

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT LINDA VISTA ELEMENTARY SCHOOL

2014-16

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: Hatchell-Carter, Deborah

Contact Person: Hatchell-Carter, Deborah

Position:

Telephone Number:

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

E-mail Address: mlincoln@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

Board Approval: June 23, 2015



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.



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Attachment 2
Modification of SPSA

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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Linda Vista Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Margie Lincoln, Interim Principal

PHONE: 858-800-5450

FAX: 858-800-5499

E-MAIL ADDRESS: mlincoln@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 03/12/2015
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 03/12/2015
- Other (list): Total Staff Date of presentation: 03/12/2015

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: 03/12/2015

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.

Margie Lincoln, Interim Principal
Type/Print Name of School Principal

Margie Lincoln
Signature of School Principal

03/12/2015
Date

Debby Hoeltgen
Type/Print Name of SSC Chairperson

Debby Hoeltgen
Signature of SSC Chairperson

03/12/2015
Date

Kimie Lochtefeld
Type/Print Name of Area Superintendent

Kimie
Signature of Area Superintendent

03/12/2015
Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

Our expectation is that all students at Linda Vista Elementary school 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 to be an active member- "The Best school in the universe".

There will be grade level, classroom and schoolwide 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 are a part of, can share in and 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

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

TEACHER ALLOCATIONS:

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

Grades K-3:	1:22
Grades K-3 with CSR:	1:24
Grade 4-5:	1:32.13

NURSE:

Linda Vista Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)

Targeted students for ELA will receive 45 minute RTI tier 2 ELA intervention support from reading resource teachers (Title 1 funded). These students will redeploy in homogeneous groupings with assigned Title 1 reading resource teachers four days a week for additional focused- explicit instruction (based on pre-post data), intervention, and additional support, in order to close achievement gaps (skills) for targeted subgroups of students (Hisp/Lat, ELs). Literacy skills targeted include writing, word analysis, reading fluency, phonemic awareness, decoding, vocabulary development, and comprehension.

A schoolwide systematic study skills program will be continued K-5 to increase student engagement, motivation, independence, self-efficacy, and agency. Additional am/pm support in Math is needed for targeted students.

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.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Deborah Hatchell-Carter	Principal
Anne Miller	Teacher
Nancy Rudolph	Other
Jane Patoir	Teacher
Debby Hoeltgen	Teacher
Francisca Pena	Parent
Anjelica Gomez	Parent
Elia Gonzalez	Parent
Consuelo Camacho	Parent
Maribel Figueroa Diaz	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 07/21/2016, 45 % of Linda Vista Elementary Students, Grades K-5 will meet common core grade level standards identified by district developed formative assessment level in English/Language Arts

Closing the Gap SMART Goal:
 * By 07/21/2016, 42 % of Linda Vista Elementary English Learner, Students, Grade 1-5 will meet common core grade level standards identified by district developed formative assessment level in English/Language Arts
 * By 07/21/2016, 40 % of Linda Vista Elementary Hispanic or Latino, Students, Grade 1-5 will meet common core grade level standards identified by district developed formative assessment level in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):
 HM Tests
 DRA/WRAP/ARI
 Grade Level Formative Assessments
 Classroom teacher assessment
 RTI Diagnostics

Progress and Growth Monitoring:
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 Professional Learning Communities (PLCs) analyze student data monthly 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 2: Mathematics

Mathematics SMART Goal:
 * By 07/21/2016, 55 % of Linda Vista Elementary Students, Grade 1-5 will meet common core grade level standards identified by district developed formative assessment level in Mathematics

Closing the Gap SMART Goal:
 * By 07/21/2016, 51 % of Linda Vista Elementary Hispanic or Latino, Students, Grade 1-5 will meet common core grade level standards identified by site developed formative assessment level in Mathematics
 * By 07/21/2016, 50 % of Linda Vista Elementary English Learner, Students, Grade 1-5 will meet common core grade level standards identified by site developed formative assessment level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

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:
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 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 3: English Learner**English Learner SMART Goal:**

* By 07/21/2016, 60 % of Linda Vista Elementary English Learner, Students, Grades K-5 will meet grade level reading expectations as measured by level in DRA

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

Other Assessments (Please Specify):

DRA/ARI

Writing samples

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1 (August-November) - How do we develop an academic, social and physical environment worthy of our children?

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 07/21/2016, 50 % of Linda Vista Elementary Grade 03, Students will meet level Q (40) level in DRA

Closing the Gap SMART Goal:
 * By 07/21/2016, 34 % of Linda Vista Elementary Hispanic or Latino, Grade 03, Students will meet level Q level in DRA
 * By 07/21/2016, 42 % of Linda Vista Elementary English Learner, Grade 03, Students will meet level Q(40) level in DRA

WHAT DATA DID YOU USE TO FORM THESE GOALS?

API AYP CAHSEE CELDT Other Interim Assessments End-Of-Course Exams

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:
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who 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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:
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Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
 Professional Learning Communities (PLC), which includes administrator, classroom and resource teacher 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 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

* By 07/21/2016, 75 % of Linda Vista Elementary Parents/Guardians will perform at participate in at least 2 events level in Parent and Community Engagement

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:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

BUDGET: Resources Aligned to Area Goals**Core Program:** Edit the core program for your site

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.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, 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 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.

