

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LINDA VISTA ELEMENTARY SCHOOL

2023-24

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: Mikulanis, Edna

Contact Person: Mikulanis, Edna

Position: Principle

Telephone Number: 858/800-5450;

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

E-mail Address: emikulanis@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: July 11, 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Linda Vista Elementary PHONE: 858-800-5450 FAX: _____
SITE CONTACT PERSON: Edna M. Kulanis E-MAIL ADDRESS: emkulanis@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:

- English Learner Advisory Committee (ELAC) Date of presentation: 5/10/23
 Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____ Date
 Gifted and Talented Education Program Advisory Committee (GATE) of presentation: _____ Date of
 Site Governance Team (SGT) presentation: _____ Date of
 Other (list): _____ 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: 5/10/2023

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.

<u>Edna L. Kulanis</u> Type/Print Name of School Principal	<u>Edna M. Kulanis</u> <u>5/10/23</u> Signature of School Principal / Date
<u>NOEL MUSICHA</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> <u>5/11/23</u> Signature of SSC Chairperson / Date
<u>Lauren Barrett</u> Type/Print Name of ELAC Representative	<u>Lauren Barrett</u> <u>5/11/23</u> Signature of ELAC Representative / Date
<u>Christina Casales</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> <u>5/16/23</u> Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures to:
Site Area Superintendent

Due May 12, 2023

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This SPSA fulfills the requirements of a Title I schoolwide program and ATSI plan.

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 instructional program's effectiveness will be based on an analysis of student data and annual updates reflecting appropriate program modifications. The Linda Vista Elementary STEAM Magnet School staff is committed to meeting the needs of all students using data 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)

This SPSA aligns with San Diego Unified School District's LCAP goals listed below:

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

Educational Partners Budget Meetings	Date(s)
SSC - Required	2-23-23
ELAC - Required if 21 or more English Learners	2-23-23
Other Educational Partner (please list)	
Other Educational Partner (please list)	

Educational Partners SPSA Meetings	Date(s)
SSC - Required	5-10-23
ELAC - Required if 21 or more English Learners	5-10-23
Other Educational Partner (please list)	
Other Educational Partner (please list)	

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/district data, and a review of the 2022-2023 SPSA.

Linda Vista reviewed CAASPP academic data to determine trends in performance compared to the standard. In the Spring of 2022, the following scores reflect the percentage of students who met the standards English Language Arts: Overall, 22% of students grades 3 – 5 met or exceeded standard. 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: Overall, 13% of students grades 3 – 5 met or exceeded standard. 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 2022-23 students in UTK through 2nd grade were assessed in Reading (via Fountas and Pinnell - F&P).

- In the Fall F&P Assessment, 92 students were assessed in English and 39 or 42% performed at or above grade level. In Spanish F & P, 54 students were assessed and 24 or 44% performed at or above grade level.
- In our Winter F&P Assessment, In the Spring F&P Assessment, 103 students were assessed and 28 or 27% performed at or above grade level. In Spanish F & P, 55 students were assessed and 34 or 62% performed at or above grade level.

In the Spring of '22 students in grades K through 5 participated in the ELPAC Summative. Students who had two years of data presented the following: 19 saw a decrease in level, 20 saw an increase in level, and 68 saw no change in level.

A total of 148 students had summative/overall scores as follow level 1 = 33, level 2 = 69, level 3 = 46, level 4 = 0.

For the 2023-24 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 2023 through June 2024 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 meet with the parents of students who were not performing at grade level via Early Intervention Conferences in October 2023. 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.

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 2022-23

Analysis

Strategies:

Counselor was to assist with social emotional needs of students and address attendance by communicating with parents via phone and letters home.

Guidance assistant was to assist with attendance by communicating with parents via phone and letters home.

Outcomes:

There has not been noticeable change in 2022-23. There is a trend of high chronic absences especially in the youngest grades (UTK, K, 1).

Next Page:

Chronic absentee rate as of April 25, 2023

44% Chronically absent and 8% nearly chronic	61% UTK
52% African American	59% Kindergarten
46% Hispanic	52% First grade
36% English learner	33% Second grade
62% Special Education	36% Third grade
	33% Fourth grade
	18% Fifth grade

Major Differences

For 2022-23, we were unable to hire a guidance assistant that would have supported student interventions this year. Instead, funds were utilized to purchase instructional supplies.

Changes

As a result, analyzing school data and feedback from educational partners, our school will be implementing the following changes:

- To improve attendance
 - Assemble an attendance team comprised of principal, counselor, nurse, attendance clerk. Meet twice per month for the first half of year. If improvement is observed, then we should meet once per month. If improvement is not observed, continue meeting twice per month to continue reflecting and making changes as needed to improve attendance. The team will analyze monthly and cumulative attendance data to monitor excessive absences, send out necessary letters, monitor illnesses, and connect with families as necessary to offer support/find out why students are being absent with frequency.
 - Consistently have incentives for students such as recognizing excellent attendance of individual students monthly, best classroom attendance monthly, quarterly prizes for students with perfect attendance.
 - Consistent/regular communication with parents of students who are absent too frequently. Offer support and incentives as appropriate.
 - Target the younger grades (UTK, TK, 1st) by having at least three parent meetings with attendance as the main agenda item.
- To promote a safe and secure environment where children feel safe and want to come to school, Linda Vista will
 - Implement a school wide discipline policy based on restorative practices. The policy will be made public throughout the school and communicated to parents with regular reminders.
 - Recognize positive behaviors. For example, with a reward system where students can receive tickets for demonstrating the character traits and receive a prize on Fridays.
 - Students who are exhibiting challenging behaviors can be partnered with a "champion" (another adult in the school) with whom they feel safe connecting and checking in.
 - Ensure that ALL fifth graders who have parent approval will complete the California Healthy Kids Survey in 23-24.

Identified Need: Safe, Collaborative, and Inclusive Culture

In 2022 via the California (CA) Dashboard the chronic absentee rate was very high for all students as well as for English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities.

