

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **LINDA VISTA ELEMENTARY SCHOOL**

2022-23

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: *January 24, 2023*



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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: LINDA VISTA ELEMENTARY SCHOOL PHONE: 650 8005450 FAX: 650 8005499
 SITE CONTACT PERSON: Nina Dixon-Mauricia 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 I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: <u>4/26/22</u> |
| <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 checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/26/22</u> |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22 & 10/27/2022

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

NOEL MUSICHA
Type/Print Name of SSC Chairperson

Laura Bono
Type/Print Name of ELAC Representative

Christina Custer
Type/Print Name of Area Superintendent

[Signature] 11/3/2022
Signature of School Principal / Date

[Signature]
Signature of SSC Chairperson / Date

Laura Bono 11/3/22
Signature of ELAC Representative / Date

[Signature] 11-9-22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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

This School Plan for Student Achievement was written with the intention to fulfill the requirements of Title I School wide improvement. 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.

1. *Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child*
2. *Access to Broad and Challenging Curriculum*
3. *Accelerating Student Learning With High Expectations for All*
4. *Quality Leadership, Teaching and Learning*
5. *Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities*

ENGAGING EDUCATIONAL PARTNERS

SSC Preliminary Budget Conversation - February 17, 2022
Staff provided budget recommendations - February 15, 2022
ELAC Committee met and provided budget recommendations - April 26, 2022
SCC Committee met, reviewed, and approved 2022/23 budget - March 3, 2022
SSC developed the School-Parent Compact and Parent Involvement Policy - September 29, 2022
SSC developed and approved 2022-2023 SPSA Goals - September 29, 2022 and October
The Annual Title I Parent Meeting held on September 16, 2022.
Parents will receive digital copies of School-Parent Compact and Parent Involvement Policy.

RESOURCE INEQUITIES

Linda Vista Elementary STEAM Magnet School's root cause analysis involved examining data from CAASPP, the California Healthy Kids Survey, California Parent Survey, site data, and a review of the 2018-2019, 2019-2020, 2021-2022 SPSA.

Linda Vista's root cause analysis involved examining data was completed by analyzing a variety of data sources to provide a well-rounded picture of the inequities that exist and how best to plan to respond to those inequities. The data sources include: CAASPP academic data; Fountas and Pinnell (F&P reading data); and English Language Proficiency Assessments (ELPAC) site data,

Linda Vista reviewed CAASPP academic data to determine trends in performance compared to the standard, as well as, the percentage of students at each proficiency level. In the Spring of 2022 the following scores reflect the percentage of students who met the standards English Language Arts: In 3rd Grade 46 students assessed; 6 students met the standards which translates to 13% of the third grade student population; In 4th Grade 47 students assessed; 12 students met the standards which translates to 26% of the fourth grade student population; In 5th Grade 57 students assessed; 15 students met the standards which translates to 26% of the fifth grade student population. In the Spring of 2022 the following scores reflect the percentage of students who met and exceed standards in Math: In 3rd Grade 47 students assessed; 5 students met the standards which translates to 11% of the third grade student population; In 4th Grade 48 students assessed; 9 students met the standards which translates to 19% of the fourth grade student population; In 5th Grade 58 students assessed; 6 students met the standards which translates to 10% of the fifth grade student population. For both ELA and Math, our students in grades 3 through 5 are not performing at the level we believe they can. In order to address this, we must look at our instructional practices and build upon the strengths our students possess.

In '21-'22 students in UTK through 2nd grade were assessed in Reading (via Fountas and Pinnell - F&P). In the Fall F&P Assessment, 112 students were assessed. 8 students/7.14% performed above grade level. 50 students/44.64% performed at grade level. 54 students/48.21% performed below grade level. In our Winter F&P Assessment, 143 students were assessed. 29 students/20.28% performed above grade level. 34 students/23.78% performed at grade level. 80 students/55.94% performed below grade level. In the Spring F&P Assessment, 126 students were assessed. 25 students/19.84% scored above grade level. 23 students/18.25% scored at grade level. 78 students/61.90% scored below grade level. For many of these students, last year was their first year on a school-campus and the acclimation to on-site learning and the learning loss they experienced contributed to their reading scores.

In the Spring of '22 students in grades K through 5 participated in the ELPAC Summative. 46 Kindergarten, students were assessed and 5 students performed at Level 4. In First grade, 36 students tested and 1 student performed at Level 4. In Second Grade, 32 students tested and 0 students performed at Level 4. In Third Grade, 28 students tested and 1 student performed at Level 4. In Fourth Grade, 36 students tested and 1 student performed at Level 4. In Fifth Grade, 20 students tested and 1 student at Level 4.

For the 2022-2023 academic year, staff will continue to use data to guide instructional practices. The Focus School distinction has allowed for targeted Literacy Intervention support for grades UTK through 2nd Grade; additionally, from August 2022 through June 2023 Linda Vista teachers in grades 3 through 5 will receive support for English Language Development via an English Language Instructional Resource Teacher. In an effort to make sure that we are sharing grade level expectations with our families, teachers in grades UTK through 5th grade met with the parents of students who were not performing at grade level via Early Intervention Conferences in October 2022. Parents and teachers will use common assessments (State and District Standards) to guide conversations around student growth. Parents were also given access to the report cards that their child(ren) will be graded upon this academic year. Using categorical funds we will continue to fund an In-School Resource teacher to help facilitate the work in grades 3 through 5; additionally, categorical funds were used to pay for a full-time Counselor to address the socio-emotional needs of our students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Nina Mauricia	Principal
Melissa Musicha	Parent
Noel Musicha	Parent
Jere Lester	Community Member
Elodia Ortega	Other School Representative
William (Mike) Grover	Teacher
Kate Klein	Teacher
Julie Bingham	Teacher
Cyndy Keo	Parent
Tomasa Ruiz	Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

