimism about their future, evidenced by 90% engagement and over 94% agreement with statements about using their strengths and believing in their future success, there remains a notable opportunity to strengthen personal connections and the perceived relevance of learning. Only 60% of students feel that at least one adult at school knows their interests, and just 63.4% believe what they are learning is important to their future. These results suggest a need to deepen student-adult relationships and more intentionally connect classroom learning to students' individual interests, goals, and future pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	24-25 Priority 6 Student Survey	25-26 Priority 6 Student Survey

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>60% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>73.4% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>70% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."</p> <p>63.4% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."</p>	<p>Increase % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>62% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."</p> <p>75.4% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."</p> <p>72% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."</p> <p>65.4% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."</p>
Gallup Student Poll	<p>24-25 Student Gallup Poll</p> <p>90% of students are engaged</p> <p>94% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday."</p> <p>96% of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me."</p> <p>100% of respondents agreed (rating 4 or 5) with the statement "I know I will find a good job in the future."</p>	<p>25-26 Priority 6 Student Survey</p> <p>Increase or maintain % of respondents agreeing with each statement (4 or 5 rating) by 2%</p> <p>92% of respondents agreed (rating 4 or 5) with the statement "At this school, I get to do what I do best everyday."</p> <p>96 % of respondents agreed (rating 4 or 5) with the statement "I have a great future ahead of me."</p> <p>100 % of respondents agreed (rating 4 or 5) with the statement "I know I will find a good job in the future."</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Certified or classified staff members will teach intervention or enrichment classes to improve engagement and attendance, focusing on students' strengths, interests, and values.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,896	S/C 1000-1999: Certificated Personnel Salaries Additional time for collaboration or to provide enrichment /intervention to students.
5,750	S/C 4000-4999: Books And Supplies All students have access to the necessary instructional supplies and resources so that they will have gainful employment based on their strengths, interest and values.
1,000	S/C 2000-2999: Classified Personnel Salaries Additional time for collaboration or to provide enrichment /intervention to students.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners, Students with Disabilities

Strategy/Activity

Teacher home visits are a proactive strategy for family engagement, designed to build trust, strengthen school-home partnerships, and support student achievement. During these visits, educators meet with families in a respectful and culturally responsive manner to learn about students' strengths, needs, and home environments. This personalized outreach helps to create meaningful connections, foster mutual understanding, and improve communication between school and home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

S/C

1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Classified and Certificated staff participated in professional learning focused on the Science of Reading provided by Administrators and District Literacy coaches. Additionally, teachers were given release time during the school day to plan and collaborate with an instructional coach from Education Services. Vista Grande strategically implemented Heggerty's Explicit Phonemic Awareness and Phonics instruction for K-2 foundational skills curriculum, as well as Heggerty's Bridge the Gap intervention solution for phonemic awareness in grades 3-5, supporting all learners in mastering critical early literacy skills. Additionally, specialized academic instructors and paraeducators attended professional learning in Barton Reading and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

Diagnostic 3 results for 2024-2025 67% of students at or above grade level, an increase of 7% from the 2023-2024 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences in this area.

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

Staff will continue to participate in professional learning around the Science of Reading.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. Vista Grande will foster a positive school culture and provide social and emotional support that promotes health and wellness for all students and stakeholders. By May 2026, Vista Grande will increase parent, staff, and student engagement by 2%, as measured by the annual Gallup surveys.

