

The Single Plan for Student Achievement

School: Linda Vista Elementary School
CDS Code: 43693696046213
District: Alum Rock Union Elementary School District
Principal: Ted Henderson
Revision Date: November 2, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on December 14, 2018.

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School Vision and Mission

Linda Vista Elementary School's Vision and Mission Statements

Vision Statement

Linda Vista Elementary is a safe, friendly school where teachers, staff and parents respect each other and work together to provide a challenging educational experience that supports all students through its integration of the visual and performing arts.

Mission Statement

Linda Vista's mission is to develop a college-going mindset by providing students with rigorous lessons and the study skills necessary for academic success. Students are supported through a combination of traditional teacher-led lessons and highly personalized computerized student-led lessons. This blended model allows all students to be challenged as they progress academically.

Instructional Vision

We will create positive learning communities within our student-focused classrooms that provide opportunities for collaboration, critical thinking, innovation, self-reflection and authentic tasks. Students will persevere in rigorous sustained inquiry based learning where they will use academic language to share their learning and projects within the classroom, school and with experts beyond the school community. Effective and efficient problem solving strategies will be utilized to provide learning conditions to support students in achieving targeted learning outcomes based on standards-driven curriculum. We will construct and promote a partnership between teachers, staff, families and the wider community utilizing collaboration, critical thinking, creativity and communication to ensure that high academic expectations are implemented and achieved FOR ALL STUDENTS. We will support a culture of risk-taking encouraging all students to extend their thinking and practices beyond the status quo. Students will be able to support their learning and defend their thinking in words and writing supported by evidence.

School Profile

Linda Vista Elementary School is a Visual and Performing Arts School that partners with Joseph George Middle School. We believe that incorporating fine arts into the curriculum has had significant impact on the academic and social success of our students.

We need your continued support and encouragement to assist your child in attending school on a regular basis and arriving on time. Also, helping your child to be responsible for returning schoolwork will lead him/her in the right direction towards a rewarding school year. Your encouragement and praise will give your child the confidence to make wise decisions. We are confident in our professional abilities and commitment to create an enriching learning experience for your child. We have a wonderful support staff that includes an administrative assistant, a school office assistant, cafeteria staff, custodians, bus drivers, health aide and a librarian to contribute to your child's successful school year.

Facilities

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

Linda Vista School was built in 1950. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance crews ensures that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Informational Technology installed a new public address system that includes a clock and bell component. The results of these renovations have improved our safety and have given us a more modern appearance. We have also improved the number of wireless hubs located throughout the campus. Our student have access to nine carts with 35 wireless laptops . We have one cart for every two classrooms.

Community Involvement

Linda Vista values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Linda Vista maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. The School Accountability Report Card is available on the district's website, as well as pertinent school information, including school data and school programs. This information is also available to parents in the Principal's Newsletter, which is written in different languages. Because parent and community participation is essential to student achievement, Linda Vista School provides a number of parent and community involvement opportunities. To ensure that all parents are directly involved in their children's education, Linda Vista School parents are informed about upcoming events and activities through grade level newsletters, the Principal Eagle Newsletter, Parent Teacher Association (PTA), and text message updates.

The following resources for parents are in place:

School provide parent workshops on study skills and positive parenting for all students.

Student Success Team (SST) meets on an ongoing basis to support students.

A monthly Principal/PTA coffee is held on the first Friday of the month for parents and community to discuss school successes, areas needing improvement, review of the school's academic and social goals, PTA events, and parent professional development classes.

A bilingual PTA Community Liaison provides two-way communication to Spanish-speaking parents regarding school programs and activities.

Back-to-School Night in the fall helps parents understand the standards appropriate to their student's grade-level and the procedures used to evaluate their student's progress.

Parent-teacher conferences are held in the fall and spring

School Safety Plan

To help ensure school safety, all visitors are required to check-in at the school office. In addition, the district provides extra yard duty supervisors. All yard duty supervisors and school staff maintain a welcoming but controlled campus environment. The school grounds and playground are safe because they are well-supervised by staff before, during, and after school.