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. In 2020 to 2021 during distance learning and Phase II re-opening, Linda Vista - due to outreach from teachers, Counselors, Enrollment Clerk and Community Assistant - had 80% to 99% of students attending school (in-person and online). In '21-'22 the chronic absenteeism for Latina/o students was 54% (143 out of 261 students); 68% of our Students with Disabilities were chronically absent (58 students out of 85 students); 53% of our Socio Economic Disadvantaged students were chronically absent (204 out of 378 students). Due to the outbreak of COVID and COVID-like symptoms we saw an increase in absences. Teachers continued to prioritize quality teaching and learning practices with students.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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Attendance and outreach was closely monitored by Community Assistant and Enrollment Clerk. This attendance team met to monitor student attendance.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

With the support of the Family Services Assistant for Area 3 who works closely with the Attendance Clerk and Community Assistant, student attendance will be monitored monthly. Notices sent to families regarding unexcused absences will be communicated. Classroom awards for the best attendance per month will be recognized.

***Identified Need**

In '21-'22 the chronic absenteeism for the following groups is as follows:
 Latina/o = 143 students out of 261 students (54%)
 Students with Disabilities = 58 students out of 85 students(68%)
 Socio Economic Disadvantaged = 204 students out of 378 (53%)

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Decrease the overall school wide chronic absenteeism rate.	12.3%	10.0	Attendance	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism rate	68%	63%	Attendance	Trimester
June 2023	UTK-5	Hispanic or Latino	Decrease chronic absenteeism rate	54%	49%	Attendance	Trimester
June 2023	UTK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	53%	48%	Attendance	Trimester

Supporting Black Youth - Additional Goals

- ✓ 1. Linda Vista’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Linda Vista is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Linda Vista’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Linda Vista’s will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Linda Vista’s will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Linda Vista’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Linda Vista’s will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Linda Vista’s will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 and Counselor, parents and students will have access to supports that may reduce chronic absenteeism. The 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732F	School Counselor -	0.60000	\$53,725.80	\$78,504.78	0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will assist with social emotional needs of the students along with addressing attendance/absenteeism.
N0173BW	Counselor Hrly		\$4,719.00	\$5,842.60	0173-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Funds used to cover counselor overages if necessary. Funds to be transferred to supplies if not needed.
N0173D1	Counselor Hrly		\$460.00	\$569.53	0173-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Funds used to cover counselor overages if necessary. Funds to be transferred to supplies if not needed.

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

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LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We budgeted for VAPA for PLC's in 21-22 however due to Visiting Teacher shortages, our teams were not able to meet consistently.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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

***Identified Need - English Language Arts**

In the Spring of 2022 the following CAASPP scores reflect the percentage of students who met the standards English Language Arts:
 3rd Grade = 46 students assessed; 6 students met the standards which translates to 13% of the third grade student population
 4th Grade = 47 students assessed; 12 students met the standards which translates to 26% of the fourth grade student population
 5th Grade = 57 students assessed; 15 students met the standards which translates to 26% of the fifth grade student population

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	22%	23%	CAASPP ELA	Annually

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June 2023	UTK-2	Increase the percentage of students meeting and exceeding grade level standards.	19.84%	29.84%	Fountas and Pinnel	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	10.6%	20.6%	FAST aReading	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	2%	12%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.3%	16.3%	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	14.3%	24.3%	CAASPP ELA	Annually
June 2023	3-5	Black or African	Increase the	9.1%	19.1%	CAASPP ELA	Annually

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		American	percentage of students meeting and exceeding grade level standards.				
June 2023	K-2	Socioeconomically Disadvantaged	Increase the percentage of students scoring above grade level.	19.84%	29.84%	Fountas and Pinnel	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students scoring above grade level.	10.6%	20.6%	FAST aReading	Annually

*Identified Need - Math

In the Spring of 2022 the following CAASPP scores reflect the percentage of students who met and exceed standards in Math:
 3rd Grade = 47 students assessed; 5 students met the standards which translates to 11% of the third grade student population
 4th Grade = 48 students assessed; 9 students met the standards which translates to 19% of the fourth grade student population
 5th Grade = 58 students assessed; 6 students met the standards which translates to 10% of the fifth grade student population

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards.	13.16%	23.16%	CAASPP Math	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards	50.3%	60.3%	DEMI	Annually

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		KNOWLEDGE				
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards APPLICATION	50%	60%	DEMI	Annually
June 2023	3-5	Increase the percentage of students meeting and exceeding grade level standards COMMUNICATIO N	39.3%	49.3%	DEMI	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students meeting and exceeding grade level standards.	6.3%	16.3%	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards.	6.3%	16.3%	CAASPP Math	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards.	11.3%	21.3%	CAASPP Math	Annually

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June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards.	0%	10%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards KNOWLEDGE	40%	50%	DEMI	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards APPLICATION	55.6%	65.6%	DEMI	Annually
June 2023	3-5	Black or African American	Increase the percentage of students meeting and exceeding grade level standards COMMUNICATI ON	33.3%	43.3%	DEMI	Annually

***Identified Need - English Learners**

Students who are English Language Learners are not having the same gains as students who speak English as their primary language.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Increase the number of	1%	5%	Summative ELPAC	Annually

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			students performing at Level 4			
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***Identified Need - Graduation/Promotion Rate**