Identified Need

While overall student engagement is high (90%) and most students feel cared for by adults at school (94%), the data reveal a need to improve student belonging, peer relationships, and attendance, especially among English Learners. Only 73% of students report feeling a sense of belonging, and just 53.4% feel respected by their peers. Chronic absenteeism is also a concern, with 14.7% of all students and a significantly higher 23.7% of English Learners identified as chronically absent. Despite a low suspension rate (1.4%) and strong feelings of safety (84%), these indicators suggest a need for targeted efforts to strengthen peer connections, enhance school culture, and address attendance barriers, particularly for English Learners. Additionally, the gap between high student engagement and lower parent engagement (46%) highlights an opportunity to further engage families in supporting a positive school climate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners	2024 Accountability Dashboard (Suspension) All Students: 1.4% Orange English Learners: 1.7% Orange	2025 Accountability Dashboard (Suspension) Decrease suspension rate All Students: Yellow English Learners: Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners</p>	<p>2024 Accountability Dashboard (Chronic Absenteeism)</p> <p>All Students: 14.7% Yellow</p> <p>English Learners: 23.7% Red</p>	<p>2025 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2%</p> <p>All Students:12.7% Green</p> <p>English Learners:21.7% Orange</p>
<p>Local Student Survey (Gallup, Priority 6)</p>	<p>24-25 Student Gallup Poll</p> <p>90% of respondents are fully engaged.</p> <p>84% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>94% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>	<p>25-26 Student Gallup Poll Increase Student Engagement by 2%</p> <p>92% of respondents are fully engaged.</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>86% of respondents agreed (rating 4 or 5) with the statement "I feel safe in this school."</p> <p>96% of respondents agreed (rating 4 or 5) with the statement "The adults at my school care about me."</p>
<p>Local Parent Survey (Gallup)</p>	<p>24-25 Parent Gallup Survey</p> <p>46% of respondents are fully engaged.</p> <p>90% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 92% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 89% of respondents agreed (4 or 5 rating) with the statement,</p>	<p>25-26 Parent Gallup Poll Increase Parent Engagement by 2%</p> <p>48% of respondents are engaged.</p> <p>Increase % of respondents agreeing with each statement by 2%</p> <p>92% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises."</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	" This school is perfect for my child."	94% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 91% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."
Priority 6: Local Student Survey	24-25 Priority 6 Student Survey 73% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 53.4% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"	25-26 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 75% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 55.4% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

To improve student safety and encourage positive behavior, Campus Aide hours will be increased during arrival, recess, lunch, and dismissal. This expanded supervision aims to improve peer relations. Additionally, Campus Aides hours will be increased to allow participation in professional development to enhance their skills to support all students' needs effectively.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,250

S/C

2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Through the targeted intervention of a certificated teacher and school counselor, students will thrive academically, emotionally and socially, contributing to the successful implementation of our Multi-Tiered System of Supports (MTSS). This goal aims to foster a positive and supportive school environment where every student can achieve their full potential.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,776

Source(s)

S/C

1000-1999: Certificated Personnel Salaries
.1 of full time counselor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

By empowering students to serve as role models and leaders upholding safety and fostering respect actively, our goal is to cultivate a supportive environment where every student feels secure and appreciated. This approach aims to develop student leaders who will oversee and enhance safety during arrival, dismissal, and throughout the school day. These student leaders will communicate essential safety messages and promote positive behavior across the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

S/C

4000-4999: Books And Supplies
Positive behavior intervention supports

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of strategies focused on improving school climate and student well-being was carried out consistently during the 2024–2025 school year. Key activities included the integration of social-emotional learning (SEL), positive behavior supports, staff professional development on trauma-informed practices, and increased opportunities for student voice and connection through classroom meetings and school-wide events.

Effectiveness of Implementation (Based on Student Perception Data):

The strategies were effective in promoting a safe and supportive school environment:

84% of student respondents agreed (rated 4 or 5) with the statement, "I feel safe in this school," representing a 3% increase from 2023–2024.

94% of student respondents agreed (rated 4 or 5) with the statement, "The adults at my school care about me," showing a 7% increase from the previous year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences in implementation.

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

For the 2025-2025 10% of school counselor will be funded through S/C.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. We will achieve this through differentiated instruction, personalized learning experiences, and specific interventions to provide each student with the support and tools they need to succeed academically. By creating a challenging academic atmosphere and implementing proven teaching methods, we aim to empower students to achieve their maximum capabilities in these fundamental areas of education.