2022 Dashboard Chronic absence rates:

Schoolwide there were 52.1%

- English learners 52.4%,
- Hispanic 54%,
- Socioeconomically disadvantaged 52.4% and
- Students with disabilities, 62.7%

Current 2022-23 Chronic absence rates as of April 25, 2023:

44% Chronically absent and 8% nearly chronic	61% UTK
52% African American	59% Kindergarten
46% Hispanic	52% First grade
36% English learner	33% Second grade
62% Special Education	36% Third grade
	33% Fourth grade
	18% Fifth grade

Suspension rates

- Schoolwide 4% suspended at least one day
- Hispanic 3.4%
- Socioeconomically disadvantaged 4.2%
- Students with disabilities 5.3%

California Healthy Kids Survey

We were unable to evaluate how school culture according to student point of view because only seven students completed the California Healthy Kids Survey in Spring of 2023.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Goal 1 - Safe, Collaborative, and Inclusive Culture							
By Date	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	TK-5	Decrease Chronic Absenteeism	44%	30%	Attendance.	Monthly
June 2024	Hispanic or Latino	TK-5	Decrease Chronic Absenteeism	46%	30%	Attendance	Monthly
June 2024	Students with Disabilities	TK-5	Decrease Chronic Absenteeism	62%	50%	Attendance	Monthly
June 2024	English Learners	TK-5	Decrease Chronic Absenteeism	36%	25%	Attendance	Monthly
June 2024	Socioeconomically disadvantaged	TK-5	Decrease Chronic Absenteeism	44%	30%	Attendance	Monthly
June 2024	Schoolwide	TK-5	Decrease suspensions	4%	1.5%	Suspensions	Yearly
June 2024	Hispanic	TK-5	Decrease suspensions	3.4	1.5%	Suspensions	Yearly
June 2024	Socioeconomically disadvantaged	TK-5	Decrease suspensions	3.4%	1.5%	Suspensions	Yearly
June 2024	Students with Disabilities	TK-5	Decrease suspensions	5.3%	1.5%	Suspensions	Yearly
June 2024	Kindergarten	Kindergarten	Decrease Chronic Absenteeism	59%	45%	Attendance	Monthly
June 2024	TK	TK	Decrease Chronic Absenteeism	61%	50%	Attendance	Monthly
June 2024	African American	TK-5	Decrease Chronic Absenteeism	52%	35%	Attendance	Monthly
June 2024	First	First	Decrease Chronic Absenteeism	52%	42%	Attendance	Monthly

Supporting Black Youth

1. In the 2023-24 school year, Linda Vista 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.
2. Linda Vista 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.
3. Increase access to advanced classes--GATE, seminar, advanced placement for black youth.
4. Linda Vista 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

Strategies 1-3: 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, English learners, and Socioeconomically Disadvantaged.
 Strategies 4-6: All students at the school will benefit from this strategy/activity in the area of suspensions, specifically the following subgroups: Students with Disabilities; Hispanic or Latinx youth, and Socioeconomically Disadvantaged.

Strategy/Activity - Description

Strategy 1: To improve attendance (staff)

- Assemble an attendance team comprised of principal, counselor, nurse, attendance clerk. Meet twice per month for the first half of year. If improvement is observed, then we should meet once per month. If improvement is not observed, continue meeting twice per month to continue reflecting and making changes as needed to improve attendance. Team will analyze monthly and cumulative attendance data in order to monitor excessive absences, send out necessary letters, monitor illnesses, and connect with families as necessary to offer supports/find out why students are being absent with frequency

Strategy 2: To improve attendance (students)

- Consistently have incentives for students such as recognizing excellent attendance of individual students on a monthly basis, best classroom attendance on a monthly basis, quarterly prizes for students with perfect attendance.

Strategy 3: To improve attendance (parents)

- Consistent/regular communication with parents of students who are absent too frequently. Offer support and incentives as appropriate.
- Target families of students in grades TK, K, and 1 by offering parent meetings.

Strategy 4: To promote a safe and secure environment where children feel safe and want to come to school,

- Implement a school wide discipline policy based on restorative practices. The policy will be made public throughout the school and communicated to parents with regular reminders.

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Strategy 5: To promote a safe and secure environment where children feel safe and want to come to school

- Recognize positive behaviors. For example, with a reward system where students can receive tickets for demonstrating the character traits and receive a prize on Fridays.

Strategy 6: To promote a safe and secure environment where children feel safe and want to come to school

- Students who are exhibiting challenging behaviors can be partnered with a "champion" (another adult in the school) with whom they feel safe connecting and checking in.

Strategy 7: To monitor a safe and secure environment where children feel safe and want to come to school

- Ensure that all 5th graders who have parental consent complete the California Healthy Kids Survey.

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	Unduplicated Student Group	Reference	Rationale
F017328	School Counselor -	0.60000	\$55,826.40	\$81,549.13	0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		See Title I duty statement
N0173GG	Counselor Hrly		\$5,092.00	\$6,302.31	0173-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Funds to be used for coverage position overages salary/benefits.

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 student is proficient in reading, writing, listening, and speaking is 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

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

Annual Review of This Goal: SPSA Reviewed 2022-23

Analysis

- Goal Our goal for the 2022-23 school year was to increase proficiency around ELA and Math for all students. In order to achieve this goal, we focused on the following strategies/actions:

- Strategies Implemented
 - Implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities for approximately 6 full days a year. The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. Then we design lessons and assessments aligned to the CCSS.
 - During our PLCs we set aside time to discuss all of our struggling students. We determine which interventions to use and plan intervention cycles. We also analyze data to determine which students are not making the expected progress. We have a thorough RTI process which has been in place since 2016.
 - We also have a Professional Development Conference once a month. This PD is planned by our Instructional Leadership Team to make sure that it is meeting the needs of all teachers.
 - Linda Vista is a Literacy Acceleration Plan focus school therefore we have a literacy resource teacher who works with TK-2, monthly on-site training and PLC time, and monthly professional development sessions.
- Outcome
 - Spring 2023 FAST data shows that 38% of our students in grades 3 - 5 are advanced or low risk in reading and 35% are advanced or low risk in Math.
 - Winter 2023 F & P data shows that 27.1% of our students in grades Tk-2 are reading at grade level from English program and 61.8% from the Biliteracy program
 - Instructional Leadership Team did not meet in 22-23
 - There was no set focus in mathematics in 22-23.
 - There is no schoolwide or grade level commitment to common mathematics benchmarks for grades TK-2.