Safety programs for students include anti-bullying, drug awareness, personal safety, and personal growth.

The San Jose Police Department Community Liaison assists the school principal with families who have truancy and supervision issues. A Student Attendance Review Board (SARB) and a School Site Team are in place to reduce truancy.

Linda Vista Visual and Performing Arts Anchor School has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The safety plan is reviewed and revised annually by the Linda Vista Safety Committee before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval.

The revised plan was last approved in February 2017 and is due to be updated in December 2019. The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills (earthquake, fire, safety) are calendared and completed, and the results are shared with the staff.

The Linda Vista Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, Internet policy, and nondiscriminatory policy on student rights and responsibilities.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted bi-weekly by the principal and quarterly by the district office.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Linda Vista uses SBAC blocks and I-Ready a as formative assessments which guide our instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Linda Vista teachers use assessments embedded in our Benchmark Advance (ELA) and EnVision (math) curriculum

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Met

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Met

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Met

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are supported by on-going PD provided by the principal, instructional coach and district office workshops.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Linda Vista teachers are afforded two afternoon staff meetings a month to collaborate as well as one hour meeting during the day each month facilitated by the principal and instructional coach.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Principal and Instruction coach monitor alignment of curriculum, instruction and material to maintain fidelity to the state adopted Common Core State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers are provided with instructional minutes guide and monitored for fidelity by the principal through random walkthroughs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Linda Vista teachers have successfully integrated small group instruction into their teaching methods which allow sufficient time to meet with students in need of intervention.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Linda Vista teachers are all provided with standards-based materials in ELA, Math, science, social studies and PE.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Linda Vista teachers use SBE-adopted, standards based intervention materials provided in our Benchmark Advance and EnVision curriculum.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Before and Afterschool intervention is available for underperforming students as well as social-emotional counseling through Foothill Health Services and the district counselor intern program.

14. Research-based educational practices to raise student achievement

Linda Vista teachers have incorporated small group instruction into their teaching method as a means of identifying and supporting student achievement for all students.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The Linda Vista community come together to plan during ILT, School Site Council meetings and Parent Coffees. Data is collected from Safe Schools survey which includes input from teachers, parents and students.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Linda Vista is provided Title I, Title III and LCAP funds to support under performing students. These funds are used to provide before and after-school interventions, additional technology and materials to support their academic development.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	90	77	64	89	77	64	89	77	95.5	98.9	100
Grade 4	89	66	86	88	65	86	88	65	86	98.9	98.5	100
Grade 5	99	91	70	97	90	70	97	90	70	98	98.9	100
All Grades	255	247	233	249	244	233	249	244	233	97.6	98.8	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.2	2412.1	2419.5	11	17.98	23.38	30	24.72	24.68	27	26.97	22.08	33	30.34	29.87
Grade 4	2425.3	2445.1	2460.3	11	9.23	22.09	16	26.15	25.58	23	29.23	20.93	50	35.38	31.40
Grade 5	2501.1	2475.1	2496.9	15	13.33	14.29	36	26.67	34.29	29	20.00	27.14	20	40.00	24.29
All Grades	N/A	N/A	N/A	13	13.93	20.17	27	25.82	27.90	26	25.00	23.18	34	35.25	28.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	20.22	20.78	59	44.94	46.75	31	34.83	32.47
Grade 4	11	9.23	18.60	39	56.92	48.84	50	33.85	32.56
Grade 5	19	14.44	17.39	47	45.56	62.32	34	40.00	20.29
All Grades	14	15.16	18.97	47	48.36	52.16	39	36.48	28.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	17.98	11.69	50	46.07	49.35	36	35.96	38.96
Grade 4	10	15.38	18.60	52	44.62	55.81	38	40.00	25.58
Grade 5	30	23.33	23.19	48	47.78	50.72	22	28.89	26.09
All Grades	19	19.26	17.67	50	46.31	52.16	31	34.43	30.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	11.24	24.68	67	66.29	61.04	20	22.47	14.29
Grade 4	13	7.69	16.28	59	66.15	61.63	28	26.15	22.09
Grade 5	11	7.78	15.94	69	63.33	66.67	20	28.89	17.39
All Grades	12	9.02	18.97	65	65.16	62.93	23	25.82	18.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	25.84	41.56	52	49.44	33.77	25	24.72	24.68
Grade 4	13	18.46	27.91	48	61.54	51.16	40	20.00	20.93
Grade 5	30	13.33	30.43	60	50.00	46.38	10	36.67	23.19
All Grades	22	19.26	33.19	53	52.87	43.97	24	27.87	22.84

