

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **LINDA VISTA ELEMENTARY SCHOOL**

**2018-19**

37-68338-6039879

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Beraud, Michael

**Contact Person:** Beraud, Michael

**Position:** Principal

**Telephone Number:** 858-800-5450

**Address:** 2772 Ulric St, Linda Vista Elementary, San Diego, CA, 92111-5530,

**E-mail Address:** mberaud@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Linda Vista

SITE CONTACT PERSON: Michael Beraud

PHONE: 858-800-5459 FAX: 858-800-5459

E-MAIL ADDRESS: mberaud@sandi.net

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

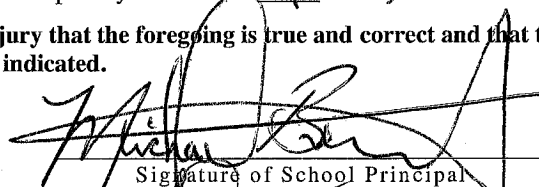
**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                             |
|--|-----------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____ |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on April 5, 2018

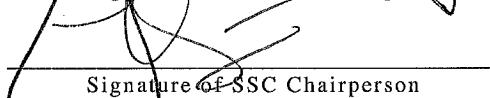
The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Michael Beraud  
Type/Print Name of School Principal

  
Signature of School Principal

5/18/18  
Date

Roberta Solorzano  
Type/Print Name of SSC Chairperson

  
Signature of SSC Chairperson

5/18/18  
Date

Kimie Lochtefeld  
Type/Print Name of Area Superintendent

  
Signature of Area Superintendent

5-29-18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The Single Plan for Student Achievement fulfills the goals stated herein by providing a culturally relevant school learning environment with emphasis on high academic rigor, academic performance and expectations for all students and sub-groups of students. The School Site Council at Linda Vista Elementary School, with input from our Instructional Leadership Team, Grade Level Professional Learning Communities, bases the 2017-2018 Single Plan for Student Achievement on **293 students in grades 2-5** that took the spring 2016 SBAC. **Currently, we have a total of 460 students** (Spec Ed included). Our significant subgroups are English Language Learners and Hispanic students. Our school offers SEI/MEC, GATE and Bi-literacy K-5 articulation instructional programs. All students at Linda Vista STEAM Magnet School qualify for free and reduced lunch.

Linda Vista STEAM Magnet School has identified the following areas in which our Single Plan for Student Achievement will focus resources to improve and accelerate student achievement: in English language Arts: ELD-Oral Language Proficiency, ELA-Literacy skills (reading, vocabulary, writing, speaking), Mathematics- (Number Sense, Operations and Computations, Problem Solving). Linda Vista allocates funding for a nurse **3** days a week, a Health Tech 2 days a week, and a school site counselor 3 days a week in order to provide additional support for students' physical and mental health development and school attendance. Two retired reading resource teachers, Title 1 funded, to provide additional literacy support to Tier 2 targeted student sub-groups (FB, BB). We are participating in the district Student Centered Learning Cycle this year.

Our significant student subgroup populations are English Language Learners and Hispanic/Latino students. Implementing research based "best practice" instructional approaches, and RTI - tiered interventions will enable us to focus on the following for targeted sub-groups of students: on-going monitoring of student progress (pre-post), additional instructional time and practice in ELA, extended day learning opportunities (am/pm tutoring programs, Bayside Academic Club, Migrant Education, and Primetime-Pryde after school programs).

We will continue to focus on and improve parent involvement and engagement. One way will be through district and community based support programs, resources, and services (ex. SAY San Diego, County Mental Health Services, Migrant Families, BAYSIDE) as well as, site-based parent academy education classes. The greatest area of identified need for academic improvement continues to be in the content areas of English Language Arts (reading, writing, comprehension and fluency, vocabulary development) and English Language Development (a one year minimum growth gain in oral language proficiency, and an increase from 2017 in number of RFEP students by grade 5).

**SCHOOL VISION AND REALITY**

Students at Linda Vista STEAM Magnet School interact with the world around them to become engaged learners who see community as an opportunity to problem solve and initiate change. Learning is approached through the integration of science, technology, engineering, art and mathematics throughout the school day.