In the Spring of 2022 the following CAASPP scores reflect the percentage of students who met and exceed standards in Math:
 3rd Grade = 47 students assessed; 5 students met the standards which translates to 11% of the third grade student population
 4th Grade = 48 students assessed; 9 students met the standards which translates to 19% of the fourth grade student population
 5th Grade = 58 students assessed; 6 students met the standards which translates to 10% of the fifth grade student population
 In the Spring of 2022 the following CAASPP scores reflect the percentage of students who met the standards English Language Arts:
 3rd Grade = 46 students assessed; 6 students met the standards which translates to 13% of the third grade student population
 4th Grade = 47 students assessed; 12 students met the standards which translates to 26% of the fourth grade student population
 5th Grade = 57 students assessed; 15 students met the standards which translates to 26% of the fifth grade student population

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-2	Increase the percentage of students reading at or above grade level as measured by the Fountas & Pinnell.	19.84%	29.84	Fountas and Pinnel	Annually
June 2023	3-5	Increase the percentage of students scoring above grade level.	10.6%	20.6%	FAST aReading	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade	2%	12%	FAST aReading	Trimester

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			level as measured by the FAST aReading.				
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the FAST aReading.	6.3%	16.3%	FAST aReading	Trimester
June 2023	3-5	Socioeconomically Disadvantaged	Increase the percentage of students reading at or above grade level as measured by the FAST aReading.	14.3%	24.3%	FAST aReading	Trimester

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

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

Additionally, via our Focus School status, a Literacy Support teacher will work closely with students in grades UTK through 2nd grade; meeting with groups daily in Guided Reading and working with teachers in PLC's. Teachers will attend district professional development that will address the cycles the Literacy Support teacher will support in their classrooms. Teachers will extend classroom learning with field-trips anchored to standards as well as provide after-school tutoring support.

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

student body.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01732G	Inschool Resource Tchr -	0.30000	\$29,674.80	\$46,657.41	0173-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructor will work with small groups of students to improve academic growth.
F01732H	Library Asst -	0.08750	\$2,636.11	\$5,545.83	0173-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Using iready/district data to personalize the library program that will promote literacy achievement.
F01732I	Library Asst -	0.35000	\$10,544.45	\$22,183.35	0173-30100-00-2231-2420-4760-01000-0000	Title I Basic Program	[no data]		Using iready/district data to personalize the library program that will promote literacy achievement.
F01732J	Library Asst -	0.25000	\$7,531.75	\$15,845.26	0173-30106-00-2231-2420-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Using iready/district data to personalize the library program that will promote literacy achievement.
F01732K	Inschool Resource Tchr -	0.30000	\$29,674.80	\$46,657.41	0173-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructor will work with small groups of students to improve academic growth. .
N01737J	Classroom Teacher Hrly		\$6,640.00	\$8,220.98	0173-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Provide additional student academic support after-school.
N0173CZ	Interprogram Svcs/Field Trip		\$4,830.00	\$4,830.00	0173-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Extend classroom standards-based learning by attending field trips in San Diego such as but not limited to Balboa Park, Childrens Museum and San Diego History Museum.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0173D2	Supplies		\$18,922.00	\$18,922.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to support student achievement such as classroom reading material (books), math manipulatives etc.
*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.									
Targeted Instructional Support									
*Students to be served by this Strategy/Activity									
All participating students will benefit from the additional instructional support									
*Strategy/Activity - Description									
Funding allocated for visiting teachers so that classroom instructors can convenance in PLC's to create common formative assessments that will measure the learning growth of students. Additionally funds will be made available for classroom purchases to support students in math, science and English and afterschool tutoring for core subjects.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N017366	Supplies		\$602.00	\$602.00	0173-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support classroom instruction such as math manipulatives, reading materials, science equipment etc.
N01739A	Supplies		\$5,843.00	\$5,843.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to support classroom instruction such as math manipulatives, reading materials, science equipment etc.
N0173CX	Software License		\$10,000.00	\$10,000.00	0173-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Software to help create and analyze assessments to review student mastery of content. Programs may include iReady, brain pop, PDF Simpli, IXL, RAZKIDS etc.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0173CY	Prof&Curriclm Dev Vist Tchr		\$4,038.00	\$4,999.45	0173-30100-00- 1192-1000- 1110-01000- 0000	Title I Basic Program	[no data]		Teachers will meet in PLC to review student growth and student data to help inform instruction.
N0173D0	Classroom Teacher Hrly		\$5,857.00	\$7,251.56	0173-30100-00- 1157-1000- 1110-01000- 0000	Title I Basic Program	[no data]		Afterschool tutoring for core content classes. Additional targeted support will help address growth areas.

***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.

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0173CW	Retired NonClrm Tchr Hrly		\$5,213.00	\$6,454.22	0173-09800-00- 1986-3160-4760- 01000-0000	LCFF Intervention Support	English Learners, Low- Income		Helps assess our students English Language growth.

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

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Linda Vista Elementary STEAM Magnet continues to promote active engagement and collaboration with all families by communicating with them weekly via a Smore Newsletter, Class Dojo and School Messenger. Parents/guardians utilized the ClassDojo app frequently as it served as a communication tool between teachers and parents.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The effects of COVID-19 impacted in-person meetings and occurred via Zoom.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

All staff will work collaboratively to create meaningful partnerships with families in support of student achievement. Implementing Family Fridays; Friday Coffee with the Principal and inviting our families to volunteer in the classroom.

***Identified Need**

Parents will give input to where categorical funds should be spent via representation through SSC and ELAC.