Major Differences

In 2022-23, we anticipated offering tutoring to students after school; however, this did not begin until April, leaving little time for implementation. Only three teachers participated.

PLCs for gr. 3-5 were difficult to implement due to a shortage of visiting teachers.

Changes

As a result of this analysis, our school will be implementing the following changes

1. PLCs will adhere to a collaboratively created agenda.
2. Be proactive about having proffered substitutes and scheduling them with plenty of notice so that all teachers can participate in PLC.
3. Afterschool tutoring will begin by the month of November at the latest.
4. Professional development opportunities for online programs purchased by the school to encourage fidelity of usage.
5. Staff will commit to recommended usage of online programs as appropriate.

Identified Need - English Language Arts

GRADES TK-2 Winter 22-23

- Overall, in K-2, 70 of 159 (44%) were reading at grade level or above
- Grade K, 17 of 49 (35%) were reading at grade level or above

- Grade 1, 16 of 52 (31%) were reading at grade level or above
- Grade 2, 37 of 58 (64%) were reading at grade level or above

GRADES 3- 5

CASSPP: On the 2022 California dashboard English Learners, Hispanics, and Socioeconomically disadvantaged students performed "very low" on ELA

- Overall, 22% of students in grades 3 - 5 met or exceeded standard in ELA.
- 4% of English learners met or exceeded standard.
- 6% of Hispanics met or exceeded standard.
- 21% of socio-economically disadvantaged students met or exceeded standard

Spring FAST reading shows that 38% of students in grade 3-5 scored advanced or low risk.

Goal 2- English Language Arts

By Date	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	K-2	Increase the percentage of students meeting and exceeding grade level standards.	44%	55%	DRA/EDL	Annual/End of Year
June 2024	Schoolwide	3-5	Increase the percentage of students at advanced and low risk categories.	38%	45%	FAST Reading	Annual
June 2024	Schoolwide	3-5	Increase the percentage of students meeting and exceeding grade level standards.	22%	35%	CAASPP	Annual

Identified Need - Math

The 2022 California dashboard indicates that English learners, Hispanics, and socio economically disadvantaged students are "low".

In the Spring of 2022, the following **CAASPP** scores reflect the percentage of students who met and exceed standards in Math:

- Overall, 13% of students in grades 3-5 met or exceeded standard.
- English learners, 8% met or exceeded standard
- Hispanics, 12% met or exceeded standard
- Socio economically disadvantaged, 14% met or exceeded standard

Spring 2023FAST math data shows that 35% of students in grades 3-5 scored advanced or low risk.

DEMI
Schoolwide
K=knowledge
A = Application

C = Communication

Goal			Fall 2022			Spring 2023		
K	A	C	K	A	C	K	A	C
60%	60%	49%	60%	54%	42%	86%	64%	59%

Students Receiving Special Ed Services

			Fall			Spring		
			K	A	C	K	A	C
			29%	52%	19%	81%	43%	38%

English Learners

			Fall			Spring		
			K	A	C	K	A	C
			58%	52%	44%	79%	60%	55%

Black Youth

			Fall			Spring		
			K	A	C	K	A	C
			46%	77%	23%	88%	63%	56%

Linda Vista Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Goal 3 - Mathematics							
By Date	Schoolwide or Student Group	Grade(s)	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Schoolwide	3-5	Increase the percentage of students meeting and exceeding standards.	13%	35%	CAASPP	Yearly
June 2024	Schoolwide	3-5	Increase the percentage of students meeting and exceeding grade level standards Knowledge	86%	95%	DEMI	Annually
June 2024	Schoolwide	3-5	Increase the percentage of students meeting and exceeding grade level standards Application	64%	75%	DEMI	Annually
June 2024	Schoolwide	3-5	Increase the percentage of students meeting and exceeding grade level standards Communication	59%	65%	DEMI	Annually
June 2024	Schoolwide	3-5	Increase the percentage of students in the advanced and low risk categories.	35%	45%	FAST	Annually

Identified Need - English Learners

The 2022 California dashboard indicates that English learner progress is "medium" with 45.5% of ELs making progress toward English language proficiency.

Goal 4 - English Learners

By Date	Grade(s)	Student Group	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	K-5	English Learner	Increase the percentage of ELs making progress toward English proficiency.	45.5%	55%	Summative ELPAC and California Dashboard	Yearly
June 2024	K-5	English Learner	All students will take the ELPAC assessment	98%	100%	Summative ELPAC	Yearly
June 2024	3-5	English Learner	Reduce the number of LTEL in grades 3 - 5	49%	40%	Summative ELPAC	Yearly

Lesson Planning, Data Analysis, and Professional Development

Description

Strategy 1: Professional Learning Communities

Students to be served: All students.

- Teachers will have a release day once per month to collaborate in grade level teams to review assessment data, share instructional strategies and focus on Tier 1 and 2 student supports.
- Grade levels will meet during early release days.
- Resource teacher will support educators during PLC around student data, lesson design, and to strengthen Tier 1 instruction.
- Educators in grades 3 - 5 will use FAST and DEMI data to determine the next steps after each administration.
- Educators in grades TK-2 will use DRA/EDL data to determine the next steps after each administration.

Strategy 2 Instructional Leadership Team

Students to be served: All students

- The site leadership (ILT) supports and communicates literacy vision and develops a common understanding of acceleration. They lead the literacy work with grade levels and staff. They foster and nurture on-site conditions in which educators are learning from and with each other. They ensure a comprehensive assessment and data monitoring system is in place statewide.