Our expectation is that all students will reach their personal best academic achievement in a clean, safe, nurturing school environment. In partnership with families and community, taught by competent, caring, teachers, we will prepare our students to become **Respectful, Responsible, and Ready** for college or career success, through the strategic implementation of systematic/comprehensive standard and research based instruction, and the use of advancements in technology in the classroom. Our school will be a school that nurtures the Development of the Whole Child, Academic Achievement

and Success, respect for all stakeholders, with a focus on Expertise in teaching and learning. We will be a school where everybody feels valued and wants to be an active member- "The Best school in the universe".

There will be grade level, classroom and school-wide expectations that nurture a sustainable climate of achievement. Demonstrating success through the lens of Rigor-Relevance-Relationship.

Our staff is working collectively and individually to honor a family-friendly school environment where students, parents, and staff feel supported and valued. We are in the process of building stronger staff collaborative teams and leaders, strengthening our CCSS professional knowledge, classroom practicum, and collegial relationships, and increasing parent connections and involvement is a continued need and focus.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3: 1:24  
Grade 4-5: 1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592 = 1 day per week  
593-1,185 = 2 days per week  
1,186-1,774 = 3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

We have Professional Development on a monthly basis where we come together as a staff to learn about and focus on improving teacher practice around the literacy strategies and knowing students as learners. Also, through Professional Development we continue to integrate technology into our instructional practice. We read articles and participate in activities that will deepen our understanding of effective instructional practices. Also, once a month, the teachers meet in grade level PLC's to review and discuss current classroom data and strategies that will improve student achievement. They work together to discuss and plan units of study in Science, Technology, Engineering, Arts and Math (STEAM).

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. The teachers work collaboratively to co-create units with a STEAM emphasis. The teachers integrate standards and literacy concepts into the unit design. The findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet common core grade level expectations. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

On a daily basis, the staff speaks with parents and guardians about how the students are performing in school. The principal meets with parents on a regular to discuss programs at the school and supports that are provided to improve student achievement. The principal gives a monthly update to the PTSO about the academic programs and operation issues that are happening at the school. The SSC meets on a monthly basis to discuss school programs and Title I budgets.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Felicia Michelle Sanchez	Parent
Michael Beraud	Principal
Julie Bingham	Classroom Teacher
Dr. Raymond Trigg	Other
Allen Glitch	Classroom Teacher
Roberta Solorzano	Classroom Teacher
Maria Hernandez	Parent
Jose Olivares	Parent
Veronica Ortiz	Parent
Araceli Zapateo	Parent



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 45% (approx. 40 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 63 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 45 % (approx. 2 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45 % (approx. 2 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 45% (approx. 21 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 16 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 31 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 57 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 11 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 13 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course  
 Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit  
 Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

- HM Tests
- DRA/WRAP/ARI
- Grade Level Formative Assessments
- Classroom teacher assessment
- RTI Diagnostics

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement 4 times per year. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 45 % (approx. 40 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 45% (approx. 63 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 Subgroup: African American students  
 By June 2019, 45% (approx. 2 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 45% (approx. 2 - 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: English Learners students  
 By June 2019, 45% (approx. 21 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 45% (approx. 16 - 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 45% (approx. 31 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 45% (approx. 57 - 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 40% (approx. 11 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 40% (approx. 13 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 Pearson Diagnostics and End of Unit Tests  
 District and CCS Math Unit Formative Assessments  
 Classroom teacher assessment  
 Interim assessment

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers will meet by grade level/department to analyze end of unit assessments 3 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA/ARI

Writing samples

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. During the PLC's there is an analysis of student data to inform instruction and to develop units that are problem based which allows students to take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 45% (approx. 40 - 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 45% (approx. 63 - 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA/ARI,  
Instructional Reading Levels,  
Benchmarks Writing Samples,  
HM Theme Skills Test,  
Site developed Formative Assessments,  
District's interim assessment

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 250 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 25% (approx. 250 families) will attend multiple trainings on Literacy, Robotics, Bullying, STEAM, etc...) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Parents of ELL, Hispanic, and all students performing below common core grade level standards.

**What data did you use to form these goals?:**

Attendance sign in sheets from last year's Parent Involvement Activities

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- A support teacher will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Support teacher will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

**Intensive Intervention (Tier 3)**

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Support teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$18,154.00	\$18,154.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Classroom and intervention supplies to support student learning.