*Goal 6- Family Engagement														
By Date		Participants		Objective		Baseline Percentage		Target Percentage		Measure of Success				
June 2023		Volunteers		Increase parent/guardian volunteers supporting teacher and students at school.		0%		10%		Other - Describe in objective				
*Annual Measurable Outcomes														
By Date		Participants		Objective		Baseline Percentage		Target Percentage		Measure of Success				
June 2023		ELAC		Increase the number of parents on ELAC.		2 Parents		4 Parents		Committee Attendance				
Parent Communication														
*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 weekly Smore and Class Dojo newsletters that highlight what is happening at school.														
*Proposed Expenditures for this Strategy/Activity														
ID	Proposed Expenditures		FTE	Estimated Salary/Non Salary Cost		Total Estimated Salary With Benefits/Non Salary cost		Funding Source Budget Code		Funding Source	LCFF Student Group	Reference	Rationale	
N017389	Interprogram Svcs/Duplicating			\$656.00		\$656.00		0173-30103-00-5721-2495-0000-01000-0000		Title I Parent Involvement	[no data]		Funds will be used to send to families brochures, pamphlets and letters as necessary.	
N0173CV	Other Support Prsnl PARAS Hrly			\$1,462.00		\$2,003.08		0173-30103-00-2281-2495-0000-01000-0000		Title I Parent Involvement	[no data]		Childcare provided for school events.	
*Additional Supports for this Strategy/Activity														

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 161,036
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 291,588

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)	\$ 63,674
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 63,674

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)	\$ 66,878
[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): \$ 66,878

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 291,588

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Linda Vista Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.3	\$29,674.80
Linda Vista Elementary			3000 Benefits		0	\$16,982.61
Linda Vista Elementary		Inschool Resource Tchr Total			0.3	\$46,657.41
Linda Vista Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.0875	\$2,636.11
Linda Vista Elementary			3000 Benefits		0	\$2,909.72
Linda Vista Elementary		Library Asst Total			0.0875	\$5,545.83
Linda Vista Elementary			1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$6,640.00
Linda Vista Elementary			1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	0	\$5,213.00
Linda Vista Elementary			3000 Benefits		0	\$2,822.20
Linda Vista Elementary		Total			0	\$14,675.20
Linda Vista Elementary	09800 LCFF Intervention Support Total				0.3875	\$66,878.44
Linda Vista Elementary	30100 Title I Basic Program	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.35	\$10,544.45
Linda Vista Elementary			3000 Benefits		0	\$11,638.90
Linda Vista Elementary		Library Asst Total			0.35	\$22,183.35
Linda Vista Elementary		School Counselor	1210 Counselor	Counselor	0.6	\$53,725.80
Linda Vista Elementary			3000 Benefits		0	\$24,778.98
Linda Vista Elementary		School Counselor Total			0.6	\$78,504.78
Linda Vista Elementary			1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$5,857.00
Linda Vista Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$4,038.00
Linda Vista Elementary			1260 Counselor Hrly	Counselor Hrly	0	\$4,719.00
Linda Vista Elementary			3000 Benefits		0	\$3,479.61
Linda Vista Elementary			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$4,830.00
Linda Vista Elementary			5841 Software License	Software License	0	\$10,000.00
Linda Vista Elementary		Total			0	\$32,923.61
Linda Vista Elementary	30100 Title I Basic Program Total				0.95	\$133,611.74
Linda Vista Elementary	30103 Title I Parent Involvement		2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	0	\$1,462.00
Linda Vista Elementary			3000 Benefits		0	\$541.08
Linda Vista Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	0	\$656.00
Linda Vista Elementary		Total			0	\$2,659.08
Linda Vista Elementary	30103 Title I Parent Involvement Total				0	\$2,659.08
Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.3	\$29,674.80
Linda Vista Elementary			3000 Benefits		0	\$16,982.61
Linda Vista Elementary		Inschool Resource Tchr Total			0.3	\$46,657.41
Linda Vista Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.25	\$7,531.75
Linda Vista Elementary			3000 Benefits		0	\$8,313.51
Linda Vista Elementary		Library Asst Total			0.25	\$15,845.26
Linda Vista Elementary			1260 Counselor Hrly	Counselor Hrly	0	\$460.00
Linda Vista Elementary			3000 Benefits		0	\$109.53
Linda Vista Elementary			4301 Supplies	Supplies	0	\$602.00
Linda Vista Elementary		Total			0	\$1,171.53
Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.55	\$63,674.20

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APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Linda Vista Elementary STEAM Magnet School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022–2023

2.0 With approval from the local governing board, Linda Vista Elementary STEAM Magnet School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The Title 1 Parent Engagement Policy is presented online on our school website. In the brick and mortar school setting, the policy is distributed to parents in the Fall via the weekly S'more and available on the school's Google Drive (available to families).
- Copies are available to parents that night as well as copies are sent home to parents in their home language (English or Spanish) and available on the school website in English and Spanish.
- The Title 1 Parent Engagement Policy is reviewed, updated, and approved annually by the School Site Council.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Linda Vista Elementary STEAM Magnet school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

This meeting occurs annually at a Parent Meeting.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child's progress academically, socially and emotionally.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).

- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child’s progress academically, socially and emotionally.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child’s progress academically, socially and emotionally.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.

- Parent conferences in the afternoon are held in early October, November and March to update parents on their child’s progress academically, socially and emotionally.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child’s progress academically, socially and emotionally.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

Parents are able to share their concerns in surveys that are sent home; parent meetings; emails; informal and formal conversations; this feedback is shared with stakeholders.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational

agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- Teachers work with parents on an individual basis to provide guidance about how best to support the instructional practices at home.
- Parents are provided access to programs to provide support for students that can be accessed at home.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that

encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child's progress academically, socially and emotionally.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).
- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child's progress academically, socially and emotionally.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- Morning meetings are held monthly at which time information of upcoming events are shared with parents.
- ELAC meetings are held 4 times a year for parents of English Learners with interpreters for translation as needed
- Back-to-School night in September (in-person).

