

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **LINDA VISTA ELEMENTARY SCHOOL**

2020-21

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: Dixon-Mauricia, Nina

Contact Person: Dixon-Mauricia, Nina

Position: Principal

Telephone Number: (858)800-5450

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

E-mail Address: ndixon@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Linda Vista STEAM Magnet Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Nina Dixon-Mauricia, Principal

PHONE: 858-800-5450

FAX:

E-MAIL ADDRESS: ndixon@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 9/30/2020 |
| <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: 10/01/2020

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.

Nina Dixon-Mauricia
Type/Print Name of School Principal

/Nina Dixon-Mauricia 10-01-2020
Signature of School Principal / Date

Noel Musicha
Type/Print Name of SSC Chairperson

Noel Musicha 10-01-2020
Signature of SSC Chairperson / Date

in progress
Type/Print Name of ELAC Chairperson

in progress
Signature of ELAC Chairperson / Date

Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 10/28/20
Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

In accordance with Education Code 64001, districts shall assure that schools participating in programs funded through the state's consolidated application process will develop a School Plan for Student Achievement (SPSA). The School Site Council (SSC) is responsible for the development, annual review, and update of this plan. The content of the SPSA shall be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. The evaluation of the effectiveness of the instructional program will be based on an analysis of student data and annual updates will reflect the appropriate modifications to the program. The staff at Linda Vista Elementary STEAM Magnet School is committed to meeting the needs of all students using data as a means to make informed instructional decisions. To provide a strong academic program, the staff at Linda Vista STEAM Magnet will work collaboratively to utilize student data to create opportunities for students to think critically and develop problem-solving skills that will allow them to positively contribute to the world around them.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Stakeholder input for the 2020-20201 SPSA involved our site's ELAC and SSC.

RESOURCE INEQUITIES

Linda Vista Elementary STEAM Magnet School's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2018-2019 and the 2019-2020 SPSA.

In 2016-2017, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 23%; 4th Grade - 25%; 5th Grade - 26%.

In 2017-2018, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 25%; 4th Grade - 23%; 5th Grade - 32%.

In 2018-2019, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 19%; 4th Grade - 28%; 5th Grade - 42%

To support student progress in ELA, staff will focus on Tiered Interventions; create horizontal and vertical alignment with grade levels that are anchored to the Common Core and California ELD standards. As an extension of this, create grade-level assessments that gauge the progress to said standards. These assessment results will anchor PLC work in support of student growth and monitoring.

In 2016-2017, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-33%; 4th Grade-25%; 5th Grade-0%

In 2017-2018, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-24%; 4th Grade-27%; 5th Grade-23%

In 2018-2019, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-18%; 4th Grade-30%; 5th Grade-27%

To support student progress in Math, staff will focus on Tiered Interventions; create horizontal and vertical alignment with grade levels that are anchored to the Common Core standards and California ELD standards. As an extension of this, create grade-level assessments that gauge the progress to said standards. These assessment results will anchor PLC work in support of student growth and monitoring.

According to the California Dashboard, over 92.1% of Linda Vista Elementary STEAM Magnet School's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

In the 2019-2020 school year, Linda Vista benefited from five instructional initiatives: Marzano High-Reliability School Professional Development; Elementary English-Language Arts Student-Centered Coaching Cycles; Early Literacy Language Acquisition Coaching Cycles; Math Studio Coaching Cycles and an English Language Learner Coaching Cycles. These initiatives were spread throughout grade levels and provided support to students. In 2019-2020, the site was able to move out of CSI status.

For the 2020-2021 school year, staff will continue to use student data to guide instructional practice and use said data to guide instructional choices within grade-level meetings.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Nina Mauricia	Principal
Melissa Musicha	Parent
Noel Musicha	Parent
Cyndy Trinh-Keo	Parent
Tomasa Ruiz	Community Member
Jere Lester	Community Member
Maria Alota-Smith	Teacher
Georgeanne Gedney	Teacher
Katy White	Teacher
Elodia Ortega	Other School Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

In 2018-2019 via the California (CA) Dashboard the overall absentee rate was 16.9% overall. In 2019-2020 the absentee rate was 12.3% overall.

*Major Differences

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

Attendance was closely monitored and with the suggestion from ELAC, the monthly Perfect Attendance Awards were reinstated for students for the 19-20 academic year.

*Changes

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

Teachers will utilize the Quality Learning Interactions to create and sustain environments for students that are conducive to learning and belonging.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease the overall school wide chronic absenteeism rate.	12.3%	10.0	Attendance	Trimester

***Identified Need**

The California Dashboard (2019) indicates that Linda Vista STEAM Magnet Elementary School is designated as orange in Chronic Absenteeism. The overall school chronic absenteeism rate is 12.3%. The California Dashboard (2019) shares that 92.1% of students are Socioeconomically Disadvantaged.

Chronic Absenteeism Rates (subgroups):

Students with disabilities = 33.7% in 2018 and 18.7% in 2019

Hispanic = 17.8% in 2018 and 12.1% in 2019

Socioeconomically Disadvantaged = 17.2% in 2018 and 11.8% in 2019

***Online Learning Implications**

Classroom Teachers will be required to take attendance daily in PowerSchool. Parents/guardians of students who are absent will be notified through School Messenger that their child(ren) was absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate	18.7%	10%	Attendance	Trimester
June 2021	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	12.1%	10%	Attendance	Trimester
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	11.8%	10%	Attendance	Trimester

Counseling Interventions

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: Students with Disabilities; Hispanic or Latinx youth, and Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

The school community will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. With the support of classroom teachers, Guidance Assistant, and Counselor parents and students will have access to supports that may reduce chronic absenteeism. The Guidance Assistant and Counselor will work with families on interventions to increase the attendance of the students who are chronically absent.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732P	Guidance Asst	0.40000	\$13,006.40	\$17,333.62	0173-09800-00-2404-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Low-Income		Assist with lowering Chronic Absenteeism.
F01732Q	School Counselor	0.60000	\$52,243.20	\$78,111.87	0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Assist with lowering Chronic Absenteeism.
N0173E7	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0173-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			To use for reports on attendance.
N0173EG	Supplies		\$1,440.00	\$1,440.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EH	Supplies		\$3,000.00	\$3,000.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.

***Additional Supports for this Strategy/Activity**

The Instructional Leadership Team (ILT) will continue to use the work from Robert Marzano to guide our practice to create and sustain a Safe, Supportive, and Collaborative School Culture.

Grade level representatives of the ILT will share this work with their respective grade-level teams to promote continuity in messaging.

Goal 2 - English Language Arts**Call to Action Belief Statement**

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Teachers worked collaboratively to create and discuss assessments used to monitor progress towards instructional goals.

***Major Differences**

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

Using these common assessments and calibrating proficiency with grade levels for strong horizontal alignment did not occur.

***Changes**

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

Classroom teachers will collaborate with administration, Ed. Specialists and Resource Teacher and other support staff to accomplish the following: increase academic achievement, create meaningful and standards-based formative assessments, monitor student progress, and provide direct instruction to our English Language Learners in ELD.

Classroom teachers will utilize the Quality Teaching Practices and Quality Learning Interactions as guides in their planning.

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	19%	29%	CAASPP ELA	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	28%	38%	CAASPP ELA	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	28%	38%	CAASPP ELA	Annually
*Identified Need						
<p>In 2016-2017, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 23%; 4th Grade - 25%; 5th Grade - 26%.</p> <p>In 2017-2018, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 25%; 4th Grade - 23%; 5th Grade - 32%.</p> <p>In 2018-2019, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 19%; 4th Grade - 28%; 5th Grade - 42%</p> <p>To support student progress in ELA, staff will focus on Tiered Interventions; create horizontal and vertical alignment with grade levels that are anchored to the Common Core and California ELD standards. As an extension of this, create grade-level assessments that gauge the progress to said standards. These assessment results will anchor PLC work in support of student growth and monitoring.</p> <p>Over 92.1% of Linda Vista Elementary STEAM Magnet School's student population is considered socioeconomically disadvantaged.</p>						
*Online Learning Implications						
<p>Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.</p>						

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	7%	17%	CAASPP ELA	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	5%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	8%	18%	CAASPP ELA	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	5%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	11%	22%	CAASPP ELA	Annually
June 2021	5	Students with Disabilities	Increase the percentage of	21%	26%	CAASPP ELA	Annually

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting and exceeding grade level standards.				
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	19%	29%	CAASPP ELA	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	23%	33%	CAASPP ELA	Annually
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	40%	50%	CAASPP ELA	Annually
June 2021	Grades 3 through 5	Socioeconomically Disadvantaged	Lessen the point total of students falling below the standard.	59.5 points below standard via the CA Dashboard	10 point decrease	CAASPP ELA	Annually
June 2021	Grades 3 through 5	Black or African American	Lessen the point total of students falling below the standard.	38.3 points below standard via the CA Dashboard	10 point decrease	CAASPP ELA	Annually

Instructional Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Language Learners, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to assist in promoting Quality Teaching Practices, Quality Learning Interactions, and Tier I instruction. This work includes, but will not be limited to side-by-side teaching, planning, and implementation.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732R	Inschool Resource Tchr -	0.23400	\$22,250.36	\$34,578.54	0173-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Assist in promoting Quality Teaching Practices, Quality Learning Interactions and Tier I instruction.
N0173ED	Prof&Curriclm Dev Vist Tchr		\$3,330.00	\$4,072.27	0173-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			PLC's to build horizontal and vertical alignment.