Strategy 3 Data monitoring meetings
 Students to be served: All students
 • Data monitoring and goal setting meetings will be held after each benchmark period (FAST, DRA/EDL, etc.) to review student performance and identify next steps, focus students and instructional strategies.

Expenditures									
ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non-Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
F017329	Inschool Resource Tchr -	0.30000	\$31,132.80	\$44,788.31	0173-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		See Title I duty statement
N0173GM	Prof&Curriclm DevHrlyClstrmTchr		\$2,423.00	\$2,998.92	0173-30100-00-1170-2130-0000-01000-0000	Title I Basic Program	[no data]		Hourly pay for classroom teachers to meet for PLC outside of the regular work day.
N017334	Prof&Curriclm Dev Visit Tchr		\$8,079.00	\$9,999.31	0173-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers will be utilized for teachers in grades 3 - 5 to meet for PLC's.
N0173GN	Prof&Curriclm DevHrlyClstrmTchr		\$1,211.00	\$1,498.85	0173-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Hourly pay for classroom teachers to meet for PLC outside of the regular workday.
N0173GP	Prof&Curriclm Dev Visit Tchr		\$3,039.00	\$3,761.35	0173-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Visiting teachers will be utilized for teachers in grades 3 - 5 to meet for PLC's.
N0173GL	Prof&Curriclm DevHrlyClstrmTchr		\$1,615.00	\$1,998.88	0173-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Hourly pay for classroom teachers to meet for PLC outside of the regular work day.
N0173GO	Prof&Curriclm Dev Visit Tchr		\$3,477.00	\$4,303.46	0173-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Visiting teachers will be utilized for teachers in grades 3 - 5 to meet for PLC's.
N0173H4	Non Clstrm Tchr Hrly		\$1,800.00	\$2,227.84	0173-09800-00-1957-2490-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly pay for teachers do conduct PLC after school hours.
N017331	Retired NonClstrm Tchr Hrly		\$1,211.00	\$1,498.85	0173-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired educators will assist with ELPAC assessment.

Effective Classroom Instruction

Description

All students will be served with strategies 1 - 3.
 Strategy 1 Instructional Supplies and Materials
 • Students will have access to reading, math, and science materials as well as necessary school supplies including paper, writing utensils, etc.
 Strategy 2 Learning opportunities beyond the school site
 • Students will have opportunities to participate in field trips that will enhance, supplement, and support the school curriculum.
 Strategy 3 Software licenses
 • For supplemental math opportunities, students will utilize ST Math, iReady Math, and IXL.
 • For supplemental reading opportunities, students will utilize iReady Reading, Starfall, and Raz-Plus.

Expenditures

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non-Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
N0173CG	Supplies		\$38,754.00	\$38,754.00	0173-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies such as writing utensils, manipulatives, and other necessary tools for teaching and learning.
N017384	Interprogram Svcs/Field Trip		\$4,800.00	\$4,800.00	0173-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Students will take field trips that will enhance the curriculum. Such as zoo's, museums in Balboa and Sea Word.
N017324	Software License		\$5,000.00	\$5,000.00	0173-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Online instructional programs will provide supplemental practice opportunities for curriculum being taught. Programs such as iReady, Razkids and A-Z
N0173GY	Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0173-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper will be utilized for photocopies of classroom and homework materials.
N017386	Supplies		\$4,149.00	\$4,149.00	0173-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Instructional supplies such as writing utensils, manipulatives, and other necessary tools for teaching and learning.

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N0173H0	Interprogram Svcs/Field Trip		\$2,400.00	\$2,400.00	0173-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Students will take field trips that will enhance the curriculum. Such as to zoo's, museums in Balboa and Sea Word.
N0173GU	Software License		\$3,000.00	\$3,000.00	0173-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Online instructional programs will provide supplemental practice opportunities for curriculum being taught. Programs such as iReady and Razkids
N0173GZ	Interprogram Svcs/Paper		\$2,000.00	\$2,000.00	0173-30106-00-5733-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Paper will be utilized for photocopies of classroom and homework materials.
N0173FU	Supplies		\$4,775.00	\$4,775.00	0173-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies such as writing utensils, manipulatives, and other necessary tools for teaching and learning.
N0173GV	Software License		\$2,000.00	\$2,000.00	0173-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Online instructional programs will provide supplemental practice opportunities for curriculum being taught. Programs such as iReady and Razkids
N0173GX	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0173-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper will be utilized for photocopies of classroom and homework materials.

Interventions and Accelerations (During, Before, and After School Day) and Other Supports

Description

Strategy 1 Tutoring:

Students to be served: Students struggling in reading and math, English learners,

- TK-5 students that need additional literacy or mathematics support will be selected to attend the after-school tutoring program. Tutoring will occur at least twice per week and begin early in the school year (November)

Strategy 2 Small group intervention

Students to be served: Students struggling in reading and math, English learners.

- Retired teachers will provide intervention in reading, math, and/or ELD. Needs will be determined based on beginning of the year assessment data.

Expenditures

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non-Salary cost	Funding Source Budget Code	Funding Source	Unduplicated Student Group	Reference	Rationale
F01732A	Inschool Resource Tchr -	0.30000	\$31,132.80	\$44,788.31	0173-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Resource teachers will work with small groups of students grades 3 - 5 who are in need of additional reading support. Resource teacher will also be responsible for English Learner compliance issues.
N0173F	Classroom Teacher Hrly		\$6,463.00	\$7,999.19	0173-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Tutoring for students who are struggling in reading and/or math will be offered after school.
N0173GK	Classroom Teacher Hrly		\$3,231.00	\$3,998.98	0173-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Improvement	[no data]		Tutoring for students who are struggling in reading and/or math will be offered after school.
N017390	Classroom Teacher Hrly		\$4,039.00	\$4,999.04	0173-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Tutoring for students who are struggling in reading and/or math will be offered after school.
N0173DQ	Classroom Teacher Hrly		\$21,037.00	\$26,037.30	0173-09807-00-1157-1000-4760-01000-0000	LCFF S/C Non-Personnel	[no data]		Retired educators will provide small group instruction for EL students struggling in ELD. Retired educators will also support ELPAC testing.