**How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and ELPAC data with staff, ILT, SSC

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrn Teacher Hrly		\$10,000.00	\$12,039.00	0173-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1	Push-in and pullout to support students

**How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and ELPAC data with staff, ILT, SSC

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**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 All teachers will meet bi-weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. 2. Monthly site professional development for the 2016-17 year will focus on multiple representation in mathematics and English Language Arts.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

**How will you monitor these strategies/activities?**  
 Collaboration between grade level teachers  
 PD and PLCs  
 Local and Travel Conferences

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.4000	\$31,772.40	\$50,298.86	0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, LCFF 1, LCFF 2	To support students' academic, social and emotional needs.
School Nurse	0.2000	\$15,827.00	\$25,077.51	0173-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	04, LCFF 1, LCFF 2	Make sure that students are healthy and ready to learn.
Health Technician	0.2000	\$6,823.60	\$13,170.39	0173-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Make sure that students are healthy and ready to learn.
Counselor Hrly		\$10,000.00	\$12,039.00	0173-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	04, LCFF 1	Support students social emotional growth

**How will you monitor these strategies/activities?**  
 \*Phone calls home  
 \*SARB letters  
 \*Counselor interventions such as individual and group meetings  
 \*Student Study Team meeting with teachers, parents, support staff...etc.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 School will have multiple opportunities for parents to participate in principal meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science and writing curriculum.



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Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$2,000.00	\$2,000.00	0173-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Support parents at meetings and events
Supplies		\$148.00	\$148.00	0173-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Support parents at meetings and events

**How will you monitor these strategies/activities?**

- \*Sign in sheets from principal/parent meetings
- \*Communication through School Messenger, E-Blast, flyers and the school website
- \*Foundation meetings
- \*SSC meetings
- \*ELAC meetings
- \*Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Students performing below grade level in the core curriculum will receive interventions to maximize their learning. The support teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition.</p> <p><b>Identified Need::</b> Based on our assessments students made no significant gains in language arts</p> <p><b>Target Group::</b> Struggling students with a focus on ELs and At-risk students</p> <p><b>Monitoring::</b> Student assessments</p> <p><b>Personnel Responsible::</b> Extended day tutoring program Daily classroom small group instruction Reading support with targeted subgroup</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> A support teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts. There will be a focus on both reading comprehension and writing composition.</p> <p><b>Identified Need::</b> Struggling students with a focus on ELs and At-risk students</p> <p><b>Target Group::</b> Struggling students with a focus on ELs and At-risk students</p> <p><b>Monitoring::</b> Student Assessments</p> <p><b>Personnel Responsible::</b> Principal, ILT and SSC to review scores to ensure meeting goals</p>

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

QTEL, LTELs and common core.

Increase knowledge of working with English learners, assessments and common core to meet the needs of our students.

A support teacher will work with staff members in the classroom to model small group instruction as well as targeted student assistance. This staff member will provide assistance to staff with Best Practices strategies for students performing below proficient in reading and English/Language Arts.

There will be a focus on both reading comprehension and writing composition.

**Identified Need::**

Students were THE KNOWLEDGE NEEDED TO understand, extend and apply their knowledge

**Target Group::**

LTELS -Long Term English Learners

all students performing below grade level in English and math.

**Monitoring::**

on-going monitoring by classroom teacher

monthly monitoring system by the grade level PLCs to include the administrator

**Personnel Responsible::**

administrator

classroom teacher

Grade level PLCs

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst	0.1549	\$3,864.14	\$4,972.95	0173-09800-00-2231-2420-4760-01000-0000	LCFF Intervention Support	LCFF 2	Support students in the library
Library Asst	0.5326	\$13,286.24	\$30,698.43	0173-09800-00-2231-2420-4760-01000-0000	LCFF Intervention Support	LCFF 2	Support students in the library
Prof&Curriclm Dev Vist Tchr		\$1,000.00	\$1,203.90	0173-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Release time for Plc's
Supplies		\$7,014.00	\$7,014.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplies to support students
Retired NonClstrm Tchr Hrly		\$15,000.00	\$18,058.50	0173-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC Testing