ELST 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 (Power Team) will provide a Double Dose of daily guided reading for targeted students.

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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

ELST 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

PAL will provide monthly check in with families of at risk students

Support by Support staff and Power Team (if available) 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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Nurse	0.2000	\$14,023.40	0173-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Nurse to provide additional health and emotional support to student to increase attendance that will help promote student achievement. Also work with staff members to provide strategies for healthy habits for students.
Position School Counselor	0.4000	\$30,197.60	0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	School Counselor to provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
Position Inschool Resource Tchr	0.2500	\$20,068.00	0173-30100-00-1109-1000-4760-01000-0000	Title I Basic Program	01, 03, 04, LCFF 1, LCFF 2, LCFF 3	Inschool resource 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.
Retired NonClstrm Tchr Hrly	-	\$20,000.00	0173-30100-00-1986-2490-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Retired teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA (as allocated budget permits).
Prof&Curriclm Dev Vist Tchr	-	\$20,000.00	0173-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments; analyze data, plan instruction, and plan interventions for struggling students.
Supplies	-	\$5,633.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Supplies	-	\$2,240.00	0173-30103-00-	Title I Parent	01, 02, 03, 04,	Provide supplemental materials and supplies for students as we move forward with our

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			4301-1000-1110-01000-0000	Involvement	05, LCFF 1, LCFF 2	implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Supplies	-	\$6,187.00	0173-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Prof&Curriclm Dev Vist Tchr	-	\$3,000.00	0173-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.

Local Control Funding Formula Goals

Goal 1: Intervention Supports
 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?

Intervention Support Goal::
 Students performing below grade level in the core curriculum will receive interventions to maximize their learning. In-school resource 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::
 Based on our assessments students made no significant gains in language arts

Target Group::
 Struggling students with a focus on ELs and At-risk students

Monitoring::
 Student assessments

Personnel Responsible::
 Extended day tutoring program
 Daily classroom small group
 Reading support with targeted subgroup

Goal 2: Classroom Supports
 A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:
 In-school resource 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:
 Struggling students with a focus on ELs and At-risk students

Target Group:
Struggling students with a focus on ELs and At-risk students

Monitoring:
Student Assessments

Personnel Responsible:
Principal, ILT and SSC to review scores to ensure meeting goals

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, Itels and common core.
Increase knowledge of working with English learners, assessments and common core to meet the needs of our students.
Inschool resource 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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library	0.6875	\$17,263.81	0173-09800-00-	LCFF	01, 03, 04,	Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of

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Asst			2231-2420-4760-01000-0000	Intervention Support	LCFF 1, LCFF 2	not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom.
Position Inschool Resource Tchr	0.1500	\$12,040.80	0173-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Inschool resource 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.
Classroom Teacher Hrly	-	\$1,000.00	0173-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA
Supplies	-	\$1,068.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Retired NonClstrm Tchr Hrly	-	\$10,000.00	0173-09800-00-1986-2700-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Retired Non-classroom teacher hourly will provide supplemental support to ELs who are at-risk of not meeting grade level standards. Non-classroom teacher will also provide push-in support for targeted students in ELA

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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2015-16 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

APPENDIX A

**TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**
(Provided by the School Site)



Linda Vista Elementary School
 San Diego Unified School District
 Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Linda Vista Elementary School
2015-16

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Linda Vista has developed a written Title I parental involvement policy with input from Title I parents. It developed the policy with parent input by a flexible number of communications and meetings to allow for parent involvement. It has distributed the policy to parents of Title I students by sending it home with the students in both Spanish and English. The policy describes the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Linda Vista, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. In October, an annual parent meeting is held regarding the Title I program and its requirements.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. A schoolwide monthly parent calendar, marquee and connect-ed messages are methods used to inform parent/community of important school meetings, 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 through the district. Every attempt is made to communicate with parents in their primary language.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. During parent meetings, opportunities are offered for the formation of parental suggestions. Responses to their suggestions are reviewed in a timely fashion, and 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. Parent surveys are sent home in both Spanish and English to inform school decision-making.

The school provides parents of Title I students with timely information about Title I programs through our parent meetings, classes, and communications that are sent home in both Spanish and English.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parent communications and meetings discuss curriculum, current student assessment data, and measurement of student progress.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parental input is 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).

School-Parent Compact

Linda Vista distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students through parent meetings, surveys, classes, and conferencing with teachers and other support and resource staff.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Linda Vista engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through our parent meetings, classes, conferences and communications that are sent home in both Spanish and English.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through parent education and community support programs.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through staff representation on Site Governance Team (SGT), School Site Council (SSC), and ELAC.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children and by providing parent education classes and community support programs to help parents support and work with their children at home and at school.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand by providing communications with the parents in their primary language.

The school provides support for parental involvement activities requested by Title I parents through a schoolwide monthly parent calendar, sending home communications, marquee and connect-ed messages used to inform parent/community of important school activities both in Spanish and English.