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 2022-23

Analysis

IMPLEMENTATION:

Linda Vista Elementary STEAM Magnet communicated with parents 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.

OUTCOME:

- Parents were not reading the SMORE newsletter with consistency.
- Very little parent involvement occurred this year.

Major Differences

1. We were unable to hire a community assistant for the entire year that would have supported family engagement. We redirected the funds to enhance our parent room.

Changes

- Monthly Family Fridays/Coffee with the principal.
- Actively seek out parenting classes with Family Engagement department or other community resources.
- Emails and automated phone calls will also be utilized to inform parents about upcoming events in order to attain more participation.
- Incentives will be implemented to encourage participation such as "parent of the month parking spot".
- A monthly paper school calendar will be sent home with important events listed in English and Spanish.
- A parent handbook specific to the school will be created and sent home in paper copy within the first week of school.
- School will be proactive about getting parent participation in the California Healthy Kids survey.

Identified Need

There were only 54 respondents on the 22-23 California Healthy Kids Survey. As such, the table below shows the data for 21-22 when there were 156 respondents.

California Healthy Kids Survey PARENTS 2021-22

Promotion of parental involvement	53
Parental involvement in school	19
School encourages me to be an active partner	46
School actively seeks the input of parents	45
Parents feel welcome to participate at this school	49

Goal 6 - Family Engagement

By Date	Participants	Objective	Baseline Performance	Target Performance	Measure of Success	Frequency
June 2024	Parents	Increase parent/guardian participation in filling out the Cal Schools CSPS survey.	20%	50%	CAL-Schools CSPS	Yearly
June 2024	Parents	Increase parental involvement.	19%	25%	Attendance/sign-in forms.	Trimester
June 2024	Parents	Increase parents feeling welcome to participate at the school.	49%	60%	Cal-Schools CSPS	Yearly

Family 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.
- Send home monthly school calendar with all scheduled meetings/events
- Send home a parent handbook within the first week of school.
- Give parents opportunity to fill out the CHKS during a Family Friday in either paper or online format and send out paper copies to parents as well.

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	Unduplicated Student Group	Reference	Rationale
N0173GR	Clerical OTBS Hrly		\$421.00	\$580.44	0173-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Hourly pay for office staff to assist parents after-hours as necessary and appropriate.
N0173GS	Supplies		\$1,000.00	\$1,000.00	0173-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies such as writing utensils and parenting books for parent room.

Family Engagement Activities

Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity.

Strategy/Activity - Description

Monthly Family Friday or Coffee with the Principal. Parenting classes provided by the district Family Engagement Department.

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	Unduplicated Student Group	Reference	Rationale
N0173GT	Inservice supplies		\$1,000.00	\$1,000.00	0173-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments for Family Fridays/Coffee with the Principal and other events where parents are invited to meet.
	Clerical OTBS Hrly				0173-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N0173GR	Hourly pay for office staff to assist with family events after hours as necessary and appropriate.

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	School Counselor -				0173-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : F017328	Counselor to present information about the importance of attendance and community resources at parent meetings such as Family Fridays/Coffee with the Principal
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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)	\$ 163,984
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, 09807, 30100, 30103, 30106, 30107, 31820)	\$ 323,210

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)	\$ 65,596
Title I Student Intervention (30107)	\$0
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106,30107): \$ 65,596

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, 09807)	\$ 93,630
[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, 09807): \$ 93,630

Total of federal, state, and/or local funds for this school (09800, 09807, 30100, 30103, 30106, 30107, 31820): \$ 323,210

Dept_Name	Resource Description	Account Description	Job Code	FTE	Total
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1109 Pull/Out Push In	2040 Inschool Resource Tchr	0.3	\$31,132.80
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1157 Classroom Teacher Hrly	-		\$4,039.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1170 Prof&Curriclm DevHrlyClstrmTchr	-		\$1,615.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1192 Prof&Curriclm Dev Vist Tchr	-		\$3,477.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1957 Non Clstrm Tchr Hrly	-		\$1,800.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	1986 Retired NonClstrm Tchr Hrly	-		\$1,211.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	3000 Benefits			\$16,541.58
0173 Linda Vista Elementary	09800 LCFF Intervention Support	4301 Supplies	-		\$4,775.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	5733 Interprogram Svcs/Paper	-		\$1,000.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support	5841 Software License	-		\$2,000.00
0173 Linda Vista Elementary	09800 LCFF Intervention Support Total				\$67,591.38
0173 Linda Vista Elementary	09807 LCFF S/C Non-Personnel	1157 Classroom Teacher Hrly	-		\$21,037.00
0173 Linda Vista Elementary	09807 LCFF S/C Non-Personnel	3000 Benefits			\$5,000.30
0173 Linda Vista Elementary	09807 LCFF S/C Non-Personnel Total				\$26,037.30
0173 Linda Vista Elementary	30100 Title I Basic Program	1157 Classroom Teacher Hrly	-		\$6,463.00
0173 Linda Vista Elementary	30100 Title I Basic Program	1170 Prof&Curriclm DevHrlyClstrmTchr	-		\$2,423.00
0173 Linda Vista Elementary	30100 Title I Basic Program	1192 Prof&Curriclm Dev Vist Tchr	-		\$8,079.00
0173 Linda Vista Elementary	30100 Title I Basic Program	1210 Counselor	2605 School Counselor	0.6	\$55,826.40
0173 Linda Vista Elementary	30100 Title I Basic Program	1260 Counselor Hrly	-		\$5,092.00
0173 Linda Vista Elementary	30100 Title I Basic Program	3000 Benefits			\$30,965.46
0173 Linda Vista Elementary	30100 Title I Basic Program	4301 Supplies	-		\$38,754.00
0173 Linda Vista Elementary	30100 Title I Basic Program	5733 Interprogram Svcs/Paper	-		\$4,000.00
0173 Linda Vista Elementary	30100 Title I Basic Program	5735 Interprogram Svcs/Field Trip	-		\$4,800.00
0173 Linda Vista Elementary	30100 Title I Basic Program	5841 Software License	-		\$5,000.00
0173 Linda Vista Elementary	30100 Title I Basic Program Total				\$161,402.86
0173 Linda Vista Elementary	30103 Title I Parent Involvement	2451 Clerical OTBS Hrly	-		\$421.00
0173 Linda Vista Elementary	30103 Title I Parent Involvement	3000 Benefits			\$159.44
0173 Linda Vista Elementary	30103 Title I Parent Involvement	4301 Supplies	-		\$1,000.00
0173 Linda Vista Elementary	30103 Title I Parent Involvement	4304 Inservice supplies	-		\$1,000.00
0173 Linda Vista Elementary	30103 Title I Parent Involvement Total				\$2,580.44
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	1109 Pull/Out Push In	2040 Inschool Resource Tchr	0.3	\$31,132.80
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	1157 Classroom Teacher Hrly	-		\$3,231.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	1170 Prof&Curriclm DevHrlyClstrmTchr	-		\$1,211.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	1192 Prof&Curriclm Dev Vist Tchr	-		\$3,039.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	3000 Benefits			\$15,433.69
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	4301 Supplies	-		\$4,149.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	5733 Interprogram Svcs/Paper	-		\$2,000.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	5735 Interprogram Svcs/Field Trip	-		\$2,400.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt	5841 Software License	-		\$3,000.00
0173 Linda Vista Elementary	30106 Title I Supplmnt Prog Imprvmnt Total				\$65,596.49
0173 Linda Vista Elementary Total					\$323,208.47