***Additional Supports for this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Language Learners, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.

Literacy Supports

***Students to be served by this Strategy/Activity**

All students will be supported by the Library Assistant position.

***Strategy/Activity - Description**

The Library Assistant will support all students with accessing high interest and culturally responsive and inclusive texts that represent the multi-ethnic student body.

The Library Assistant will also work towards building upon the Quality Learning Interactions teachers will implement with their students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173EI	Supplies		\$1,440.00	\$1,440.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EJ	Supplies		\$3,000.00	\$3,000.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.
	Library Asst -				0173-09800-00-2231-2420-4760-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : F01732T	Support Quality Teaching Practices and Quality Learning Interactions.

Goal 3 - Mathematics**Call to Action Belief Statement**

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Teachers worked collaboratively to create and discuss assessments used to monitor progress towards instructional goals.

***Major Differences**

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

Using these common assessments and calibrating proficiency with grade levels for strong horizontal alignment did not occur.

***Changes**

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

Classroom teachers will collaborate with administration, Ed. Specialists and Resource Teacher and other support staff to accomplish the following: increase academic achievement, create meaningful and standards-based formative assessments, and monitor student progress for all students. Classroom teachers will utilize the Quality Teaching Practices and Quality Learning Interactions as guides in their planning.

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*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	18%	28%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	30%	40%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	27%	37%	CAASPP Math	Annually
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards.	15%	25%	CAASPP Math	Annually
June 2021	4	Increase the percentage of students meeting and exceeding grade level standards.	20%	30%	CAASPP Math	Annually
June 2021	5	Increase the percentage of students meeting and exceeding grade level standards.	26%	36%	CAASPP Math	Annually

*Identified Need							
<p>In 2016-2017 the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-33%; 4th Grade-25%; 5th Grade-0%</p> <p>In 2017-2018 the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-24%; 4th Grade-27%; 5th Grade-23%</p> <p>In 2018-2019 the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade-18%; 4th Grade-30%; 5th Grade-27%</p> <p>To support student progress in Math, staff will focus on Tiered Interventions; create horizontal and vertical alignment with grade levels that are anchored to the Common Core and California ELD standards. As an extension of this, create grade-level assessments that gauge the progress to said standards. These assessment results will anchor PLC work in support of student growth and monitoring.</p> <p>Over 92.1% of Linda Vista Elementary STEAM Magnet School's student population is considered socioeconomically disadvantaged.</p>							
*Online Learning Implications							
Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	6%	16%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	0%	5%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	8%	18%	CAASPP Math	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting	10%	66.6%	CAASPP Math	Annually

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			and exceeding grade level standards.				
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	11%	21%	CAASPP Math	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	29%	30%	CAASPP Math	Annually
June 2021	3	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	19%	25%	CAASPP Math	Annually
June 2021	4	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	23.3%	66.6%	CAASPP Math	Annually
June 2021	5	Hispanic or Latino	Increase the percentage of students meeting and exceeding grade level standards.	40.8%	46.8%	CAASPP Math	Annually
June 2021	Grades 3-5	Socioeconomically Disadvantaged	Lessen the point total of students	59.5 points below the standard via	49.5 points below the standard.	CAASPP Math	Annually

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			falling below the standard.	the CA Dashboard.			
June 2021	Grades 3-5	Black or African American	Lessen the point total of students falling below the standard.	37 points below the standard via the CA Dashboard.	27 points below the standard.	CAASPP Math	Annually

Instructional Supports

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Learners and Students with Disabilities and students who are considered Socioeconomically Disadvantaged. 92.1 % of Linda Vista Elementary STEAM Magnet School's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Teachers will continue to implement the district math units while incorporating strategies to promote collaborative conversations and accountable talk to justify mathematical thinking. STEAM units that have been designed to integrate Math. Teachers will work collaboratively to look at student data and instructional best practices to move students into the sphere of success.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732S	Inschool Resource Tchr	0.36600	\$34,801.85	\$54,084.38	0173-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Support PLC's to build horizontal and vertical alignment.
N0173EE	Prof&Curriclm Dev Vist Tchr		\$3,330.00	\$4,072.27	0173-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			PLC's to build horizontal and vertical alignment.
N0173EK	Supplies		\$1,444.00	\$1,444.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EL	Supplies		\$3,007.00	\$3,007.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.

*Additional Supports for this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the following subgroups: English Language Learners, Students with Disabilities, and students who are considered Socioeconomically Disadvantaged.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

English Language Learners received English Language Development. Tier I interventions were applied.

*Major Differences

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

English Learners received instruction in English Language Development. Nuances between the Common Core Standards and the CA English Language Development (ELD) standards needed to be explored and as well as the impact for long-term EL Classification for students within this distinction.

*Changes

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

Teachers will use collaborative opportunities (grade level and PLC meetings) to create, analyze, and implement assessments for our English Language Learners. That data gleaned in these assessments (via FAST, Benchmark, and Curriculum Assessments) will be used to gauge language proficiency.

The Resource Teacher will work in tandem with teachers to develop support plans for students.

Teachers will communicate EL progress to families.

*Integrated English Language Development							
All teachers with EL's in their classrooms will utilize the CA ELD Standards in conjunction with the CA CCSS for ELA/Literacy and other content standards throughout the school day and across all subjects. The walkthrough plan is to observe the Integrated English Language Development in classrooms.							
*Designated English Language Development							
Designated English Language Development (ELD) is a protected time during the regular school day. Teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content in learning in English. In addition to the English Language Arts instruction in the classroom, English Learners are placed in language support groups. Teachers facilitate lessons in small groups by language proficiency each day by targeting specific areas of growth.							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	9%	19%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in Math..	8%	18%	CAASPP Math	Annually
June 2021	K-5	English Learner	Increase a minimum of one performance level.	No Baseline due to changes in the scale score ranges from 17-18.	10%	Summative ELPAC	Annually
*Identified Need							
Students who are English Language Learners are not having the same gains as students who speak English as their primary language.							
*Online Learning Implications							
Online professional development modules with iELD (integrated English Language) are available to teachers. Formative assessment data will be collected, analyzed, and feedback given to students and shared with parents.							

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	7%	17%	CAASPP ELA	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	8%	18%	CAASPP ELA	Annually
June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in ELA.	11%	22%	CAASPP ELA	Annually
June 2021	3	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	6%	16%	CAASPP Math	Annually
June 2021	4	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	8%	18%	CAASPP Math	Annually

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	English Learner	Increase the percentage of students meeting and exceeding grade level standards in MATH.	11%	21%	CAASPP Math	Annually
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Instructional Coaching/Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity, specifically English Language Learner students.

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers and assist them with planning and implementing differentiated instruction and supports for students.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732T	Library Asst	0.68750	\$19,874.25	\$40,873.18	0173-09800-00-2231-2420-4760-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Will work alongside teachers to build upon Quality Learning Interactions that support culturally responsive teaching.
N0173A7	Retired NonClstrm Tchr Hrly		\$5,845.00	\$7,147.85	0173-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Administer ELPAC assessments for our English Language Learners.
N0173DV	Prof&Curriclm Dev Vist Tchr		\$3,340.00	\$4,084.49	0173-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			PLC's to support horizontal and vertical alignment.
	Inschool Resource Tchr				0173-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F01732R	Will work alongside teachers to build upon Quality Learning Interactions and Quality Teaching Practices.