- SSC meetings are held after school in the afternoon 8 times a year.
- SGT meetings are held after school in the afternoon 7 times a year.
- Parent conferences in the afternoon are held in early October, November and March to update parents on their child's progress academically, socially and emotionally.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Linda Vista Elementary STEAM Magnet School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- Interpreters are available upon request.
- School Messenger is delivered in multiple languages.
- Mailings and flyers are sent home to parents in their home language (English and Spanish).

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division

Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023

Linda Vista Elementary STEAM Magnet

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- Hold parent-teacher conferences three times 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 in accordance with District guidelines.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Early Intervention Conferences in October 2022
- Conferences in November 2022 and March 2023

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Hold parent-teacher conferences three times a year during which this Compact will be discussed as it relates to the individual child's achievement.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

Parents/guardians are encouraged to volunteer via a Google Form available in weekly communication.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

Interpreters are available at parent events.

School Messenger is delivered in English and Spanish

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	206	32.0	197	24.9	157	26.8	158	30.4	150	22.0	-10.0	-8.4	208	24.5	198	28.8	158	24.7	163	24.5	152	13.2	-11.3	-11.3
Female	85	42.4	88	30.7	81	28.4	75	26.7	78	28.2	-14.2	1.5	87	28.7	88	27.3	81	22.2	76	22.4	80	6.3	-22.4	-16.1
Male	121	24.8	109	20.2	76	25.0	83	33.7	72	15.3	-9.5	-18.4	121	21.5	110	30.0	77	27.3	87	26.4	72	20.8	-0.7	-5.6
African American	8	-	8	-	8	-	10	30.0	11	9.1	-	-20.9	8	-	8	-	8	-	10	40.0	11	0.0	-	-40.0
Asian	2	-	1	-	1	-	13	38.5	9	-	-	-	2	-	1	-	1	-	13	46.2	10	20.0	-	-26.2
Filipino	6	-	3	-	4	-	5	-	4	-	-	-	6	-	3	-	4	-	5	-	4	-	-	-
Hispanic	156	29.5	160	21.3	133	21.8	121	28.9	112	20.5	-9.0	-8.4	158	20.3	161	24.8	134	20.1	126	20.6	113	12.4	-7.9	-8.2
Native American	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
White	3	-	1	-	1	-	2	-	6	-	-	-	3	-	1	-	1	-	2	-	6	-	-	-
Multiracial	6	-	7	-	3	-	6	-	6	-	-	-	7	-	7	-	3	-	6	-	6	-	-	-
English Learner	93	7.5	99	4.0	77	6.5	79	8.9	77	3.9	-3.6	-5.0	96	12.5	100	13.0	77	10.4	84	8.3	80	7.5	-5.0	-0.8
English-Speaking	113	52.2	98	45.9	80	46.3	79	51.9	73	41.1	-11.1	-10.8	112	34.8	98	44.9	81	38.3	79	41.8	72	19.4	-15.4	-22.4
Reclassified†	51	49.0	70	44.3	58	43.1	46	56.5	31	58.1	9.1	1.6	51	39.2	70	45.7	58	34.5	46	47.8	31	29.0	-10.2	-18.8
Initially Eng. Speaking	62	54.8	28	50.0	22	54.5	33	45.5	42	28.6	-26.2	-16.9	61	31.1	28	42.9	23	47.8	33	33.3	41	12.2	-18.9	-21.1
Econ. Disadv.*	197	30.5	187	24.1	151	26.5	145	26.9	140	21.4	-9.1	-5.5	198	22.2	187	27.8	151	24.5	149	20.1	141	14.2	-8.0	-5.9
Non-Econ. Disadv.	9	-	10	40.0	6	-	13	69.2	10	30.0	-	-39.2	10	70.0	11	45.5	7	-	14	71.4	11	0.0	-70.0	-71.4
Gifted	43	55.8	29	41.4	15	60.0	12	75.0	2	-	-	-	43	53.5	29	62.1	16	62.5	13	61.5	2	-	-	-
Not Gifted	163	25.8	168	22.0	142	23.2	146	26.7	148	21.6	-4.2	-5.1	165	17.0	169	23.1	142	20.4	150	21.3	150	13.3	-3.7	-8.0
With Disabilities	37	5.4	41	2.4	36	0.0	31	3.2	16	12.5	7.1	9.3	37	2.7	41	7.3	36	11.1	31	9.7	16	12.5	9.8	2.8
WO Disabilities	169	37.9	156	30.8	121	34.7	127	37.0	134	23.1	-14.8	-13.9	171	29.2	157	34.4	122	28.7	132	28.0	136	13.2	-16.0	-14.8
Homeless	7	-	11	9.1	11	0.0	15	20.0	11	0.0	-	-20.0	7	-	11	18.2	11	9.1	16	12.5	8	-	-	-
Foster	1	-	0	-	0	-	2	-	0	-	-	-	1	-	0	-	0	-	2	-	2	-	-	-
Military	0	-	1	-	0	-	2	-	1	-	-	-	1	-	1	-	0	-	2	-	2	-	-	-