By June 2025, all students will improve academic achievement in ELA from 23.49% meeting standard to 27.49% as measured by the CAASPP Summative Assessment. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 65% of students are making Typical Growth on Diagnostic #3. In addition, 65% of English Language Learners will meet their typical growth on iReady Diagnostic assessments.

Identified Need

Data indicates that while overall student performance is approaching state standards—Green in English Language Arts (2.6 points below standard) and Yellow in Math (2.3 points below standard)—there is a continued need to support academic growth for all students. Mid-year diagnostics show that 56.49% of all students were on track to make typical growth in reading, and 32.11% in math. End-of-year results show that 60.34% of students performed in Tier 1 for reading and 62% for math, indicating that a significant portion of students would benefit from targeted academic support.

English Learners, in particular, continue to demonstrate lower performance levels compared to the overall student population. On the 2024 California Dashboard, English Learners scored 51.8 points below standard in ELA and 40 points below in Math, both within the Orange performance level. Diagnostic data shows 28% of English Learners in Tier 1 for reading and 36% for math. Additionally, 46.43% of English Learners were on track to make typical growth in reading, and 30.69% in math. In terms of English language development, 54.7% of English Learners are making progress toward proficiency, while 19.2% decreased at least one ELPI level, a 6.6% increase from the previous year.

This data indicates a need to strengthen core instruction and intervention strategies for all students, while also enhancing language development support and differentiated instruction for English Learners to address identified performance gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>California Accountability Dashboard Performance Level (ELA) All Students English Learners</p>	<p>2024 Accountability Dashboard (ELA) All Students: Green 2.6 points below standard English Learners: Orange 51.8 points below standard</p>	<p>2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points All Students: Green meet standard English Learners: Yellow 48.8 points below standard</p>
<p>California Accountability Dashboard Performance Level (Math) All Students English Learners</p>	<p>2024 Accountability Dashboard (Math) All Students: Yellow 2.3 points below standard English Learners: Orange 40 points below standard</p>	<p>2025 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students: Green meet standard English Learners: Yellow 37points below standard</p>
<p>iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3</p>	<p>May/June 2024 Diagnostic #3 (Reading) All Students: 60.34% Tier 1 English Learners: 28% Tier 1</p>	<p>May/June 2025 Diagnostic #3 (Reading) All Students: 63% at Tier 1 English Learners: 50% at Tier 1</p>
<p>iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3</p>	<p>May/June 2024 Diagnostic #3 (Math) All Students: 62% Tier 1 English Learners: 36% Tier 1</p>	<p>May/June 2026 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 66% at Tier 1 English Learners: 40% at Tier 1</p>
<p>iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2</p>	<p>24-25 Diagnostic #2 (Reading) All Students: 56.49% "on track" to make "typical growth" English Learners: 46.43% "on track" to make "typical growth"</p>	<p>25-26 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learners "on track" to make "typical growth" D2		All Students: 58.49% "on track" to make "typical growth" English Learners: 48.43% "on track" to make "typical growth"
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	24-25 Diagnostic #2 (Math) All Students: 32.11% "on track" to make "typical growth" English Learners: 30.69% "on track" to make "typical growth"	25-26 Diagnostic #2 (Math) Increase % of students "on track" to make "typical growth" by 2% All Students: 34.11% "on track" to make "typical growth" English Learners: 32.69% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA % English Learners Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA All Students: 49.82% Met or Exceeded Standard English Learners: 5% Met or Exceeded Standard	May/June 2025 CAASPP ELA Increase % of students that met or exceeded standard by 4% All Students: 53.82 % met or exceeded standard English Learners: 9% met or exceeded standard
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math % English Learners Met or Exceeded Standard for Math	May/June 2024 CAASPP Math All Students: 51.96%% Met or Exceeded Standard English Learners: 15% Met or Exceeded Standard	May/June 2025 CAASPP Math Increase % of students that met or exceeded standard by 4% All Students: 55.96% met or exceeded standard English Learners: 19% met or exceeded standard
California Accountability Dashboard: English Learner Progress Indicator % making progress towards English language proficiency	2024 California Dashboard (ELPI) 54.7% making progress towards English language proficiency	2025 California Dashboard (ELPI) Increase % of English Learners making progress toward English language proficiency by 2% 56.7% making progress towards English language proficiency