Instructional Support

***Students to be served by this Strategy/Activity**

All students with an emphasis on specific subgroups.

***Strategy/Activity - Description**

The Library Assistant will support all students with accessing high interest and culturally responsive and inclusive texts that represent the multi-ethnic student body.

The Library Assistant will also work towards building upon the Quality Learning Interactions teachers will implement with their students.

ELPAC Assessment

***Students to be served by this Strategy/Activity**

All EL students will benefit from this strategy.

***Strategy/Activity - Description**

A retired teacher will administer ELPAC assessments so students eligible to reclassify can do so.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173EM	Supplies		\$1,443.00	\$1,443.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EN	Supplies		\$3,007.00	\$3,007.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Students who receive special education services are not having the same gains as students who do not receive Special Education services.

*Major Differences

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

General Education teachers and Education Specialists did not have a formal means through which to share information about in-common students.

*Changes

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

Education Specialists will collaborate with staff to accomplish the following: increase academic achievement, create meaningful and standards-based formative assessments, monitor student progress, and provide direct instruction to our English Language Learners in ELD.
 Education Specialists will utilize the Quality Teaching Practices and Quality Learning Interactions as guides in their planning.

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	9%	14%	Other (Describe in Objective)	Annually	
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	14%	24%	Other (Describe in Objective)	Annually	
*Identified Need							
Teachers will utilize ELA and Math curriculum that meet common core state standards and afford opportunities for differentiated instruction so that our Students With Disabilities gain entry points into instruction. The students with disabilities at LVE are performing in the red indicator in ELA and the the orange indicator in the area of Math according to the CA Dashboard.							
*Online Learning Implications							
All staff will be working as a team to support all students to accelerate their learning.							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	0%	5%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of	10%	15%	Other (Describe in Objective)	Annually

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			students meeting and exceeding grade level standards in ELA as measured by CAASPP.				
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	29%	34%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	0%	5%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP.	0%	5%	Other (Describe in Objective)	Annually

Professional Development									
*Students to be served by this Strategy/Activity									
All students at the school will benefit from this strategy/activity, specifically students with disabilities.									
*Strategy/Activity - Description									
Education Specialists will have opportunities to attend professional development with General Ed. Teachers to build collaborative structures that support students.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173EB	Supplies		\$50.00	\$50.00	0173-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			Support Quality Teaching Practices and Quality Learning Interactions.
N0173EF	Classroom Teacher Hrly		\$2,580.00	\$3,155.08	0173-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			PLC's to support vertical and horizontal alignment.
N0173EO	Supplies		\$1,443.00	\$1,443.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EP	Supplies		\$3,007.00	\$3,007.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK through 5	Black Youth	Decrease suspension rate.	37%	25%	Suspensions (Classroom and School)	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, [school name] site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, [school name] will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. [School name] will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. [School name] will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goals.
- ✓ 5. In the 2020-21 school year, [school name] will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at [school name] is to maintain or increase the percentage of diverse educators from the current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Suspension rate retrieved from Hoounit.

***Online Learning Implications**

Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

Instructional Supports

***Students to be served by this Strategy/Activity**

***Strategy/Activity - Description**

Through Professional Development provided by the Counselor and Guidance Assistant, the staff will implement instructional strategies in alignment with anti-racists culture and practices. Additionally, classroom hourly funding for teachers to provide interventions that will benefit the African American/Black Youth at LVE.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173E6	Supplies		\$3,024.00	\$3,024.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Support Quality Teaching Practices and Quality Learning Interactions.
N0173EA	Supplies		\$1,453.00	\$1,453.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Support Quality Teaching Practices and Quality Learning Interactions.
N0173EC	Classroom Teacher Hrly		\$2,597.00	\$3,175.88	0173-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			PLC's to support vertical and horizontal alignment.
	School Counselor				0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732Q	Promote Quality Teaching Practices and Quality Learning Interactions.
	Guidance Asst				0173-09800-00-2404-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732P	Promote Quality Teaching Practices and Quality Learning Interactions.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Linda Vista Elementary STEAM Magnet continues to promote active engagement and collaboration with all families by communicating with them often via School Messenger (in both English and Spanish) and through mobile applications (i.e., Class Dojo).

*Major Differences

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

The effects of COVID-19 affected in-person meetings. Communication continued to happen virtually via School Messenger.

*Changes

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

All staff will work collaboratively to create meaningful partnerships with families in support of student achievement.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase participation in guidance counselor meetings.	28%	38%	CAL - SCHLS (CSPS)

*Identified Need

According to the California School Parent Survey (CSPS), only 28% meet with the Guidance Counselor.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Online Learning Implications									
All Students will receive a district-issued device to ensure access to the curriculum while in a distance learning format.									
*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2021	Other (Describe in Objective)	Increase participation in guidance counselor meetings.	28%	38%	Attendance				
Parent Meetings									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
Continue to provide monthly meetings for Parents. Provide programming that speaks to the needs of parents.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01736T	Supplies		\$1,000.00	\$1,000.00	0173-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Promote the supports of Counselor and Guidance Assistant with families.
N0173E9	Non Clsrm Tchrr Hrlly		\$1,173.00	\$1,434.46	0173-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement			Promote the supports of Counselor and Guidance Assistant with families.
	School Counselor				0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732Q	Promote Quality Teaching Practices and Quality Learning Interactions.
	Guidance Asst				0173-09800-00-2404-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732P	Promote Quality Teaching Practices and Quality Learning Interactions.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Inconsistency in approaches for ELD and in data pieces used for calibrating student mastery towards proficiency.

*Major Differences

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

Very little vertical and horizontal alignment with expectations for language development or gauging reading proficiency.

*Changes

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

Increase the percentage of students reading at or above grade level as measured by Fountas & Pinnell, FAST and Benchmark Assessments.
Create horizontal and vertical alignment among grade levels.

*Goal 8- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	40%	Grade 3 ELA Reading	Annually
June 2021	5	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	40%	Grade 5 ELA Reading	Annually

***Identified Need**

Due to a lack of inconsistent leadership, common assessments were not implemented with fidelity. The trend data indicate that common assessments and monitoring are needed to prepare students for secondary school: In 2016-2017, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 23%; 4th Grade - 25%; 5th Grade - 26%. In 2017-2018, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 25%; 4th Grade - 23%; 5th Grade - 32%. In 2018-2019, the following scores reflect the percentage of students who met and exceeded standards: 3rd Grade - 19%; 4th Grade - 28%; 5th Grade - 42%

***Online Learning Implications**

The work of counselors supports the varying needs of unduplicated students that may be wide-ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	40%	Grade 3 ELA Reading	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	30%	Grade 3 ELA Reading	Trimester
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	40%	Grade 5 ELA Reading	Trimester
June 2021	5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	No baseline established.	30%	Grade 5 ELA Reading	Trimester

Instructional Support

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of ELA, specifically students in grades 3 through 5.

***Strategy/Activity - Description**

In-school Resource Teacher (RT) along with the Counselor and Guidance Assistant will collaborate with staff to ensure horizontal and vertical alignment to achieve quality instruction based on evidence-based strategies.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173E5	Classroom Teacher Hrly		\$1,635.00	\$1,999.45	0173-30100-00-1157-1000-1110-01000-0000	Title I Basic Program			PLC's to strengthen horizontal and vertical alignment.
	Inschool Resource Tchr -				0173-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : F01732R	Support the work of teachers to promote and implement the Quality Teaching Practices and Quality Learning Interactions.
	Inschool Resource Tchr				0173-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt		Goal 3 - Mathematics Ref Id : F01732S	Support the work of teachers to promote and implement the Quality Teaching Practices and Quality Learning Interactions.
	School Counselor				0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program		Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732Q	Support the work of teachers to promote and implement the Quality Teaching Practices and Quality Learning Interactions.
	Guidance Asst				0173-09800-00-2404-3110-0000-01000-3401	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F01732P	Support the work of teachers to promote and implement the Quality Teaching Practices and Quality Learning Interactions.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to affect their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Linda Vista Elementary STEAM Magnet School aims to create a culture where creativity, imagination, collaboration, and inquisitiveness are celebrated. All students are taught skills and strategies that prepare them to be real-world problem solvers who think critically and innovatively to make positive changes in the world.