Linda Vista provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Every attempt is made to communicate with parents in their primary language.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)



2015-16 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 2013-14.

School Responsibilities

The Linda Vista Elementary 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, 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.
 - Curricular resource 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 Ya* behavior program, Character Counts program, and bi-monthly school-wide-community recognition assemblies.

- 2. Hold parent-teacher conferences (at least annually in elementary schools) 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.

Parent Responsibilities

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

- Monitoring daily attendance
- Ensuring my child arrives to school on time and is ready to learn.
- Making sure that homework is completed.
- Limiting the amount of television my child watches.
- Promoting and developing good study habits.
- Monitoring amount of television my child watches.
- 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 or by mail 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

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 C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District										
Site: 0173 Linda Vista Elementary										
As of Date 03-27-2015										
Extended Summary										
	00000 Discretionary Alloc		09800 LCFF Intervention Support		30100 Title I Basic Program		30103 Title I Parent Involvement		30106 Title I Supplmnt Prog	
Name	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		35,959.00		69,537.22		143,333.00		2,240.00		9,644.00
		35,959.16		69,536.76		143,333.27		2,240.00		9,643.90
		(0.16)		0.46		(0.27)		-		0.10
2040 Inschool Resource Tchr	0.10	8,027.20	0.15	12,040.80	0.25	20,068.00	-	-	-	-
2500 School Nurse	-	-	-	-	0.20	14,023.40	-	-	-	-
2605 School Counselor	-	-	-	-	0.40	30,197.60	-	-	-	-
6472 Library Asst	-	-	0.69	17,263.81	-	-	-	-	-	-
1157 Classroom Teacher Hrly		-		1,000.00		-		-		-
1192 Prof&Curriclm Dev Vist Tchr		-		-		20,000.00		-		3,000.00
1986 Retired NonClstrm Tchr Hrly		-		10,000.00		20,000.00		-		-
2955 Other Nonclstrm PARAS Hrly		2,000.00		-		-		-		-
Employee Benefits		4,866.96		28,164.15		33,411.27		-		456.90
4301 Supplies		4,065.00		1,068.00		5,633.00		2,240.00		6,187.00
5614 Lease of Printer/Duplicator		12,000.00		-		-		-		-
5733 Interprogram Svcs/Paper		5,000.00		-		-		-		-

APPENDIX D

2015-16 SPSA ADDENDUM

Linda Vista

Area Goals for 2014-15 SY	
English Language Arts:	By 07/21/2015, 45 % of Linda Vista Elementary Students, Grades K-5 will meet common core grade level standards identified by district developed formative assessment level in English/Language Arts
Mathematics	By 07/21/2015, 55 % of Linda Vista Elementary Students, Grade 1-5 will meet common core grade level standards identified by district developed formative assessment level in Mathematics
English Language Development	By 07/21/2015, 60 % of Linda Vista Elementary English Learner, Students, Grades K-5 will meet grade level reading expectations as measured by level in DRA
Graduation/Promotion Rate	By 07/21/2015, 50 % of Linda Vista Elementary Grade 03, Students will meet level Q (40) level in DRA
Parent Involvement and Community Engagement	By 07/21/2015, 75 % of SDUSD Parents/Guardians will meet or exceed participate in at least 2 events in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		150,892.00		2,015.00		10,066.00	
2040 Inschool Resource Tchr	0.25	20,067.75	-	-	-	-	Inschool resource teacher to provide push in/ pull out support to EL students and other struggling with proficiencies
2500 School Nurse	0.20	14,647.20	-	-	-	-	Provide Health and emotional support to student to increase attendance that will help promote student achievement
2605 School Counselor	0.40	30,844.40	-	-	-	-	Provide Social and emotional support to student to increase attendance that will help promote student achievement as well as counseling services and small group workshops
1192 Prof&Curriclm Dev Vist Tchr		-		-		3,000.00	Provide visiting teacher release time for staff to participate in PLC and PD to develop common core curriculum and assessment to enhance the instructional program with a focus on struggling students

2281 Other Support Prsnl PARAS Hrly		-		250.00		-	Provide translation and childcare for parent involvement events and activities to support student achievement.
Employee Benefits		21,392.63		55.00		378.00	Benefits for staff providing targeted support for students
4301 Supplies		63,940.00		1,710.00		6,688.00	Supplies for PD, PLC and parent involvement activities to promote student achievement

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

APPENDIX E

School Name: Linda Vista Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$143,333.00
Enter Total Allocation: Resource 30106	\$9,644.00
Sum of Resources 30100 & 30106	\$152,977.00
10% allocation needed for PD	\$15,297.70

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1109	Inschool resource 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.	\$20,068.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments	\$20,000.00
<input type="checkbox"/> 30100 <input checked="" type="checkbox"/> 30106	1192	Visiting teachers will release classroom teachers to participate in professional learning communities. These teams will create assessments, analyze data, plan instruction, and plan interventions for struggling students.	\$3,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$43,068.00
10 % allocation has been met			YES