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2024 California Dashboard ELPI 19.2% of English learners that decreased at least one ELPI level on ELPAC 6.6% Change from 2023	2025 California Dashboard ELPI Decrease by at least 2% 17.2% of English learners that decreased at least one ELPI level on ELPAC

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, English learners,

Strategy/Activity

Vista Grande will provide dedicated release time for certificated teachers to engage in focused professional learning. This time will be used to expand teacher knowledge in the Science of Reading, deepen understanding of evidence-based literacy instruction, and explore best practices in mathematics instruction. By supporting teacher collaboration, planning, and implementation of high-impact strategies, this approach ensures alignment with current research and district priorities while promoting consistent, high-quality instruction across grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

S/C
1000-1999: Certificated Personnel Salaries
Substitutes for professional learning, collaboration, and planning.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, English Learners

Strategy/Activity

Books and supplies to support academic success in reading and mathematics, including consistent access to grade-level and differentiated texts, manipulatives, intervention materials, and digital tools aligned with state standards and evidence-based practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,250

Source(s)

S/C

4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, English Learners

Strategy/Activity

All students have access to the necessary instructional supplies and comprehensive literacy curriculum focused on developing phonemic awareness, phonics skills, and reading comprehension. Students receive explicit, systematic instruction using research-based programs to build foundational reading skills. Comprehension is strengthened through high-quality texts and strategies that promote vocabulary development, critical thinking, and engagement with complex texts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,256

Source(s)

S/C

4000-4999: Books And Supplies

Magnetic Reading Foundations

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Intervention teachers were crucial for addressing learning gaps and providing individualized support to students struggling with reading. They offered specialized expertise in ineffective reading strategies, supported classroom teachers, and helped improve overall literacy rates. According to the 2024 California Dashboard, English Learner progress is 54.7% an increase of 7.8%

Classified and Certificated staff participated in professional learning focused on the Science of Reading provided by Administrators and District Literacy coaches. Additionally, teachers were given release time during the school day to plan and collaborate with an instructional coach from Education Services. Vista Grande strategically implemented Heggerty's Explicit Phonemic Awareness and Phonics instruction for K-2 foundational skills curriculum, as well as Heggerty's Bridge the Gap intervention solution for phonemic awareness in grades 3-5, supporting all learners in mastering critical early literacy skills. Additionally, specialized academic instructors and paraeducators attended professional learning in Barton Reading and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words).

Diagnostic 3 results for 2024-2025 67% of students at or above grade level, an increase of 7% from the 2023-2024 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No changes

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

For the 2025-2026 school year release time for professional learning and collaboration will increase to a minimum of three full release days for each certificated classroom teacher. Teachers in grades K-2 will implement Magnetic Reading. The ELA goal remains focused on increasing the percentage of students meeting or exceeding standards, but instructional strategies have been refined to include explicit implementation of Magnetic Reading as the primary curriculum for comprehension and grade-level text engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Goal 4

Students with disabilities will demonstrate expected yearly growth in literacy skills. Specialized Academic Instructors, Paraeducators, and General Education teachers have release time to collaborate and participate in professional learning resulting in increasing the percentage of students with disabilities at Tier 1 to 42%.