Our school has a diverse population, supportive parents, a talented staff, and motivated students all working together to reach common goals. Teachers nurture each student's strengths, skills, and talents focusing on hands-on, minds-on learning through inquiry and project-based integrated STEAM (science, technology, engineering, arts, and mathematics) units of study. Our faculty is committed to meeting the needs of all students.

- A culture of STEAM will be embedded in collaborative teacher meetings; ensuring that access points for all learners are integrated throughout.
- Common assessments anchored to the Common Core will be utilized to measure mastery (or approximations of mastery).

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside staff in support of students to promote a guaranteed and viable curriculum in every classroom. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures.

The site administrator will monitor instructional content, pedagogy, and student engagement by working alongside teachers to promote a guaranteed and viable curriculum and to strengthen awareness around recognizing if the instruction is affecting learning. The site administrator will promote the use of common formative and summative assessments so that data is utilized to design effective lessons and targeted interventions based on student needs.

Integration of the priorities and strategies outlined in SPSA will occur via the following:

- * Communication to all stakeholders.
- * Opportunities for all stakeholders to provide input via the use of surveys, interviews, and forums to provide feedback.
- * Efforts to build capacity within the school community.
- * Ongoing monitoring of student progress.
- * Differentiated Professional Development to meet the needs of all adult learners on campus.
- * Cross-functional collaboration between student leadership, teacher teams, parent groups, and community groups.

Specific leadership actions to meet or exceed SPSA goals:

- * Establish a clear vision around campus behavior and instructional initiatives.
- * Work with staff to prioritize goals, make action plans based on data, identify and achieve early wins and reduce time focused on non-essentials.
- * Establish the expectations for a data culture by providing support, co-created protocols, and capacity building with the Instructional Leadership Team.
- * Build teacher and staff capacity to create a common language that focuses on effective tiered supports for students.
- * Identify and provide leadership opportunities for parents, staff, and community to focus on projects that have a direct impact on student achievement.

ACHIEVEMENT**APPENDICES**

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

ACHIEVEMENT**APPENDIX A****BUDGET SUMMARY**

Linda Vista Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 147,398.35

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 282,881.34

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$61,465.34
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$61,465.34

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$74,017.65
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 74,017.65

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$282,881.34

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Linda Vista Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.4000	\$ 13,006.40	
		Guidance Asst	3000			\$ 4,327.22	
		Inschool Resource Tchr	1109	Pull/Out Push In		\$ -	
		Inschool Resource Tchr	3000			\$ -	
		Library Asst	2231	Other Support Prsnl PARAS	0.6875	\$ 19,874.25	
		Library Asst	3000			\$ 20,998.93	
						\$ 15,810.85	
	09800 LCFF Intervention Support Total					1.0875	\$ 74,017.65
	30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst		\$ -	
		Guidance Asst	3000			\$ -	
		Inschool Resource Tchr	1109	Pull/Out Push In	0.2340	\$ 22,250.36	
		Inschool Resource Tchr	3000			\$ 12,328.18	
		Library Asst	2231	Other Support Prsnl PARAS		\$ -	
		Library Asst	3000			\$ -	
		School Counselor	1210	Counselor	0.6000	\$ 52,243.20	
		School Counselor	3000			\$ 25,868.67	
						\$ 32,273.48	
	30100 Title I Basic Program Total					0.8340	\$ 144,963.89
	30103 Title I Parent Involvement						\$ 2,434.46
	30103 Title I Parent Involvement Total						\$ 2,434.46
30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109	Pull/Out Push In	0.3660	\$ 34,801.85		
	Inschool Resource Tchr	3000			\$ 19,282.53		
	Library Asst	2231	Other Support Prsnl PARAS		\$ -		
	Library Asst	3000			\$ -		
					\$ 7,380.96		
30106 Title I Supplmnt Prog Imprvmnt Total					0.3660	\$ 61,465.34	
Grand Total					2.2875	\$ 282,881.34	

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

LINDA VISTA ELEMENTARY STEAM MAGNET

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect during the 2020-2021 academic year.

Linda Vista Elementary STEAM Magnet distributes to parents and family members of Title I students, a School-Parent Compact. This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic standards.
- Hold parent-teacher conferences twice a year during which this Compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress.
- Provide parents reasonable access to staff.
- Provide opportunities for parents and family members to volunteer and participate in their child's class and to observe classroom activities.

Parents are encouraged to contact staff during office hours and/or through email.

Parents have staff email and can request a meeting at any time during the year.

Parent conferences are held in November and March where student progress is discussed in detail.

Parents are also encouraged to discuss student progress at any time throughout the year.

Teachers reach out to parents on a regular basis to communicate both positive student progress and growth.

The school engages Title I parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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 and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Standards are specifically discussed at Back To School Night and at conference times.

They are reviewed when IEP, 504's and SST's (Student Study Teams) meetings are held for specific students.

Parents are invited to view all materials for instruction.

Test scores are made available to parents.

The school provides Title I parents and family members with materials and training to help them improve the achievement of their children.

Families have access to online programs to use at home to assist students.

Specific strategies and materials are discussed with parents throughout the year, but specifically at Back to School Night and conference times.

With the assistance of Title I parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.

Staff and parents work closely together providing and planning additional support activities for students.

School plans are reviewed together and collaborative decisions are made.

Professional Development is provided to cover specific topics as they arise.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children.

Parents are an integral partner as we plan.

A parent room is set aside on campus as well as a bulletin board with information for families.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents and family members in a format and language that the parents and family members can understand.

Interpreters are available at parent events.

School Messenger is delivered in English and Spanish

The school provides support for parent and family member involvement activities requested by Title I parents and family members.

Interpreters are available at parent events.

School Messenger is delivered in English and Spanish.

Mailings and flyers are sent home to parents in English and Spanish.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand.

Translations are provided.

Information is provided in writing and through School Messenger emails and callouts.

This Compact was adopted by the School Site Council (SSC) on October 1st, 2020 and will be in effect for the 2020-2021 academic year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November Parent/Teacher Conferences.

Nina Mauricia

10/01/2020

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

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Parents are invited to view all materials for instruction.

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The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand.

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Nina Mauricia

10/01/2020

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

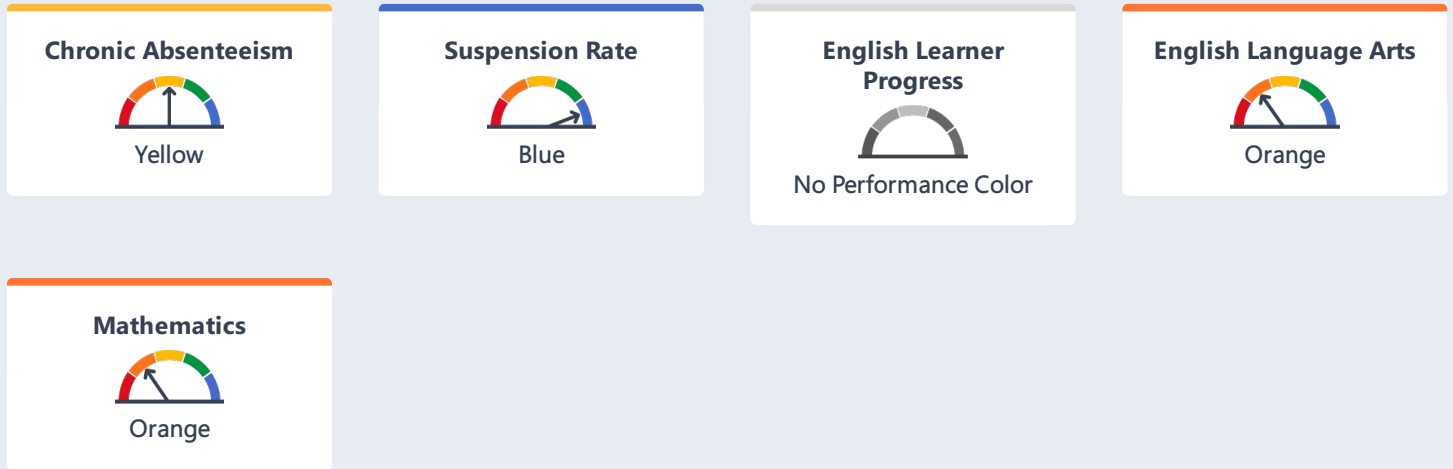
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Linda Vista Elementary

Explore the performance of Linda Vista Elementary under California's Accountability System.