## Linda Vista Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svcs/Field Trip		\$5,000.00	\$5,000.00	0173-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	building schema around standards based learning
Software License		\$6,000.00	\$6,000.00	0173-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Intervention software to support student learning.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Linda Vista**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	221	20.8	206	32.0	197	24.9	4.1	-7.1	220	21.4	208	24.5	198	28.8	7.4	4.3
Female	84	27.4	85	42.4	88	30.7	3.3	-11.7	84	20.2	87	28.7	88	27.3	7.1	-1.4
Male	137	16.8	121	24.8	109	20.2	3.4	-4.6	136	22.1	121	21.5	110	30.0	7.9	8.5
African American	11	18.2	8	-	8	-	-	-	11	18.2	8	-	8	-	-	-
Asian	4	-	2	-	1	-	-	-	4	-	2	-	1	-	-	-
Filipino	5	-	6	-	3	-	-	-	5	-	6	-	3	-	-	-
Hispanic	169	18.9	156	29.5	160	21.3	2.4	-8.2	168	19.0	158	20.3	161	24.8	5.8	4.5
Indochinese	22	27.3	24	29.2	16	31.3	4.0	2.1	22	27.3	23	34.8	16	43.8	16.5	9.0
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	4	-	3	-	1	-	-	-	4	-	3	-	1	-	-	-
Multiracial	4	-	6	-	7	-	-	-	4	-	7	-	7	-	-	-
English Learner	125	8.8	93	7.5	99	4.0	-4.8	-3.5	124	8.1	96	12.5	100	13.0	4.9	0.5
English-Speaking	96	36.5	113	52.2	98	45.9	9.4	-6.3	96	38.5	112	34.8	98	44.9	6.4	10.1
Reclassified†	60	38.3	51	49.0	70	44.3	6.0	-4.7	60	46.7	51	39.2	70	45.7	-1.0	6.5
Initially Eng. Speaking	36	33.3	62	54.8	28	50.0	16.7	-4.8	36	25.0	61	31.1	28	42.9	17.9	11.8
Econ. Disadv.*	221	20.8	197	30.5	187	24.1	3.3	-6.4	220	21.4	198	22.2	187	27.8	6.4	5.6
Non-Econ. Disadv.	0	-	9	-	10	40.0	-	-	0	-	10	70.0	11	45.5	-	-24.5
Gifted	33	60.6	43	55.8	29	41.4	-19.2	-14.4	33	54.5	43	53.5	29	62.1	7.6	8.6
Not Gifted	188	13.8	163	25.8	168	22.0	8.2	-3.8	187	15.5	165	17.0	169	23.1	7.6	6.1
With Disabilities	41	2.4	37	5.4	41	2.4	0.0	-3.0	41	2.4	37	2.7	41	7.3	4.9	4.6
WO Disabilities	180	25.0	169	37.9	156	30.8	5.8	-7.1	179	25.7	171	29.2	157	34.4	8.7	5.2
Homeless	8	-	7	-	11	9.1	-	-	8	-	7	-	11	18.2	-	-
Foster	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Linda Vista**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	24.1	60	30.0	61	23.0	-1.1	-7.0	79	21.5	59	27.1	62	32.3	10.8	5.2
Female	35	28.6	27	44.4	25	24.0	-4.6	-20.4	35	20.0	27	37.0	25	16.0	-4.0	-21.0
Male	44	20.5	33	18.2	36	22.2	1.7	4.0	44	22.7	32	18.8	37	43.2	20.5	24.4
African American	4	-	2	-	2	-	-	-	4	-	2	-	2	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	57	24.6	48	29.2	54	18.5	-6.1	-10.7	57	21.1	48	22.9	55	29.1	8.0	6.2
Indochinese	12	25.0	8	-	0	-	-	-	12	25.0	7	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Multiracial	3	-	1	-	2	-	-	-	3	-	1	-	2	-	-	-
English Learner	57	10.5	43	14.0	43	9.3	-1.2	-4.7	57	7.0	43	18.6	44	22.7	15.7	4.1
English-Speaking	22	59.1	17	70.6	18	55.6	-3.5	-15.0	22	59.1	16	50.0	18	55.6	-3.5	5.6
Reclassified†	10	80.0	0	-	8	-	-	-	10	90.0	0	-	8	-	-	-
Initially Eng. Speaking	12	41.7	17	70.6	10	50.0	8.3	-20.6	12	33.3	16	50.0	10	60.0	26.7	10.0
Econ. Disadv.*	79	24.1	57	29.8	57	19.3	-4.8	-10.5	79	21.5	56	25.0	57	28.1	6.6	3.1
Non-Econ. Disadv.	0	-	3	-	4	-	-	-	0	-	3	-	5	-	-	-
Gifted	10	70.0	16	43.8	6	-	-	-	10	40.0	16	56.3	6	-	-	-
Not Gifted	69	17.4	44	25.0	55	23.6	6.2	-1.4	69	18.8	43	16.3	56	30.4	11.6	14.1