ACHIEVEMENT

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



Linda Vista
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2023-24

2.0 With approval from the local governing board, Linda Vista 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])

Parent and family input will be obtained through the annual meeting on Sept 2023.
The Title I Parent & Family Engagement Policy will be sent home with students.
The Title I Parent & Family Engagement Policy will be posted on ClassDojo and in the school office.

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 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])

An annual meeting will be convened on September 2023 at 3:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish).

- 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])

Linda Vista will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care or home visits as such services relate to parental involvement.

Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.

Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.

Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Morning meeting:
Fall Parent/Teacher Conferences planned for November
Spring Parent/Teacher Conferences planned for March
Learning Contract conferences (ongoing)
Daily Volunteer Opportunities for cleared Parent Volunteers
Linda Vista SGT meetings

Evening meetings:
Annual Title I meeting
Back to School Night occurs on September 2023
Fall Parent/Teacher Conferences planned for November
Spring Parent/Teacher Conferences planned for March
Learning Contract conferences (ongoing)
SSC meetings.

- 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])

An annual meeting will be convened on September 2023 at 3:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish)
Parents and families can also provide feedback during the following meetings:
School Site Council (SSC)
Parent Teacher Association (PTA)
English Language Advisory Committee (ELAC)
Site Governance Team (SGT)
Back to School Night
Surveys

- 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])

An annual meeting will be convened on September 2023 at 3:30 pm to inform parents of participating students of the requirements of Title I and their right to be involved. (Meeting will be conducted in both English and Spanish)
Quarterly Standards-Based Report Card Report in both English and Spanish

- 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])

Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet during Back to School Night in the Fall, during Parent Teacher Conferences, and School Site Council meetings.

- 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])

Parents and families can also provide feedback during School Site Council and Site Governance meetings

- 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])

Principal and staff are always open to feedback and suggestions

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])

Training around parenting and how to work with students at home are offered periodically through the Family Engagement Department.

- 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])

Provided at Back to School Night
During Parent/Teacher conferences
Appointments with the school counselor, etc.
Training around parenting and how to work with students at home are offered periodically through the Family Engagement Department

- 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])

In staff meetings
Weekly staff bulletin
Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice
Staff are provided information regarding the school, district, and community resources
The staff acknowledges the importance of valuing parental contributions and constantly strives to welcome and incorporate parent volunteers into the school community (when safety guidelines permit)
Staff are provided professional development that includes the topic of engagement and culturally responsive teaching

- 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])

Our school has a school counselor available five days a week to work with students as needed
Our school counselor works with Mental Health Services, TURN Behavioral Health Services to provide support and resources to families in need

Our school nurse and school psychologist are available to assist families and provide resources as needed

- 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])

Information is distribute through students and on an individual basis as needed in English and Spanish

- 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])

Resources are available as need through the school counselor
The Family & Engagement Department provides monthly parent training/information opportunities

2.2 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Linda Vista, 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])

Information is distributed through students and on an individual basis as needed in English and Spanish
Bilingual English & Spanish staff is available
The Family & Engagement Department provides monthly parent training/information. Translation services are provided when requested

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



Title I School-Parent Compact 2023-24
Linda Vista

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])

Our school has adopted the Benchmark Advance for our ELA curriculum.
 Teachers follow the California Common Core State Standards and the math units (created by the District and based on Envision 2.0 math).
 Teachers engage in monthly Professional Learning Communities and Professional Development to continuously improve their practice.
 In the fall, an annual meeting will be held to share with parents a description of the Title I Program and its requirements during our back to School Night.
 The Policy in English and Spanish will be shared with families on ClassDojo and posted in the school office.

- 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])

Parent-Teacher conferences will be held the week before Fall Break and the week before Spring Break.
 Ongoing Learning Contracts conferences.
 Information will be provided in English and Spanish.
 Information that is sent home is posted on ClassDojo.

- 2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])
 - Teacher's communicate student's progress through emials, work sent home, ClassDojo, and other ways teachers share the information with families.

Reports on student progress is done at Parent Teacher conference meetings as well as throughout the school year.
Ongoing Learning Contract conferences.
Parents are encouraged to set up conferences with their child's teacher as needed for ideas to support their child at home.
Parents are encouraged to log onto Parent Portal to check their child's academics and attendance.

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])

Staff will be available for consultation with parents. Parents can request a conference and schedule an appointment any time.
Parents are encouraged to volunteer on campus (when safety guidelines permit).