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	60	30.0	61	23.0	37	24.3	0	-	46	13.0	-17.0	-	59	27.1	62	32.3	38	23.7	61	18.0	47	10.6	-16.5	-7.4
Female	27	44.4	25	24.0	24	25.0	0	-	27	18.5	-25.9	-	27	37.0	25	16.0	24	20.8	29	10.3	28	3.6	-33.4	-6.7
Male	33	18.2	36	22.2	13	23.1	0	-	19	5.3	-12.9	-	32	18.8	37	43.2	14	28.6	32	25.0	19	21.1	2.3	-3.9
African American	2	-	2	-	2	-	0	-	3	-	-	-	2	-	2	-	2	-	5	-	3	-	-	-
Asian	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	6	-	3	-	-	-
Filipino	1	-	1	-	3	-	0	-	0	-	-	-	1	-	1	-	3	-	1	-	0	-	-	-
Hispanic	48	29.2	54	18.5	28	14.3	0	-	34	8.8	-20.4	-	48	22.9	55	29.1	29	10.3	46	15.2	34	14.7	-8.2	-0.5
Native American	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	1	-	0	-	4	-	-	-	0	-	0	-	1	-	0	-	4	-	-	-
Multiracial	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	3	-	1	-	-	-
English Learner	43	14.0	43	9.3	24	4.2	0	-	33	6.1	-7.9	-	43	18.6	44	22.7	25	8.0	32	6.3	34	8.8	-9.8	2.5
English-Speaking	17	70.6	18	55.6	13	61.5	0	-	13	30.8	-39.8	-	16	50.0	18	55.6	13	53.8	29	31.0	13	15.4	-34.6	-15.6
Reclassified†	0	-	8	-	7	-	0	-	0	-	-	-	0	-	8	-	7	-	15	53.3	0	-	-	-
Initially Eng. Speaking	17	70.6	10	50.0	6	-	0	-	13	30.8	-39.8	-	16	50.0	10	60.0	6	-	14	7.1	13	15.4	-34.6	8.3
Econ. Disadv.*	57	29.8	57	19.3	36	25.0	0	-	44	11.4	-18.4	-	56	25.0	57	28.1	36	25.0	53	11.3	44	11.4	-13.6	0.1
Non-Econ. Disadv.	3	-	4	-	1	-	0	-	2	-	-	-	3	-	5	-	2	-	8	-	3	-	-	-
Gifted	16	43.8	6	-	15	60.0	0	-	2	-	-	-	16	56.3	6	-	16	62.5	4	-	2	-	-	-
Not Gifted	44	25.0	55	23.6	37	24.3	0	-	46	13.0	-12.0	-	43	16.3	56	30.4	38	23.7	57	14.0	47	10.6	-5.7	-3.4
With Disabilities	10	10.0	15	0.0	11	0.0	0	-	4	-	-	-	10	0.0	15	13.3	11	9.1	10	0.0	4	-	-	-
WO Disabilities	50	34.0	46	30.4	26	34.6	0	-	42	14.3	-19.7	-	49	32.7	47	38.3	27	29.6	51	21.6	43	11.6	-21.1	-10.0
Homeless	7	-	8	-	2	-	0	-	4	-	-	-	0	-	8	-	2	-	5	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	28.2	59	25.4	60	23.3	0	-	47	25.5	-2.7	-	80	25.0	59	27.1	60	26.7	43	30.2	48	18.8	-6.2	-11.4
Female	37	43.2	29	34.5	24	20.8	0	-	20	40.0	-3.2	-	38	28.9	29	31.0	24	16.7	26	30.8	21	19.0	-9.9	-11.8
Male	41	14.6	30	16.7	36	25.0	0	-	27	14.8	0.2	-	42	21.4	30	23.3	36	33.3	17	29.4	27	18.5	-2.9	-10.9
African American	5	-	2	-	4	-	0	-	2	-	-	-	5	-	2	-	4	-	2	-	2	-	-	-
Asian	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	4	-	3	-	-	-
Filipino	2	-	0	-	1	-	0	-	3	-	-	-	2	-	0	-	1	-	3	-	3	-	-	-
Hispanic	55	23.6	52	23.1	51	17.6	0	-	37	24.3	0.7	-	56	21.4	52	23.1	51	25.5	30	20.0	38	13.2	-8.2	-6.8
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	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
Multiracial	3	-	1	-	2	-	0	-	2	-	-	-	4	-	1	-	2	-	2	-	2	-	-	-
English Learner	43	2.3	32	0.0	36	8.3	0	-	25	4.0	1.7	-	45	8.9	32	6.3	35	14.3	24	8.3	26	7.7	-1.2	-0.6
English-Speaking	35	60.0	27	55.6	24	45.8	0	-	22	50.0	-10.0	-	35	45.7	27	51.9	25	44.0	19	57.9	22	31.8	-13.9	-26.1
Reclassified†	11	81.8	21	57.1	16	37.5	0	-	8	-	-	-	11	90.9	21	57.1	16	37.5	7	-	8	-	-	-
Initially Eng. Speaking	24	50.0	6	-	8	-	0	-	14	35.7	-14.3	-	24	25.0	6	-	9	-	12	66.7	14	21.4	-3.6	-45.3
Econ. Disadv.*	78	28.2	56	25.0	57	21.1	0	-	44	25.0	-3.2	-	79	25.3	56	26.8	57	24.6	40	25.0	45	20.0	-5.3	-5.0
Non-Econ. Disadv.	9	-	3	-	3	-	0	-	3	-	-	-	1	-	3	-	3	-	3	-	3	-	-	-
Gifted	13	61.5	13	53.8	5	-	0	-	2	-	-	-	13	46.2	13	61.5	6	-	2	-	2	-	-	-
Not Gifted	65	21.5	46	17.4	55	23.6	0	-	47	25.5	4.0	-	67	20.9	46	17.4	54	22.2	41	26.8	48	18.8	-2.1	-8.0
With Disabilities	37	5.4	12	0.0	14	0.0	0	-	5	-	-	-	16	6.3	12	8.3	14	21.4	10	10.0	5	-	-	-
WO Disabilities	62	35.5	47	31.9	46	30.4	0	-	42	26.2	-9.3	-	64	29.7	47	31.9	46	28.3	33	36.4	43	18.6	-11.1	-17.8
Homeless	4	-	1	-	8	-	0	-	5	-	-	-	4	-	1	-	8	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	68	38.2	77	26.0	60	31.7	0	-	57	26.3	-11.9	-	69	21.7	77	27.3	60	23.3	59	27.1	57	10.5	-11.2	-16.6
Female	21	38.1	34	32.4	33	36.4	0	-	31	29.0	-9.1	-	22	18.2	34	32.4	33	27.3	21	28.6	31	0.0	-18.2	-28.6
Male	47	38.3	43	20.9	27	25.9	0	-	26	23.1	-15.2	-	47	23.4	43	23.3	27	18.5	38	26.3	26	23.1	-0.3	-3.2
African American	1	-	4	-	2	-	0	-	6	-	-	-	1	-	4	-	2	-	3	-	6	-	-	-
Asian	2	-	0	-	0	-	0	-	4	-	-	-	2	-	0	-	0	-	3	-	4	-	-	-
Filipino	3	-	2	-	0	-	0	-	1	-	-	-	3	-	2	-	0	-	1	-	1	-	-	-
Hispanic	53	35.8	54	22.2	54	29.6	0	-	41	26.8	-9.0	-	54	16.7	54	22.2	54	20.4	50	26.0	41	9.8	-6.9	-16.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	2	-	1	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	0	-	2	-	-	-
Multiracial	2	-	4	-	1	-	0	-	3	-	-	-	2	-	4	-	1	-	1	-	3	-	-	-
English Learner	7	-	24	0.0	17	5.9	0	-	19	0.0	-	-	8	-	24	4.2	17	5.9	28	10.7	20	5.0	-	-5.7
English-Speaking	61	42.6	53	37.7	43	41.9	0	-	38	39.5	-3.1	-	61	24.6	53	37.7	43	30.2	31	41.9	37	13.5	-11.1	-28.4
Reclassified†	40	40.0	41	34.1	35	42.9	0	-	23	52.2	12.2	-	40	25.0	41	39.0	35	31.4	24	45.8	23	21.7	-3.3	-24.1
Initially Eng. Speaking	21	47.6	12	50.0	8	-	0	-	15	20.0	-27.6	-	21	23.8	12	33.3	8	-	7	-	14	0.0	-23.8	-
Econ. Disadv.*	62	33.9	74	27.0	58	32.8	0	-	52	26.9	-7.0	-	63	15.9	74	28.4	58	24.1	56	25.0	52	11.5	-4.4	-13.5
Non-Econ. Disadv.	6	-	3	-	2	-	0	-	5	-	-	-	6	-	3	-	2	-	3	-	5	-	-	-
Gifted	14	64.3	10	40.0	10	80.0	0	-	2	-	-	-	14	57.1	10	70.0	10	60.0	7	-	2	-	-	-
Not Gifted	54	31.5	67	23.9	50	22.0	0	-	55	25.5	-6.0	-	55	12.7	67	20.9	50	16.0	52	25.0	55	10.9	-1.8	-14.1
With Disabilities	11	9.1	14	7.1	11	0.0	0	-	7	-	-	-	11	0.0	14	0.0	11	0.0	11	18.2	7	-	-	-
WO Disabilities	57	43.9	63	30.2	49	38.8	0	-	50	28.0	-15.9	-	58	25.9	63	33.3	49	28.6	48	29.2	50	10.0	-15.9	-19.2
Homeless	3	-	2	-	1	-	0	-	2	-	-	-	3	-	2	-	1	-	9	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-