With Disabilities	18	5.6	10	10.0	41	2.4	-3.2	-7.6	18	5.6	37	2.7	15	13.3	7.7	10.6
WO Disabilities	61	29.5	50	34.0	46	30.4	0.9	-3.6	61	26.2	49	32.7	47	38.3	12.1	5.6
Homeless	1	-	7	-	11	9.1	-	-	1	-	7	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Linda Vista**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	72	23.6	78	28.2	59	25.4	1.8	-2.8	71	28.2	80	25.0	59	27.1	-1.1	2.1
Female	23	30.4	37	43.2	29	34.5	4.1	-8.7	23	26.1	38	28.9	29	31.0	4.9	2.1
Male	49	20.4	41	14.6	30	16.7	-3.7	2.1	48	29.2	42	21.4	30	23.3	-5.9	1.9
African American	1	-	5	-	2	-	-	-	1	-	5	-	2	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Hispanic	57	21.1	55	23.6	52	23.1	2.0	-0.5	56	25.0	56	21.4	52	23.1	-1.9	1.7
Indochinese	4	-	12	33.3	4	-	-	-	4	-	12	33.3	4	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Multiracial	1	-	3	-	1	-	-	-	1	-	4	-	1	-	-	-
English Learner	42	11.9	43	2.3	32	0.0	-11.9	-2.3	41	14.6	45	8.9	32	6.3	-8.3	-2.6
English-Speaking	30	40.0	35	60.0	27	55.6	15.6	-4.4	30	46.7	35	45.7	27	51.9	5.2	6.2
Reclassified†	14	42.9	11	81.8	21	57.1	14.2	-24.7	14	64.3	11	90.9	21	57.1	-7.2	-33.8
Initially Eng. Speaking	16	37.5	24	50.0	6	-	-	-	16	31.3	24	25.0	6	-	-	-
Econ. Disadv.*	72	23.6	78	28.2	56	25.0	1.4	-3.2	71	28.2	79	25.3	56	26.8	-1.4	1.5
Non-Econ. Disadv.	0	-	9	-	3	-	-	-	0	-	10	70.0	3	-	-	-
Gifted	13	61.5	13	61.5	13	53.8	-7.7	-7.7	13	61.5	13	46.2	13	61.5	0.0	15.3
Not Gifted	59	15.3	65	21.5	46	17.4	2.1	-4.1	58	20.7	67	20.9	46	17.4	-3.3	-3.5
With Disabilities	11	0.0	37	5.4	41	2.4	2.4	-3.0	11	0.0	16	6.3	12	8.3	8.3	2.0
WO Disabilities	61	27.9	62	35.5	47	31.9	4.0	-3.6	60	33.3	64	29.7	47	31.9	-1.4	2.2
Homeless	5	-	4	-	11	9.1	-	-	5	-	4	-	11	18.2	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Linda Vista**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	70	14.3	68	38.2	77	26.0	11.7	-12.2	70	14.3	69	21.7	77	27.3	13.0	5.6
Female	26	23.1	21	38.1	34	32.4	9.3	-5.7	26	15.4	22	18.2	34	32.4	17.0	14.2
Male	44	9.1	47	38.3	43	20.9	11.8	-17.4	44	13.6	47	23.4	43	23.3	9.7	-0.1
African American	6	-	1	-	4	-	-	-	6	-	1	-	4	-	-	-
Asian	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Filipino	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Hispanic	55	10.9	53	35.8	54	22.2	11.3	-13.6	55	10.9	54	16.7	54	22.2	11.3	5.5
Indochinese	6	-	4	-	12	33.3	-	-	6	-	4	-	12	41.7	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Multiracial	0	-	2	-	4	-	-	-	0	-	2	-	4	-	-	-
English Learner	26	0.0	7	-	24	0.0	0.0	-	26	0.0	8	-	24	4.2	4.2	-
English-Speaking	44	22.7	61	42.6	53	37.7	15.0	-4.9	44	22.7	61	24.6	53	37.7	15.0	13.1
Reclassified†	36	25.0	40	40.0	41	34.1	9.1	-5.9	36	27.8	40	25.0	41	39.0	11.2	14.0
Initially Eng. Speaking	8	-	21	47.6	12	50.0	-	2.4	8	-	21	23.8	12	33.3	-	9.5
Econ. Disadv.*	70	14.3	62	33.9	74	27.0	12.7	-6.9	70	14.3	63	15.9	74	28.4	14.1	12.5
Non-Econ. Disadv.	0	-	6	-	10	40.0	-	-	0	-	6	-	11	45.5	-	-
Gifted	10	50.0	14	64.3	10	40.0	-10.0	-24.3	10	60.0	14	57.1	10	70.0	10.0	12.9
Not Gifted	60	8.3	54	31.5	67	23.9	15.6	-7.6	60	6.7	55	12.7	67	20.9	14.2	8.2
With Disabilities	12	0.0	11	9.1	14	7.1	7.1	-2.0	12	0.0	37	2.7	41	7.3	7.3	4.6
WO Disabilities	58	17.2	57	43.9	63	30.2	13.0	-13.7	58	17.2	58	25.9	63	33.3	16.1	7.4
Homeless	2	-	3	-	2	-	-	-	2	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**