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])

Parents are encouraged to volunteer and observe in their child's classroom (when safety guidelines permit).
Staff will be available for consultation with parents.
Parents can request a conference and schedule an appointment at any time.
Bilingual Spanish-English staff is available to answer questions.
Parents are encouraged to volunteer and participate in the following:
Back to School Night in the Fall
School Site Council (SSC) meetings
Site Governance Team (SGT) meetings
Parent Teacher conferences

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	-	-	-

* 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 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	-	-	-

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

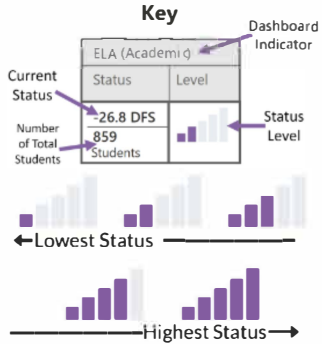
† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



Dashboard Student Group Report

Linda Vista Elementary

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:



Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	45.5%	n=145	-69.7 dfs	n=154	-87.6 dfs	n=153	4%	n=400	52.1%	n=390		
Student Program												
English Learner	45.5%	n=145	-76.8 dfs	n=113	-90.1 dfs	n=113	2.5%	n=238	52.4%	n=233		
Foster Youth							n=1		n=1			
Homeless Youth							3.6%	n=28	64.3%	n=28		
Socioeconomically Disadvantaged			-70.7 dfs	n=144	-87.8 dfs	n=144	4.2%	n=359	52.4%	n=353		
Students with Disabilities ATSI			-100.3 dfs	n=27	-109.9 dfs	n=26	5.3%	n=76	62.7%	n=75		
Student Race/Ethnicity												
Black/African American			-52.5 dfs	n=12	-92.6 dfs	n=12	14.3%	n=28	50%	n=26		
American Indian or Alaska Native				n=1		n=1		n=2		n=2		
Asian				n=9		n=9	0%	n=27	34.6%	n=26		
Filipino				n=4		n=4	9.1%	n=11		n=10		
Hispanic			-76.5 dfs	n=116	-93.7 dfs	n=115	3.4%	n=291	54%	n=285		
Pacific Islander				n=1		n=1		n=1		n=1		
White				n=5		n=5	0%	n=19	47.4%	n=19		
Multiple Races/Two or More				n=5		n=5	4.8%	n=21	42.9%	n=21		

Updated on 2/15/2023, based on ESSA and dashboard files released 2/13/2023

ACHIEVEMENT

APPENDIX E

SCHOOL SITE COUNCIL ROSTER

X Check box when updates are completed

School Site Roster - Due October 7th 2022

School Name: Linda Vista

STAFF: Minimum of 5 members. CLASSROOM teachers must make up the MAJORITY in this category.

Tenure	Position	Name	SSC Office			
	Principal	Edna Mikulanic				
2022-2023	Classroom Teacher	William Grover				
2022-2024	Classroom Teacher	Kate Klein				
2022-2024	Classroom Teacher	Julie Bingham				
2022-2023	Other School Rep	Elodia Ortega				

PARENTS/COMMUNITY MEMBERS (CM)/STUDENTS: Minimum of 5

All parent SSC members are DAC alternate members. Community members must be designated by the SSC to vote at the DAC.

Tenure	Parent/CM/Student	Name	SSC Office			
2022-2024	Parent	Noel Musicha	Chair			
2022-2024	Community Member	Jere Lester				
2022-2024	Parent	Sherry Yee				
2022-2024	Parent	Rosalyn Ofalla				
2022-2024	Community Member	Myra Perdomo-Melendez				

APPENDIX F

2022-23 SPSA ASSESSMENT AND EVALUATION



Linda Vista Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2022-23

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

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

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

This must be completed as part of your 2023-24 SPSA

- “Due” at end of cycle for developing 2023-24 SPSA, approximately end of May

-When completed, download as PDF and upload to [DTS](#)

Resource	Expenditure	LCAP Section	What is effective for this strategy / activity? <i>Share specific evidence (qualitative/quantitative data) of success/effectiveness in implementing this activity or strategy.</i>	What is ineffective for this strategy / activity? <i>Share specific evidence (qualitative/quantitative data) that this activity or strategy is not working.</i>	Modifications based on results of qualitative and quantitative data <i>Continue or discontinue and why? What changes will be implemented?</i>
30106	1109 Pull/Out Push In	LCAP 2&3	Resource teacher worked with small groups of students.	Too many students needing additional support for one part- time person to reach all of them.	Continue to fund this position but be more strategic about how they work with students and which students.
30100	1157 Classroom Teacher Hrly	LCAP 2&3	After school tutoring was provided by three teachers.	Tutoring began too late in the year (April).	Continue to fund this position but begin tutoring earlier in the year.
30100	1192 Prof&Curriclm Dev Vist Tchr	LCAP 2&3	Not significant effectiveness observed.	Teachers in grades 3 - 5 were provided with visiting teachers once per month to plan. However, due to lack of funds, visiting teachers often did not pick up the jobs which meant that someone always missed out on the planning. PLC did not have a set structure.	Continue to fund but be proactive about getting preferred visiting teachers ahead of time. PLC needs to be structured with expectations and processes in place based on goal setting (e.g. SMART goals) and data based.
30100	1210 Counselor	LCAP 1	Counselor was in charge of attendance however, we did not see improvement.	Lack of consistency	Continue to fund this position but place structures and systems in place that will give more guidance insofar as necessary