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APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: LINDA VISTA ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 3 - Mathematics

Instructional Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$1,799.55	09800-1192	VT to release teachers to analyze data and lesson planning.	Significant VAPA teacher shortages prevented teams from meeting together.	Collaborative site decision to move away from VAPA PLC support in grades 3-5 due to the lack of consistency in VAPA teachers.	Due to lack of VAPA coverage, team decided to utilize SAMS system to secure PLC coverage in 22-23.

Goal 4- Supporting English Learners

Instructional Coaching/Support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.30000	\$44,302.75	09800-1109	RT will support ELD and dELD, by working side by side with teachers to analyze data from district assessments and teacher created assessments.	In-school Resource Teacher worked with our English Language Learners, and we had an increase in students who reclassified in 21-22.	Due to the pandemic and resulting dearth of Visiting Teachers district-wide, our In-School RT had to fulfill that role to support instruction.	Continue targeted small group work.

ELPAC Assessment

***Strategy/Activity - Description**

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

Linda Vista Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsm Tchr Hrly		\$12,000.17	09800-1957	ELPAC testing	ELPAC testers were able to meet the deadline and assess all of our EL students.	N/A	We will continue to utilize the expenditure for 21-22.

Goal 5 - Supporting Students with Disabilities

Professional Development

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$14,046.52	09800-1157	Ed. Specialists and General Education Teachers meet to review their students progress towards goals as well as EL progress and create/implement/plan assessments.	Due to lack of Visiting Teachers because of the pandemic Ed. Specialists couldn't attend PLC's.	Due to lack of Visiting Teachers because of the pandemic Ed. Specialists couldn't attend PLC's.	Ed. Specialists are invited to attend PLC's when they occur.

Goal 8- Graduation/Promotion Rate

Instructional Support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,000.00	09800-4301	In-School Resource Teacher along with the Counselor and Guidance Assistant will collaborate with staff to ensure horizontal and vertical alignment.	Linda Vista did not have a Counselor or a Guidance Assistant. In-school RT due to the pandemic and staffing shortages supported students in classrooms when necessary.	Staffing shortages and the resulting vacancy impacted the implementation of the strategy.	Not applicable as the role remained unfilled.

Goal 6 - Supporting Black Youth

Instructional Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly	--	--	09800-1157	Teachers along with Guidance Assistant and Counselor have time set aside to analyze instructional practices that work towards an anti-bias and anti-racist curriculum.	Linda Vista did not have and Counselor or Guidance Assistant in 21-22.	Linda Vista did not have and Counselor or Guidance Assistant in 21-22.	Not applicable as the role remained unfilled.