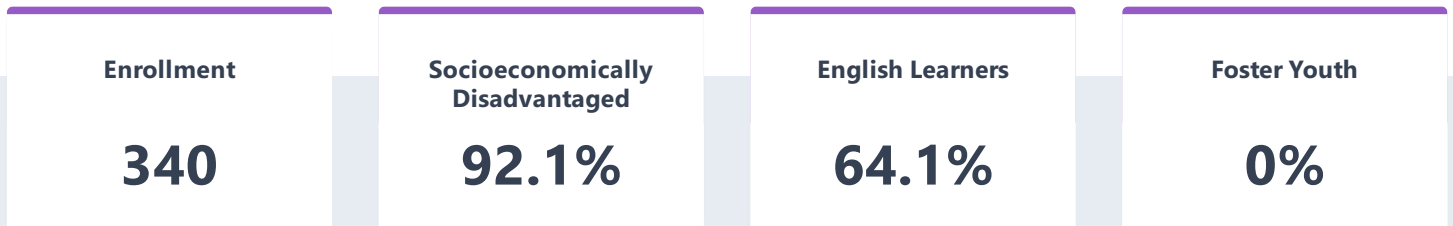


School Details

NAME Linda Vista Elementary	ADDRESS 2772 Ulric Street San Diego, CA 92111-5530	WEBSITE https://www.sandi.net/li...	GRADES SERVED K-5
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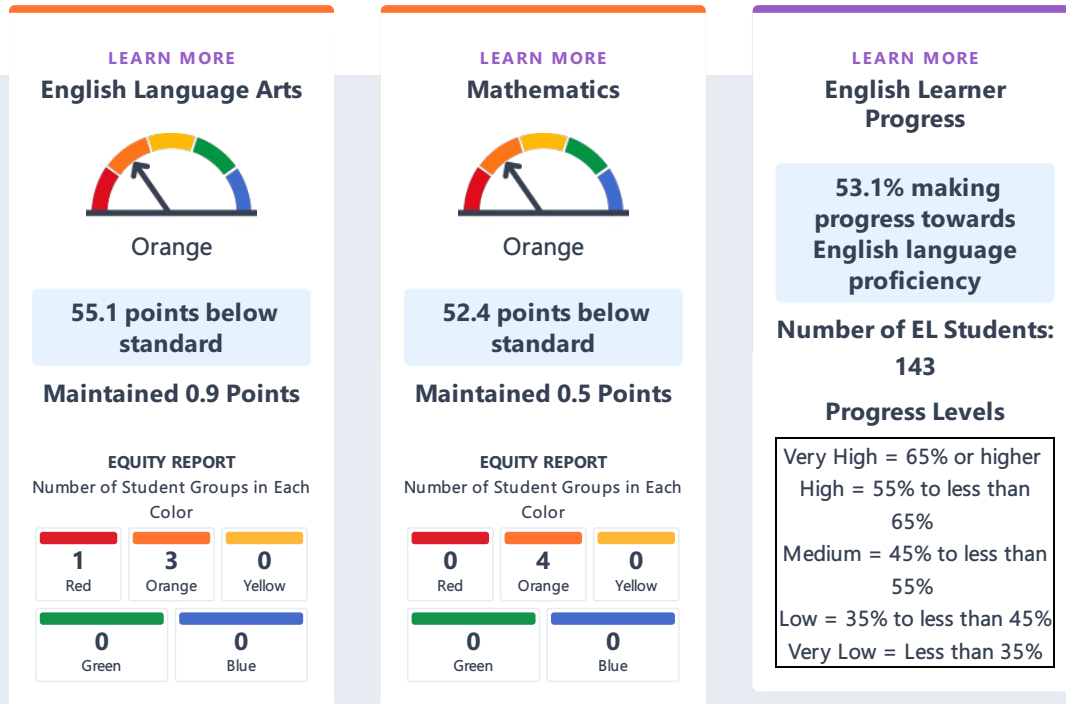
Student Population

Explore information about this school's student population.



Academic Performance

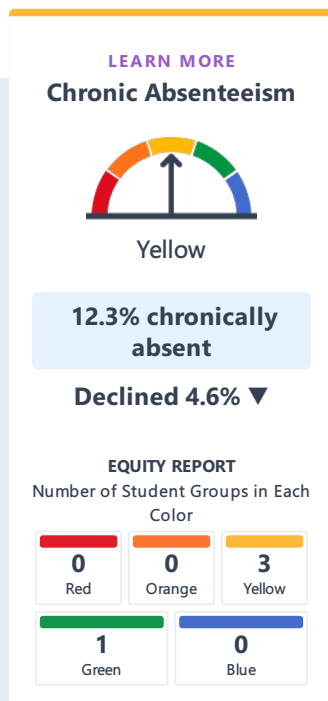
View Student Assessment Results and other aspects of school performance.



LINDA VISTA ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

1% suspended at least once

Declined 3.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	2 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Orange

55.1 points below standard

Maintained 0.9 Points

Number of Students: 149

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Homeless

Two or More Races

White

African American



No Performance Color

38.3 points below standard

No Data

Number of Students: 11

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

29.8 points below standard

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

73.8 points below standard

Increased 30.5 Points ▲

Number of Students: 13

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities



Red

120.6 points below standard

Declined 5 Points ▼

Number of Students: 37

English Learners



Orange

67 points below standard

Maintained -1.1 Points

Number of Students: 121

Hispanic



Orange

64.5 points below standard

Maintained 1.6 Points

Number of Students: 113

Socioeconomically Disadvantaged



Orange

59.5 points below standard

Maintained -2.2 Points

Number of Students: 138

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 56.5 points below standard

56 points below standard

55.1 points below standard

English Language Arts Data Comparisons: English Learners

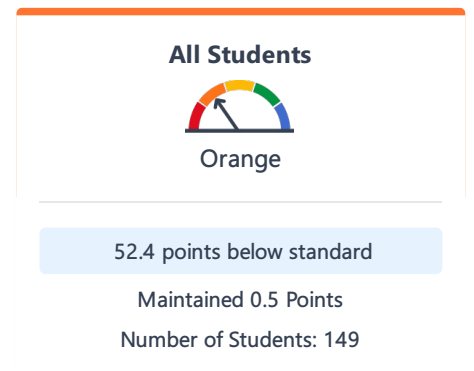
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
98.3 points below standard	10.1 points below standard	7.2 points below standard
Increased 3.7 Points ▲	Increased 4 Points ▲	Declined 17.8 Points ▼
Number of Students: 78	Number of Students: 43	Number of Students: 26

Mathematics

All Students







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



Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p> <p>Students with Disabilities</p>	 <p>Yellow</p> <p>No Students</p>
 <p>Green</p> <p>No Students</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p>

Asian

Filipino

Homeless

Two or More Races

White



African American



No Performance Color

37 points below standard

No Data

Number of Students: 11

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

2.8 points below standard

No Data

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Homeless



No Performance Color

97.6 points below standard

Increased 5.2 Points ▲

Number of Students: 13

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



Orange

59.8 points below standard

Maintained 1 Points

Number of Students: 121

Hispanic



Orange

62.1 points below standard

Maintained -1.5 Points

Number of Students: 113

Socioeconomically Disadvantaged



Orange

59.5 points below standard

Declined 5.4 Points ▼

Number of Students: 138

Students with Disabilities



Orange

103.1 points below standard

Increased 3.7 Points ▲

Number of Students: 37

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	47.4 points below standard	52.8 points below standard	52.4 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
89.1 points below standard	6.6 points below standard	23.3 points below standard
Declined 3 Points ▼	Increased 17.2 Points ▲	Declined 22.2 Points ▼
Number of Students: 78	Number of Students: 43	Number of Students: 26

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

53.1% making progress towards English language proficiency

Number of EL Students: 143

Performance Level
Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	11.1%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	35.6%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	53.1%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Yellow