Identified Need

The data indicates a critical need to improve academic outcomes and overall support for students with disabilities. Only 21.96% of these students met or exceeded standards on the 2024 CAASPP ELA assessment, placing their performance in the Red level. Additionally, just 39.56% scored in Tier 1 on the final reading diagnostic, and while 51.85% were on track to make typical growth mid-year, progress did not translate to strong end-of-year achievement. Compounding these academic challenges are concerns around chronic absenteeism (Orange) and suspension rates (Red) for this group, suggesting a need for more targeted academic interventions, inclusive instructional practices, and comprehensive supports that address both learning and behavioral needs to ensure equitable access to success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2024 Accountability Dashboard (ELA) Students with Disabilities Red 78.8 points below standard	2025 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: Orange 75.8 points below standard
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2024 Diagnostic #3 (Reading) Students with Disabilities: 39.56% Tier 1	May/June 2026 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 43.56% at Tier 1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2024 Diagnostic #2 (Reading) Students with Disabilities: 51.85% "on track" to make "typical growth"	Dec/Jan 2026 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% Students with Disabilities: 53.85 % "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2024 CAASPP ELA Students with Disabilities: 21.96 % Met or Exceeded Standard	May/June 2026 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 25.96 % met or exceeded standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students With Disabilities

Strategy/Activity

Providing release time for certificated staff and paraeducators to attend professional learning sessions focused on enhancing their capacity to deliver effective reading instruction is crucial for several reasons. First, it allows educators to stay updated with the latest research-based practices and methodologies in literacy instruction. This professional development equips them with new strategies and techniques to address the diverse needs of students, particularly those struggling with reading. Moreover, by investing in continuous learning, educators can refine their teaching skills, implement differentiated instruction, and utilize appropriate assessments to monitor student progress effectively. Ultimately, this investment in professional development not only supports improved reading outcomes among students but also enhances job satisfaction and retention among educators, fostering a positive and dynamic learning environment within the school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5,793

S/C

1000-1999: Certificated Personnel Salaries
Substitute or additional time for professional learning or collaboration.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Students with Disabilities

Strategy/Activity

Purchase books and supplies to support academic success in both reading and mathematics. This includes the consistent availability of grade-level and I Pads, differentiated texts, manipulatives, intervention materials, and digital tools aligned with state standards and evidence-based practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,800

Source(s)

S/C

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2024-2025 school year, targeted strategies were implemented to strengthen reading and mathematics instruction, with a particular focus on supporting students with disabilities. One key strategy was providing release time for certificated staff and paraeducators to attend professional learning sessions focused on effective reading instruction. This investment allowed educators to deepen their understanding of research-based literacy practices, refine their instructional techniques, and better address the diverse learning needs within their classrooms. By enhancing their ability to differentiate instruction and use assessments to guide teaching, staff were better equipped to support all learners, especially those struggling with reading. In addition to professional development, the school allocated funds to purchase books and instructional materials to support academic success in both reading and math. These included grade-level texts, iPads, manipulatives, intervention tools, and digital resources aligned with state standards. As a result of these efforts, 60% of students with disabilities demonstrated typical growth on i-Ready Diagnostic 3, a 22% increase from the previous year. This significant growth highlights the effectiveness of the

school's professional learning and resource investments in improving outcomes for students with the greatest needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No difference.

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

Specialized Academic Instructors and Para educators will continue to participate in professional learning around the Science of Reading.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$88,771.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
S/C	\$88,771.00

Subtotal of state or local funds included for this school: \$88,771.00

Total of federal, state, and/or local funds for this school: \$88,771.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	\$88,771	0.00
S/C Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	88,771.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,465.00
2000-2999: Classified Personnel Salaries	2,250.00
4000-4999: Books And Supplies	36,056.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	S/C	50,465.00
2000-2999: Classified Personnel Salaries	S/C	2,250.00
4000-4999: Books And Supplies	S/C	36,056.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,646.00
Goal 2	15,026.00

Goal 3

41,506.00

Goal 4

12,593.00

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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tita Cordero-Bautista	Principal
Greg Ottinger	Parent or Community Member
Kevin Wares	Parent or Community Member
Ashleigh Farida	Parent or Community Member
Nichole Dooley	Parent or Community Member
Jennifer Manlow	Other School Staff
Meghan Shull	Classroom Teacher
Lindsay Feliberty	Classroom Teacher
Stacey Miller	Classroom Teacher
Julie Garmo	Parent or Community Member

At elementary schools, the school site council 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.

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:

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:



Principal, Tita Cordero-Bautista on June 20, 2025



SSC Chairperson, Greg Ottinger on June 20, 2025