What are my leadership strategies in service of the goals? To remain flexible when goals shift due to staffing vacancies; engage stakeholders in analyzing goals and adjusting when necessary.

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: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counseling Interventions

***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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.80000	\$99,647.82	30100-1210	Support overall student academic and social growth.	Linda Vista did not have a Counselor for a majority of the 21-22 academic year.	Linda Vista did not have a Counselor for a majority of the 21-22 academic year.	Not applicable as the role remained unfilled.

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

Guidance Asst -	0.40000	\$17,364.31	30100-2404	Support overall student academic and social growth.	The role remained unstaffed for 21-22.	The role remained unstaffed for 21-22.	Not applicable as the role remained unstaffed.
Supplies		\$2,341.00	30106-4301	Used as a holding for budget if an employee salary is budgeted higher than average salary.	These funds were utilized for the rationale provided.	These funds were utilized for the rationale provided.	These funds were utilized for the rationale provided.
Supplies		\$6,775.00	30100-4301	Used as a holding for budget if an employee salary is budgeted higher than average salary.	These funds were utilized for the rationale provided.	These funds were utilized for the rationale provided.	These funds were utilized for the rationale provided.

Goal 2 - English Language Arts

Instructional Support

***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 co-teaching, planning, and implementation of instructional strategies.

Additionally, via our Focus School status, a Literacy Support teacher will work closely with students in grades UTK through 2nd grade; meeting with groups daily in Guided Reading and working with teachers In PLC's. Teachers will attend district professional development that will address the cycles the Literacy Support teacher will support in their classrooms.

Teachers in grades 3 through 5 will - via categorical funds - utilize VAPA to support work in their respective PLC's.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr -	0.30000	\$44,302.75	30106-1109	RT will be supporting struggling readers, Tiered interventions, small groups.	In-school Resource Teacher worked with our English Language Learners, and we had an increase in students who reclassified in 21-22.	Due to the pandemic and resulting dearth of Visiting Teachers district-wide, our In-School RT had to fulfill that role to support instruction.	Continue targeted small group work.

Literacy Supports

***Strategy/Activity - Description**

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

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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.34400	\$20,832.95	30100-2231	Will support and further the Quality Learning Interactions teachers implement with their students.	The position remained unstaffed for a good portion of the academic year.	Staffing shortages and the resulting vacancy impacted the implementation of the strategy.	Not applicable as the role remained unfilled.
Interprogram Svcs/VAPA		\$18,930.00	30100-5738	Teachers through their PLC's will work towards aligning practice horizontally and use common formative assessments to guide instruction.	Significant VAPA teacher shortages prevented teams from meeting together.	Collaborative site decision to move away from VAPA PLC support in grades 3-5 due to the lack of consistency in VAPA teachers.	Due to lack of VAPA coverage, team decided to utilize SAMS system to secure PLC coverage in 22-23.

Goal 3 - Mathematics

Instructional Supports

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/VAPA	--	--	30100-5738	Teachers through their PLC's will work towards aligning practice horizontally and use common formative assessments to guide instruction.	Significant VAPA teacher shortages prevented teams from meeting together.	Collaborative site decision to move away from VAPA PLC support in grades 3-5 due to the lack of consistency in VAPA teachers.	Due to lack of VAPA coverage, team decided to utilize SAMS system to secure PLC coverage in 22-23.

Goal 4- Supporting English Learners

Instructional Support

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst -	0.34350	\$20,802.68	30106-2231	Library Asst. will provide and expose literature at different levels of English proficiency.	The position remained unstaffed for a good portion of the academic year.	Staffing shortages and the resulting vacancy impacted the implementation of the strategy.	Not applicable as the role remained unfilled.

Goal 5 - Supporting Students with Disabilities

Professional Development

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$5,399.83	30106-1192	Ed. Specialists can join their General Education Teachers in PLC's to meet to review their students progress towards goals as well as EL progress and create/implement/plan assessments	Due to lack of Visiting Teachers because of the pandemic Ed. Specialists couldn't attend PLC's.	Due to lack of Visiting Teachers because of the pandemic Ed. Specialists couldn't attend PLC's.	Ed. Specialists are invited to attend PLC's when they occur.

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Continue to provide weekly Smore and Class Dojo newsletters that highlight what is happening at school.

**Conference Local budget will be reallocated, with SSC approval, to Duplicating Services, for copies/handouts for parent communication.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$3,000.05	30100-1260	Counselor will hold monthly meetings with families to share the programmatic school wide focus of the month as well as provide tools for families to support their students at school.	Linda Vista did not have a Counselor for a majority of the 21-22 academic year.	Linda Vista did not have a Counselor for a majority of the 21-22 academic year.	Not applicable.
Interprogram Svcs/Duplicating		\$656.00	30103-5721	Copies of flyers/handout to communicate with parents.	We utilized electronic means of communication to share information.	Electronic communication deemed more sustainable.	SSC agreed to purchase parent backpacks that could go home to families.

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

Conference Local		\$657.00	30103-5209	This budget will be repurposed with SSC approval, to duplicating services, copies/handouts for parent communication.	We utilized electronic means of communication to share information.	Electronic communication deemed sustainable.	SSC agreed to purchase parent backpacks that could go home to families.
Clerical OTBS Hrly		\$1,312.27	30103-2451	Translation services for parent meetings.	This was allocated for the Counselor's monthly parent meetings.	Linda Vista did not have a Counselor for a majority of the 21-22 academic year.	Not applicable as the role remained unfilled.

What are my leadership strategies in service of the goals? To remain flexible when goals shift due to staffing vacancies; engage stakeholders in analyzing goals and adjusting where necessary.