12.3% chronically absent

Declined 4.6% ▼

Number of Students: 374

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged



Green

English Learners



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

4% chronically absent

Declined 4.7% ▼

Number of Students: 25

African American



No Performance Color

25% chronically absent

Increased 10.7% ▲

Number of Students: 24

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

27.6% chronically absent

Increased 1.3% ▲

Number of Students: 29

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

12% chronically absent

Declined 18.8% ▼

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities



Yellow

18.7% chronically absent

Declined 15.1% ▼

Number of Students: 75

Hispanic



Yellow

12.1% chronically absent

Declined 5.6% ▼

Number of Students: 280

Socioeconomically Disadvantaged



Yellow

11.8% chronically absent

Declined 5.3% ▼

Number of Students: 338

English Learners



Green

8.9% chronically absent

Declined 6.6% ▼

Number of Students: 235

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students



Blue

1% suspended at least once

Declined 3.3% ▼

Number of Students: 385

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomically Disadvantaged
Students with Disabilities



Blue

English Learners
Hispanic



No Performance Color

African American
American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

African American



No Performance Color

0% suspended at least once

Declined 9.1% ▼

Number of Students: 24

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Declined 4.3% ▼

Number of Students: 26

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

3.2% suspended at least once

Declined 6.3% ▼

Number of Students: 31

Two or More Races



No Performance Color

4% suspended at least once

Increased 4% ▲

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Socioeconomically Disadvantaged



Green

1.2% suspended at least once

Declined 3.2% ▼

Number of Students: 347

Students with Disabilities



Green

2.6% suspended at least once

Declined 8% ▼

Number of Students: 77

English Learners



Blue

0.4% suspended at least once

Declined 2.6% ▼

Number of Students: 242

Hispanic



Blue

1% suspended at least once

Declined 3.1% ▼

Number of Students: 290



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	221	20.8	206	32.0	197	24.9	157	26.8	158	30.4	9.6	3.6	220	21.4	208	24.5	198	28.8	158	24.7	163	24.5	3.1	-0.2
Female	84	27.4	85	42.4	88	30.7	81	28.4	75	26.7	-0.7	-1.7	84	20.2	87	28.7	88	27.3	81	22.2	76	22.4	2.2	0.2
Male	137	16.8	121	24.8	109	20.2	76	25.0	83	33.7	16.9	8.7	136	22.1	121	21.5	110	30.0	77	27.3	87	26.4	4.3	-0.9
African American	11	18.2	8	-	8	-	8	-	10	30.0	11.8	-	11	18.2	8	-	8	-	8	-	10	40.0	21.8	-
Asian**	4	-	2	-	1	-	1	-	13	38.5	-	-	4	-	2	-	1	-	1	-	13	46.2	-	-
Filipino	5	-	6	-	3	-	4	-	5	-	-	-	5	-	6	-	3	-	4	-	5	-	-	-
Hispanic	169	18.9	156	29.5	160	21.3	133	21.8	121	28.9	10.0	7.1	168	19.0	158	20.3	161	24.8	134	20.1	126	20.6	1.6	0.5
Indochinese**	22	27.3	24	29.2	16	31.3	6	-	-	-	-	-	22	27.3	23	34.8	16	43.8	6	-	-	-	-	-
Native American	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
White	4	-	3	-	1	-	1	-	2	-	-	-	4	-	3	-	1	-	1	-	2	-	-	-
Multiracial	4	-	6	-	7	-	3	-	6	-	-	-	4	-	7	-	7	-	3	-	6	-	-	-
English Learner	125	8.8	93	7.5	99	4.0	77	6.5	79	8.9	0.1	2.4	124	8.1	96	12.5	100	13.0	77	10.4	84	8.3	0.2	-2.1
English-Speaking	96	36.5	113	52.2	98	45.9	80	46.3	79	51.9	15.4	5.6	96	38.5	112	34.8	98	44.9	81	38.3	79	41.8	3.3	3.5
Reclassified†	60	38.3	51	49.0	70	44.3	58	43.1	46	56.5	18.2	13.4	60	46.7	51	39.2	70	45.7	58	34.5	46	47.8	1.1	13.3
Initially Eng. Speaking	36	33.3	62	54.8	28	50.0	22	54.5	33	45.5	12.2	-9.0	36	25.0	61	31.1	28	42.9	23	47.8	33	33.3	8.3	-14.5
Econ. Disadv.*	221	20.8	197	30.5	187	24.1	151	26.5	145	26.9	6.1	0.4	220	21.4	198	22.2	187	27.8	151	24.5	149	20.1	-1.3	-4.4
Non-Econ. Disadv.	0	-	9	-	10	40.0	6	-	13	69.2	-	-	0	-	10	70.0	11	45.5	7	-	14	71.4	-	-
Gifted	33	60.6	43	55.8	29	41.4	15	60.0	12	75.0	14.4	15.0	33	54.5	43	53.5	29	62.1	16	62.5	13	61.5	7.0	-1.0
Not Gifted	188	13.8	163	25.8	168	22.0	142	23.2	146	26.7	12.9	3.5	187	15.5	165	17.0	169	23.1	142	20.4	150	21.3	5.8	0.9
With Disabilities	41	2.4	37	5.4	41	2.4	36	0.0	31	3.2	0.8	3.2	41	2.4	37	2.7	41	7.3	36	11.1	31	9.7	7.3	-1.4
WO Disabilities	180	25.0	169	37.9	156	30.8	121	34.7	127	37.0	12.0	2.3	179	25.7	171	29.2	157	34.4	122	28.7	132	28.0	2.3	-0.7
Homeless	8	-	7	-	11	9.1	11	0.0	15	20.0	-	20.0	8	-	7	-	11	18.2	11	9.1	16	12.5	-	3.4
Foster	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Military	1	-	0	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	0	-	2	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	24.1	60	30.0	61	23.0	37	24.3	57	19.3	-4.8	-5.0	79	21.5	59	27.1	62	32.3	38	23.7	61	18.0	-3.5	-5.7
Female	35	28.6	27	44.4	25	24.0	24	25.0	28	17.9	-10.7	-7.1	35	20.0	27	37.0	25	16.0	24	20.8	29	10.3	-9.7	-10.5
Male	44	20.5	33	18.2	36	22.2	13	23.1	29	20.7	0.2	-2.4	44	22.7	32	18.8	37	43.2	14	28.6	32	25.0	2.3	-3.6
African American	4	-	2	-	2	-	2	-	5	-	-	-	4	-	2	-	2	-	2	-	5	-	-	-
Asian**	0	-	0	-	1	-	0	-	6	-	-	-	0	-	0	-	1	-	0	-	6	-	-	-
Filipino	1	-	1	-	1	-	3	-	1	-	-	-	1	-	1	-	1	-	3	-	1	-	-	-
Hispanic	57	24.6	48	29.2	54	18.5	28	14.3	42	19.0	-5.6	4.7	57	21.1	48	22.9	55	29.1	29	10.3	46	15.2	-5.9	4.9
Indochinese**	12	25.0	8	-	0	-	3	-	-	-	-	-	12	25.0	7	-	0	-	3	-	-	-	-	-
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	2	-	0	-	0	-	1	-	0	-	-	-	2	-	0	-	0	-	1	-	0	-	-	-
Multiracial	3	-	1	-	2	-	0	-	3	-	-	-	3	-	1	-	2	-	0	-	3	-	-	-
English Learner	57	10.5	43	14.0	43	9.3	24	4.2	28	7.1	-3.4	2.9	57	7.0	43	18.6	44	22.7	25	8.0	32	6.3	-0.7	-1.7
English-Speaking	22	59.1	17	70.6	18	55.6	13	61.5	29	31.0	-28.1	-30.5	22	59.1	16	50.0	18	55.6	13	53.8	29	31.0	-28.1	-22.8
Reclassified†	10	80.0	0	-	8	-	7	-	15	46.7	-33.3	-	10	90.0	0	-	8	-	7	-	15	53.3	-36.7	-
Initially Eng. Speaking	12	41.7	17	70.6	10	50.0	6	-	14	14.3	-27.4	-	12	33.3	16	50.0	10	60.0	6	-	14	7.1	-26.2	-
Econ. Disadv.*	79	24.1	57	29.8	57	19.3	36	25.0	50	14.0	-10.1	-11.0	79	21.5	56	25.0	57	28.1	36	25.0	53	11.3	-10.2	-13.7
Non-Econ. Disadv.	0	-	3	-	4	-	1	-	7	-	-	-	0	-	3	-	5	-	2	-	8	-	-	-
Gifted	10	70.0	16	43.8	6	-	15	60.0	4	-	-	-	10	40.0	16	56.3	6	-	16	62.5	4	-	-	-
Not Gifted	69	17.4	44	25.0	55	23.6	37	24.3	53	17.0	-0.4	-7.3	69	18.8	43	16.3	56	30.4	38	23.7	57	14.0	-4.8	-9.7
With Disabilities	18	5.6	10	10.0	41	2.4	11	0.0	10	0.0	-5.6	0.0	18	5.6	10	0.0	15	13.3	11	9.1	10	0.0	-5.6	-9.1
WO Disabilities	61	29.5	50	34.0	46	30.4	26	34.6	47	23.4	-6.1	-11.2	61	26.2	49	32.7	47	38.3	27	29.6	51	21.6	-4.6	-8.0
Homeless	1	-	7	-	11	9.1	2	-	4	-	-	-	1	-	0	-	8	-	2	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	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.