**San Diego Unified School District**  
Office of the Associate Superintendent  
Special Projects Division  
Program Monitoring Department

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**Linda Vista Elementary School**  
**2018-19**

**TITLE I PARENT INVOLVEMENT POLICY**

- On September 12, 2018 an annual parent meeting will be held regarding the Title I program and its requirements.
- **Linda Vista** will provide a flexible number of communications and meetings to allow for parent involvement as follows:
  - Improving communication between the school and home.
  - Discussing current student assessment data and student progress.
  - Providing information about school and district resources for student academic improvement.
  - Conferencing with teachers and other support and resource staff.
  - Providing parent education classes and community support programs to help parents support and work with their children at home and at school.
  - Using Parent surveys to inform school decision-making.
- Parental input will be shared with the School Site Council (SSC) and by ELAC to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of program(s).
- A school-wide monthly parent calendar, marquee and connect-ed messages are methods used to inform parent/community of important school activities and events. These communications are provided in both Spanish and English. The parent board is used to advertise parent meetings, classes, district meetings, community supports and programs, offered at **Linda Vista**, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration and/or SSC chair.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



## **2018-2019 HOME/SCHOOL COMPACT**

*Linda Vista Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.*

***This Home/School Compact is in effect during school year 2018-2019.***

### **School Responsibilities**

**The Linda Vista STEAM Magnet School will:**

**1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

- Staff will continue aligning best teaching practices with Common Core Standards based curriculum instruction across all academic content areas, use of state adopted textbooks and ELA./Math curricular materials, focused ELD instruction, and literacy and math technology software programs to improve student achievement.
- Teachers will work as a Professional Learning Community meeting monthly in their grade level programs through a Collaborative PD structure for the purpose of aligning, planning, assessing, measuring and monitoring student instruction and academic program achievement.
- Teachers will participate in monthly professional development opportunities focused on best research-based practices in curriculum and instruction.
- Teachers will use daily focused English Language Development instructional materials and curriculum, Language Power, as well as attend district English Learner workshops to meet the needs of EL students and increase the number of students' oral language proficiency in oral yearly language development growth and language proficiency mandates.
- Retired teachers will be used to provide additional instructional time and support for targeted students and enrichment for all students in the areas of reading, English language development, and math as determined based on data and need.
- Hold monthly and weekly celebrations of student achievement and successes via the *Caught You Being Good* behavior program, Character Counts program, and quarterly school-wide-community recognition assemblies.

- 2. Hold parent-teacher conferences in the fall and spring during which this compact will be discussed as it relates to the individual child's achievement**
- 3. Provide parents with frequent reports on their child's progress.**
- 4. Provide parents reasonable access to staff.**
  - Hold formal parent- teacher conferences twice a year both in the fall and in the spring to review and inform parents of student progress toward state standards proficiency using the district standards based report card system.
  - Provide parents reasonable access to all teaching staff and school administrators through consultation during parent-teacher conferences before and after school, Open House, Back to School Nights, and via prior arrangement between parent, teacher, and/or administrators.
  - Hold informal conferences daily/weekly/monthly to provide frequent and on-going communications with parents regarding their child's academic and social/emotional development via phone calls, letters, notes, etc.
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - Provide parents with opportunities to sign up for and participate in classroom and whole school volunteer activities, coordinated by two of our Linda Vista Community Assistants.
  - Community Assistants organize and coordinate opportunities for parents to become active participants in the school and in their child's classrooms.
  - Community Assistants coordinate and provide parents with information regarding school, district, and community based opportunities for academic workshops and parenting classes, as well as monthly Parent Ed classes, and PTSO activities and parent involvement on site.
  - Provide parents with weekly parent meetings with the administrator, community assistant and STEAM Resource Teacher.