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

					procedures that should be followed in order to improve attendance. Counselor should co-lead (with principal) an attendance team that meets twice monthly.
30100 and 30106	1260 Counselor Hrly	LCAP 1 ▾	Never used	n/a	Funding was moved to supplies 4301 in order to purchase materials to support ELA, math, and STEAM
30100 and 30106	2231 Other Support Prsnl PARAS	LCAP 2&3 ▾	Never used.	n/a	Funding was moved to supplies 4301 in order to purchase materials to support ELA, math, and STEAM
30100	2404 Guidance/Attendance Asst	LCAP 1 ▾	Never used	n/a	Funding was moved to supplies 4301 in order to purchase materials to support ELA, math, and STEAM
30100 and 30106	4301 Supplies	LCAP 2&3 ▾	nothing	Supplies were purchased very late in the year.	Continue funding supplies but ensure that they are purchased in a timely and responsible manner.
30100	5735 Interprogram Svcs/Field Trip	LCAP 2&3 ▾	No significant effectiveness.	Very few classrooms took any field trips.	Continue funding but encourage teachers to find field trips that will enhance the curriculum.
30100	5841 Software License	LCAP 2&3 ▾	Some growth was seen in students using iReady, IXL, Raz-Kids (reports from these programs available)	Lack of professional development for these programs. Lack of fidelity schoolwide in use of these programs (some people used, others did not)	Continue funding these programs but have professional development opportunities. Teachers should meet to discuss and commit to the use of these programs with fidelity. Each of these programs has evidence to suggest how much time is necessary in order to see academic growth. School needs to come up with a consistent plan to meet those requirements and follow-through.



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

30103	2281 Other Support Prsnl PARAS Hrly	LCAP 2&3 ▾	Never used	n/a	Funding was moved to supplies 4301 in order to purchase materials to support ELA, math, and STEAM
30103	5721 Interprogram Svcs/Duplicating	LCAP 1 ▾	never used	n/a	Funding was moved to supplies 4301 in order to purchase materials to support ELA, math, and STEAM
		Edit ▾			

**SAN DIEGO UNIFIED SCHOOL DISTRICT
DUTY STATEMENT**

School Name	Linda Vista Elementary
Class Title	Comprehensive School Counselor
Employee Name	
Total FTE	0.6

- *If the employee is multi-funded*
 - Is there a set schedule? *If so, please submit the schedule to the SPSA department.*
 - Are all duties regardless of funding allowable in Title I? *If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30100	0.6	<ul style="list-style-type: none"> ● Supporting implementation of an Integrated Multi-Tiered Systems of Supports to improve academics, social emotional and college/career ready through the development of a comprehensive school counseling program ● Providing Socio-Emotional lessons (classroom, group and individual) through a research based curriculum such as Second Step, Sanford Harmony ● Utilize the following standards to align with classroom instruction: <ul style="list-style-type: none"> ○ Academic Domain – Common Core Speaking and Listening –TK-5 (Comprehension and Collaboration, Presentation of Knowledge and Ideas) ○ Social Emotional Domain – California Health Content Standards and CASEL – Collaborative for Academic, Social and Emotional Learning Competencies ● Embed ASCA mindsets and behaviors through the comprehensive counseling program, into a calendar of services that represents a comprehensive approach in the areas of: <ul style="list-style-type: none"> ○ Core Counseling Curriculum ○ Individual Counseling Services ○ Responsive Intervention Services ○ System Support Development ● Knowledge of Restorative Practices and Positive Behavior Intervention and Supports (PBIS) ● Provide specific Guidance Lessons for groups and individuals ● Review the specific site data (Attendance, Behavior, California Healthy Kids Survey-CHKS, Academics) to determine a school specific plan of prevention

		<ul style="list-style-type: none"> ● Identify at-risk youth and address the educational issues by supporting youth 1:1 and preparing education plans and coordinating appropriate resources through information gathering, analyzing, and problem solving ● Ensure students identified as military, foster, homeless, and refugee are provided with appropriate services and supports ● Create databases to track progress of work ● Progress Monitoring <ul style="list-style-type: none"> ○ Use of multiple measures to assess progress. One area that will be measured is the calendar of the school counselor and how time is being utilized. The goal is 80% in direct services for students. Other data that will be looked at will be increased attendance, improved school climate and behavior, decreased office referrals and suspensions, and other areas that are specifically identified at the sites once data is reviewed.

**SAN DIEGO UNIFIED SCHOOL DISTRICT
DUTY STATEMENT**

School Name	Linda Vista Elementary
Class Title	Resource Teacher
Employee Name	
Total FTE	0.3

- *If the employee is multi-funded*
 - *Is there a set schedule? If so, please submit the schedule to the SPSA department.*
 - *Are all duties regardless of funding allowable in Title I? If no, then the employee must complete and submit a monthly Time/Effort report to his/her supervisor.*

Resource	FTE	Duties and Responsibilities
Title 30106	0.3	<ul style="list-style-type: none"> • Meet with strategic students 3x a week to provide instruction, interventions, gather DATA, small group Early Literacy, Reading Recovery, Upper grade intervention for students who are not meeting Grade level expectations and Making Adequate Language Progress, and planning and implanting instruction for Newcomer students who have been enrolled less than a year. • Follow up with Newcomer Teachers on strategies for the classroom and how to reinforce and differentiate instruction • Provide Professional Development and Educational Resources <ul style="list-style-type: none"> ○ Principals ○ Teachers ○ Sites and Grade Level ○ Grade level teams/PLC/Push in support around differentiation and multiple entry points for students • Provide Coaching (including Modeling Lessons, Co-Planning, Co-Teaching, Observations with feedback) • Meet with teachers to analyze DATA/student selection/monitor progress/Backwards plan goals and next steps (During Collaborative Release Time for teachers or PLC2a <ul style="list-style-type: none"> ○ Grade level teams Planning ○ Individual teacher Collaboration • Collaborate with other District Resource Teachers (Such ELST/ELLA CYCLE Coach/Curriculum Consultant and English Learner Specialist)



		<ul style="list-style-type: none">• Attend Professional Development and Meetings and Trainings around Literacy and English Learners• Grant Writing• Strong communication with teachers and support with parents as needed such as parent conferences, presenting strategies for parent supports at home during ELAC Meetings
09800	0.4	English Learner Coordinator Reclassification of English Learners Monitoring Reclassified Students English Learner Advisory Committee Testing Coordinator: ELPAC Initial and Summative CAASP Fountas & Pinnel DEMI FAST grades 3-5 Provide English Language Development for New Comer Students Provide English Language Development Lesson for Potentially Long Term English Learners