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2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	72	23.6	78	28.2	59	25.4	60	23.3	43	27.9	4.3	4.6	71	28.2	80	25.0	59	27.1	60	26.7	43	30.2	2.0	3.5
Female	23	30.4	37	43.2	29	34.5	24	20.8	26	26.9	-3.5	6.1	23	26.1	38	28.9	29	31.0	24	16.7	26	30.8	4.7	14.1
Male	49	20.4	41	14.6	30	16.7	36	25.0	17	29.4	9.0	4.4	48	29.2	42	21.4	30	23.3	36	33.3	17	29.4	0.2	-3.9
African American	1	-	5	-	2	-	4	-	2	-	-	-	1	-	5	-	2	-	4	-	2	-	-	-
Asian**	2	-	0	-	0	-	1	-	4	-	-	-	2	-	0	-	0	-	1	-	4	-	-	-
Filipino	3	-	2	-	0	-	1	-	3	-	-	-	3	-	2	-	0	-	1	-	3	-	-	-
Hispanic	57	21.1	55	23.6	52	23.1	51	17.6	30	23.3	2.2	5.7	56	25.0	56	21.4	52	23.1	51	25.5	30	20.0	-5.0	-5.5
Indochinese**	4	-	12	33.3	4	-	0	-	-	-	-	-	4	-	12	33.3	4	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	0	-	2	-	-	-
Multiracial	1	-	3	-	1	-	2	-	2	-	-	-	1	-	4	-	1	-	2	-	2	-	-	-
English Learner	42	11.9	43	2.3	32	0.0	36	8.3	24	8.3	-3.6	0.0	41	14.6	45	8.9	32	6.3	35	14.3	24	8.3	-6.3	-6.0
English-Speaking	30	40.0	35	60.0	27	55.6	24	45.8	19	52.6	12.6	6.8	30	46.7	35	45.7	27	51.9	25	44.0	19	57.9	11.2	13.9
Reclassified†	14	42.9	11	81.8	21	57.1	16	37.5	7	-	-	-	14	64.3	11	90.9	21	57.1	16	37.5	7	-	-	-
Initially Eng. Speaking	16	37.5	24	50.0	6	-	8	-	12	58.3	20.8	-	16	31.3	24	25.0	6	-	9	-	12	66.7	35.4	-
Econ. Disadv.*	72	23.6	78	28.2	56	25.0	57	21.1	40	22.5	-1.1	1.4	71	28.2	79	25.3	56	26.8	57	24.6	40	25.0	-3.2	0.4
Non-Econ. Disadv.	0	-	9	-	3	-	3	-	3	-	-	-	0	-	1	-	3	-	3	-	3	-	-	-
Gifted	13	61.5	13	61.5	13	53.8	5	-	2	-	-	-	13	61.5	13	46.2	13	61.5	6	-	2	-	-	-
Not Gifted	59	15.3	65	21.5	46	17.4	55	23.6	41	24.4	9.1	0.8	58	20.7	67	20.9	46	17.4	54	22.2	41	26.8	6.1	4.6
With Disabilities	11	0.0	37	5.4	41	2.4	14	0.0	10	0.0	0.0	0.0	11	0.0	16	6.3	12	8.3	14	21.4	10	10.0	10.0	-11.4
WO Disabilities	61	27.9	62	35.5	47	31.9	46	30.4	33	36.4	8.5	6.0	60	33.3	64	29.7	47	31.9	46	28.3	33	36.4	3.1	8.1
Homeless	5	-	4	-	11	9.1	8	-	2	-	-	-	5	-	4	-	11	18.2	8	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-

* 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.
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2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	70	14.3	68	38.2	77	26.0	60	31.7	58	43.1	28.8	11.4	70	14.3	69	21.7	77	27.3	60	23.3	59	27.1	12.8	3.8
Female	26	23.1	21	38.1	34	32.4	33	36.4	21	38.1	15.0	1.7	26	15.4	22	18.2	34	32.4	33	27.3	21	28.6	13.2	1.3
Male	44	9.1	47	38.3	43	20.9	27	25.9	37	45.9	36.8	20.0	44	13.6	47	23.4	43	23.3	27	18.5	38	26.3	12.7	7.8
African American	6	-	1	-	4	-	2	-	3	-	-	-	6	-	1	-	4	-	2	-	3	-	-	-
Asian**	2	-	2	-	0	-	0	-	3	-	-	-	2	-	2	-	0	-	0	-	3	-	-	-
Filipino	1	-	3	-	2	-	0	-	1	-	-	-	1	-	3	-	2	-	0	-	1	-	-	-
Hispanic	55	10.9	53	35.8	54	22.2	54	29.6	49	40.8	29.9	11.2	55	10.9	54	16.7	54	22.2	54	20.4	50	26.0	15.1	5.6
Indochinese**	6	-	4	-	12	33.3	3	-	-	-	-	-	6	-	4	-	12	41.7	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Multiracial	0	-	2	-	4	-	1	-	1	-	-	-	0	-	2	-	4	-	1	-	1	-	-	-
English Learner	26	0.0	7	-	24	0.0	17	5.9	27	11.1	11.1	5.2	26	0.0	8	-	24	4.2	17	5.9	28	10.7	10.7	4.8
English-Speaking	44	22.7	61	42.6	53	37.7	43	41.9	31	71.0	48.3	29.1	44	22.7	61	24.6	53	37.7	43	30.2	31	41.9	19.2	11.7
Reclassified†	36	25.0	40	40.0	41	34.1	35	42.9	24	66.7	41.7	23.8	36	27.8	40	25.0	41	39.0	35	31.4	24	45.8	18.0	14.4
Initially Eng. Speaking	8	-	21	47.6	12	50.0	8	-	7	-	-	-	8	-	21	23.8	12	33.3	8	-	7	-	-	-
Econ. Disadv.*	70	14.3	62	33.9	74	27.0	58	32.8	55	41.8	27.5	9.0	70	14.3	63	15.9	74	28.4	58	24.1	56	25.0	10.7	0.9
Non-Econ. Disadv.	0	-	6	-	10	40.0	2	-	3	-	-	-	0	-	6	-	11	45.5	2	-	3	-	-	-
Gifted	10	50.0	14	64.3	10	40.0	10	80.0	6	-	-	-	10	60.0	14	57.1	10	70.0	10	60.0	7	-	-	-
Not Gifted	60	8.3	54	31.5	67	23.9	50	22.0	52	38.5	30.2	16.5	60	6.7	55	12.7	67	20.9	50	16.0	52	25.0	18.3	9.0
With Disabilities	12	0.0	11	9.1	14	7.1	11	0.0	11	9.1	9.1	9.1	12	0.0	11	0.0	41	7.3	11	0.0	11	18.2	18.2	18.2
WO Disabilities	58	17.2	57	43.9	63	30.2	49	38.8	47	51.1	33.9	12.3	58	17.2	58	25.9	63	33.3	49	28.6	48	29.2	12.0	0.6
Homeless	2	-	3	-	2	-	1	-	9	-	-	-	2	-	3	-	2	-	1	-	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E**2020-21 SPSA ASSESSMENT AND EVALUATION**

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: LINDA VISTA ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school community will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. With the support of outside agencies (Healthy Early Years, Bayside Social Service Support and SchoolLink) parents and students will have access to supports that may reduce chronic absenteeism. The guidance assistant will work with families on interventions to increase attendance of the students who are chonically absent (phone calls, home visits, ect.)

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - NEW POSN, SBB2512337	0.20000	\$8,030.25	30100-2404	Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism.		We weren't able to hire a Guidance Assistant.	Will attempt to hire again in 20-21.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Principal will attend a conference for CSI schools on leadership. The conference will foster strategies to be a strong leader. This will assist the principal in creating a vision of action and support for Linda Vista. Creating a well developed vision for the school will ensure the environment and culture is inclusive, welcoming, and positive.