### **Parent Responsibilities**

#### **We, as parents, will support our child's learning by:**

- Monitoring daily attendance
- Ensuring child arrives to school on time and is ready to learn.
- Making sure that homework is completed.
- Limiting the amount of television the child watches.
- Promoting and developing good study habits.
- Volunteering in my child's classroom and at school.
- Participating, as appropriate, in decisions relating to my child's education.

- Promoting positive use of my child’s extracurricular time.
- Promoting positive attitude and responsibility toward school and learning.
- Promoting positive character and behavior attributes
- Communicating with Teacher via phone, conference, notes, etc.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or email, School Messenger and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

**Student Responsibilities**

**We, as students, will share the responsibility to improve our academic achievement and achieve California’s high standards.**

- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow the **Dolphin Way** - Do my best to be Responsible, Respectful, and Ready to Learn.
- Follow School Rules and Procedures and **the Standards Expected for Scholarly Work and Behavior**
- Be in school every day on time!
- Actively listen and participate

Cut on the dotted line



**After reviewing this compact with your child, return the bottom portion to your child’s teacher.**

**I have reviewed and discussed the Home School Compact with my child. I understand and will support the responsibilities herein described for parents and students.**

**Rm.** \_\_\_\_\_ **Gr.** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Parent Signature** \_\_\_\_\_

**Student Signature** \_\_\_\_\_



**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Linda Vista Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 1,000.00
		1986	Retired NonClstrm Tchr Hrly			\$ 15,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.6875	\$ 17,150.38
		3000	Employee Benefits			\$ 21,783.40
		4301	Supplies			\$ 7,014.00
		5735	Interprogram Svcs/Field Trip			\$ 5,000.00
		5841	Software License			\$ 6,000.00
	<b>09800 Total</b>				<b>0.6875</b>	<b>\$ 72,947.78</b>
	30100	1189	Retired Clstrm Teacher Hrly			\$ 10,000.00
		1210	Counselor	School Counselor	0.4000	\$ 31,772.40
		1240	Nurse	School Nurse	0.2000	\$ 15,827.00
		1260	Counselor Hrly			\$ 10,000.00
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60
		3000	Employee Benefits			\$ 38,201.76
		4301	Supplies			\$ 18,154.00
	<b>30100 Total</b>				<b>0.8000</b>	<b>\$ 130,778.76</b>
	30103	4301	Supplies			\$ 148.00
		4304	Inservice supplies			\$ 2,000.00
	<b>30103 Total</b>					<b>\$ 2,148.00</b>

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Linda Vista STEAM Magnet School  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Linda Vista has clearly articulated strategies and activities that maximize instructional time. The school implements a comprehensive assessment system where the principal and teachers analyze the data to look at and discuss instruction and proper interventions. We are focused on adding additional support to English learners and students that are struggling with reading and mathematics.
CLOSING THE ACHIEVEMENT GAP	The school has implemented clearly articulated measurable goals that will lead to student achievement. We have two retired teachers that work with English learners and struggling students. We have two Mild/Moderate teachers, two Moderate/Severe teachers and a resource teacher that work closely with students that have disabilities to make sure that they have appropriate accommodations and modifications.
PROFESSIONAL DEVELOPMENT	The school has clearly articulated measurable goals for professional development. We have monthly professional development, monthly grade level collaboratives, and PLC's where teachers come together student work, data and to discuss ways to deepen their knowledge about content and instruction in core curricular areas. Grade level teams meet on a monthly basis to create problem based STEAM units.
GRADUATION/PROMOTION	The staff is focused on supporting students with challenging curriculum that will prepare them for college and career readiness. The staff uses differentiated instruction to meet the needs of all students and increase student achievement.
PARENT ENGAGEMENT	The school regularly communicates with families. We send bilingual flyers home, put bilingual messages on the marquee and send home bilingual messages/announcements using School Messenger. We have a room where parents come together for classes, meetings and work on projects.