***Proposed Expenditures for this Strategy/Activity**

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Travel Conference		\$620.00	31820-5207	Professional development for principal on leadership.	Learned effective ways to promote change.		N/A – No longer a CSI school.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Representative teachers will attend Professional Development Trainings through the county. The PD will focus on creating safe and inclusive culture in order to prompt attendance and decrease chronic absenteeism.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local		\$1,180.00	31820-5209	Professional Development for representative teachers to create safe and collaborative school to increase		Due to COVID-19 didn't occur.	No in-person conferences in 20-21.

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				attendance and decrease suspensions.			
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Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

Year 1 of PBIS program will be implemented at Linda Vista. This is a Tier 1 school wide program to create a safe and inclusive culture. Supplies will also support attendance and no suspension positive program. The Community assistant will support these indicatives with collaborative planning and support for students and families.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$51,831.00	31820-4301	Supplies to buy materials to implement PBIS school wide program and support the work of the Community Assistant.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. Additionally, teachers will work with off-site RT's who will assist classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). This work includes, but will not be limited to side-by-side teaching, planning and implementation.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	0.70000	\$92,248.46	30100-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Inschool Resource Tchr - NEW POSN, SBB2512336	0.20000	\$26,356.69	30106-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Supplies		\$9,547.00	30100-4301	Supplies will support students and high needs student groups with interventions provided by the	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				In-School Resource teacher.			
Note/Reminders (optional):							
Strategy/Activity 1							
*Strategy/Activity - Description							
Supply money will be used to support teacher's PLC work with professional text. Supply money will also be used to support technology in the classroom.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	31820-4301	Support PLC work with instructional pedagogy texts as well as increasing access to technology.		Due to COVID-19 book studies did not occur.	Money used in support of students.
Note/Reminders (optional):							
Strategy/Activity 1							
*Strategy/Activity - Description							
The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Chambers, Jeanette	0.20000	\$11,074.08	30100-2231	The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and Teaching Practices.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

After school program to support students who require additional support in the area of written and verbal expression. Movement Be will work with Linda Vista to deliver after school intervention support.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Sves Less Than \$25K		\$64,250.00	31820-5853	After school program to support students who require additional support in the area of written and verbal expression.	Organization worked with students in after school program.		No longer a CSI school in 20-21.
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Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

STEAM Resource Teacher (SRT) and Math Studio Professional Development Group will continue to support and collaborate with classroom teachers to impact teacher effectiveness. The STR and teachers will continue to develop curriculum that integrates ELD supports for English Language Learners and Students with Disabilities. The SRT will support professional development by including best practices utilized with Math Studio in PLC's.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$12,202.00	30106-1192	Visiting teacher will allow release time for teachers to participate in Professional Development with resource teacher and Math program.		Due to COVID-19 these opportunities did not occur.	The structures of PLC's will have to be the foundation of work for 20-21.
Supplies	--	--	30100-4301	Supplies will support math instruction with hands on supplies as well as other supplemental materials.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30100-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30106-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Chambers, Jeanette	--	--	30100-2231	The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and Teaching Practices.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

After school program to support students who require additional support in the area of written and verbal expression. Movement Be will work with Linda Vista to delivery after school intervention support.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K	--	--	31820-5853	After school program to support students who require additional support in the area of written and verbal expression.	Worked with students in Prime Time.		No longer a CSI school.

Note/Reminders (optional):

Goal 5 - Students with Disabilities							
Strategy/Activity 1							
*Strategy/Activity - Description							
In order to support students, our Ed. Specialists will have opportunities to attend professional development with the General Ed. teachers to strengthen their content knowledge. Ed. Specialists will have opportunities to attend PLC's with their General Ed. collaborators.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30100-1109	Resource Teacher will provide in house professional development during PLCs	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30106-1109	Resource Teacher will provide in house professional development during PLCs	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Supplies	--	--	30100-4301	Supplies will support instructional materials need for interventions with student subgroups.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Library Asst - Chambers, Jeanette	--	--	30100-2231	The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and Teaching Practices.
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Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

After school program to support students who require additional support in the area of written and verbal expression. Movement Be will work with Linda Vista to delivery after school intervention support.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs Less Than \$25K	--	--	31820-5853	After school program to support students who require additional support	Movement Be worked with students in Prime Time.		No longer a CSI school.

Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				in the area of written and verbal expression.			
--	--	--	--	---	--	--	--

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Continue to provide bi-monthly meetings for Parents. Provide programming that speaks to the needs of parents.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inservice supplies		\$2,045.00	30103-4304	Supplies to facilitate bi-monthly parent meetings.		Due to COVID-19 in-service opportunities didn't occur.	These opportunities will occur virtually.
Supplies		\$18,742.00	30106-4301	Supplies will be used to support materials for parent communication, copying flyers and other circulars, and other supplies needed to support parent meetings and in-service events.	Prior to COVID-19, flyers with information to sent to families when we were at the brick and mortar site.		Messages sent via School Messenger after March 13.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Within PLC's, STEAM RT will assist teachers in creating, planning and implementing differentiated instruction with STEAM units.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30100-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	30106-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: LINDA VISTA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school community will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. With the support of outside agencies (Healthy Early Years, Bayside Social Service Support and SchoolLink) parents and students will have access to supports that may reduce chronic absenteeism. The guidance assistant will work with families on interventions to increase attendance of the students who are chronically absent (phone calls, home visits, ect.)

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst - NEW POSN, SBB2512337	0.20000	\$8,030.25	09800-2404	Safe, Supportive and Collaborative School Culture; Decrease chronic absenteeism.		We weren't able to hire a Guidance Assistant.	Will attempt to hire again in 20-21.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. Additionally, teachers will work with off-site RT's who will assist classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). This work includes, but will not be limited to side-by-side teaching, planning and implementation.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	0.10000	\$13,178.35	09800-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Supplies		\$6,951.00	09800-4301	Supplies will support instructional materials need for interventions with student subgroups.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.

***Proposed Expenditures for this Strategy/Activity**

Linda Vista Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Chambers, Jeanette	0.48750	\$26,993.04	09800-2231	The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and Teaching Practices.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. RT will help classroom teachers in planning and implementing differentiated instruction and supports for students.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	09800-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Supplies	--	--	09800-4301	Supplies will support instructional materials need for interventions with student subgroups.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Linda Vista Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Chambers, Jeanette	--	--	09800-2231	The library assistant will support all students with accessing high interest texts, finding the "just right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and Teaching Practices.

Note/Reminders (optional):

Strategy/Activity 1

***Strategy/Activity - Description**

A retired teacher will administer ELPAC assessments so students eligible to reclassify can do so.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Linda Vista Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired NonClrm Tchr Hrly		\$12,202.00	09800-1986	A retired teacher will administer ELPAC assessments	Able to hire retired teachers to administer ELPAC.		No modifications; will continue to utilize.

Note/Reminders (optional):

Goal 5 - Students with Disabilities							
Strategy/Activity 1							
*Strategy/Activity - Description							
In order to support students, our Ed. Specialists will have opportunities to attend professional development with the General Ed. teachers to strengthen their content knowledge. Ed. Specialists will have opportunities to attend PLC's with their General Ed. collaborators.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	09800-1109	Resource Teacher will provide in house professional development during PLCs	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.
Supplies	--	--	09800-4301	Supplies will support instructional materials need for interventions with student subgroups.	Classrooms able to secure supplies for students.		Some teachers used these supplies to create supplies for their students to take home in 20-21.
Library Asst - Chambers, Jeanette	--	--	09800-2231	The library assistant will support all students with accessing high interest texts, finding the "just		Due to COVID-19 students did not receive Library support.	Library Assistant will work alongside teachers in 20-21 to promote Quality Learning Interactions and

Linda Vista Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				right" text for each students' reading level, as well as strategies and skills to access research materials for in-class projects.			Teaching Practices.
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Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

In-school Resource Teacher (RT) will support and collaborate with classroom teachers to impact teacher effectiveness. The RT will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Within PLC's, STEAM RT will assist teachers in creating, planning and implementing differentiated instruction with STEAM units.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - NEW POSN, SBB2512336	--	--	09800-1109	Support closing the achievement gap.	Worked with teachers to support students. Worked with families to support students.		None made, RT needed again in 20-21.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?