Conclusions based on this data:

1. The 3rd and 5th grade teams both made increases in the number of students at or above proficiency in ELA.
2. The 4th grade team dropped in ELA. It will be very important for the administrator to monitor student progress throughout the year to provide resources for additional intervention and teacher professional development.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	90	77	64	89	77	64	89	77	95.5	98.9	100
Grade 4	89	66	86	89	66	86	89	66	86	100	100	100
Grade 5	99	91	70	99	90	70	99	90	70	100	98.9	100
All Grades	255	247	233	252	245	233	252	245	233	98.8	99.2	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2440.2	2436.7	2444.5	17	20.22	28.57	41	29.21	31.17	23	30.34	19.48	19	20.22	20.78
Grade 4	2439.8	2464.0	2467.0	9	9.09	12.79	12	25.76	30.23	45	45.45	34.88	34	19.70	22.09
Grade 5	2486.2	2485.6	2497.9	14	13.33	12.86	13	15.56	22.86	35	33.33	31.43	37	37.78	32.86
All Grades	N/A	N/A	N/A	13	14.69	18.03	20	23.27	28.33	36	35.51	28.76	31	26.53	24.89

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	17-18
Grade 3	44	39.33	41.56	36	30.34	29.87	20	30.34	28.57	
Grade 4	15	18.18	22.09	27	42.42	34.88	58	39.39	43.02	
Grade 5	18	20.00	23.19	30	31.11	36.23	52	48.89	40.58	
All Grades	23	26.53	28.88	31	33.88	33.62	46	39.59	37.50	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	25.84	32.47	50	51.69	38.96	30	22.47	28.57
Grade 4	8	15.15	17.44	54	56.06	54.65	38	28.79	27.91
Grade 5	16	8.89	12.86	42	57.78	58.57	41	33.33	28.57
All Grades	14	16.73	21.03	48	55.10	50.64	37	28.16	28.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	28.09	31.17	61	52.81	51.95	17	19.10	16.88
Grade 4	12	15.15	16.28	39	59.09	58.14	48	25.76	25.58
Grade 5	14	11.11	13.04	49	55.56	49.28	36	33.33	37.68
All Grades	15	18.37	20.26	49	55.51	53.45	36	26.12	26.29

Conclusions based on this data:

1. The 3rd and 5th grade teams both made increases in the number of students at or above proficiency in Math.
2. The 4th grade team dropped in Math. It will be very important for the administrator to monitor student progress throughout the year to provide resources for additional intervention and teacher professional development.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: ELA
LEA GOAL:
Provide all students with a rigorous, challenging, and innovative instructional program that prepares them for college readiness and for excellence in the 21st century
SCHOOL GOAL #1:
To achieve wide grade level reading for 55% of our students. (Up from 50% last year.) as measured by I-Ready.
Data Used to Form this Goal:
2018-2019- unit tests, writing assignments, short cycle, I-Ready Diagnostics, benchmark assessments, locally created assessments and classroom observations
Findings from the Analysis of this Data:
<p>Based on 2017-18 I-Ready data.</p> <p>As our teachers and students become better accustomed to the Common Core State Standards (CCSS) we continue to rebound as our teaching staff continues to receive CCSS professional development and our students adapt to lessons planned around 21st century skills. Teachers have a better understanding of the implementation of the many components of the BenchMark Advance curriculum. The BenchMark curriculum offers opportunities for us to write in all three genres throughout the year.</p>
How the School will Evaluate the Progress of this Goal:
<p>Students will be monitored through the use of unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments, classroom observations and results from the Smarter Balanced Assessment.</p> <p>In 2017-18, data was collected with high fidelity and teachers were held accountable for providing evidence of how data informed instruction. In 2017-18, teachers will monitor target students and Tier III students through the ROCI process and develop intervention plans for those students. Students will participate in their goal setting.</p>
Strategy #1:
During the 2018-2019 year we will continue to align our teaching to the Common Core State Standards and its inclusion of 21st Century Skills (Communication, Collaboration, Critical Thinking, Creativity and increased use of technology) in the classroom.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach BenchMark Curriculum.	9/18 – 6/19	Ted Henderson Linda Vista Staff	Curriculum guides will be followed with fidelity. Teachers will teach Common Core State Standards and monitor progress towards reaching standards through frequent assessments. District Funded			
Implement Common Core State Standards	9/18 – 6/19	Ted Henderson District Office Staff	Professional Development of Teaching Staff District Funded			
Prepare students for college and careers in the 21st Century.	9/18 – 6/19	Ted Henderson Linda Vista Staff	Provide frequent opportunities for students to practice communication, collaboration, critical thinking, creativity. District Funded			
Increase use of integrated technology	9/18 – 6/19	Linda Vista Staff and Site Administrators	Teachers will increase the use of integrated instruction through the use of technology in class as well as intervention classes using “IXL”, “Raz-Kids” “Brainpop” standards based program in ELA, “CA Streaming”/”United Streaming and other software & web based program as an instructional strategy.	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Teachers will plan time for students to use I-Ready for 45 minutes of Reading each week.			
Purchase Chromebooks	9/18 – 1/19	Ted Henderson	Purchase chromebooks to support 1 to 1 device access campus-wide	4000-4999: Books And Supplies	Supplemental/Conce ntration	736

Strategy #2:

Specific and targeted strategies will be used to assist the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension using Visual and Performing Arts-integrated lessons on a regular basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and lease equipment, supplies and instructional support for VAPA and arts-integrated lessons.	9/18 – 6/19	Linda Vista Staff	Purchase equipment to support VAPA activities (copiers, laminator, PA system, microphones, cables, etc.)			
Funds for teachers to purchase classroom materials	9/18 – 6/19	Ted Henderson/ILT	Purchase materials used to support lessons. (manipulatives, ,flash cards, etc.)	4000-4999: Books And Supplies	Supplemental/Conce ntration	2200
Paraprofessional Teachers will be provided to support extended day in Kinder and TK	8/18 – 6/19	Ted Henderson	Para professionals	2000-2999: Classified Personnel Salaries	Title I	31045
Copies made by district Print Shop	8/18 – 6/19	Linda Vista staff	Copies of assignments for students	5700-5799: Transfers Of Direct Costs	Supplemental/Conce ntration	500

Strategy #3:

For all students, but especially beneficial to ELLs, we will focus on explicit direct instruction of academic vocabulary during the ELA block. ELAC committee will have regular input to School plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Participate in EL Achieve Constructing Meaning Seminar	9/18 – 6/19	Ted Henderson District Office Staff	Professional Development of Teaching Staff District Funded			
Review ELL math progress and plan necessary interventions	9/18 – 6/19	Linda Vista Staff Site Administrators ELAC Committee	Review ELL progress using in I-Ready, Benchmark Assessments and other local assessments.			

Strategy #4:

All Teachers will provide RTI during the intervention block (choir) (Tier I) We will identify “at-risk” students by November and assign them to Tier II interventions taking place in small group work in class or after-school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer in-class intervention	9/18 – 6/19	Linda Vista Staff	Teachers will use BenchMark Tier I Intervention lessons.			0
			At-risk students will be pulled 3 times a week for intensive intervention for grades K-5.			0

Strategy #5:

Offer Intervention before and after school to Tier II and Tier III students. Parent classes will be offered to teach methods for support at home and as in-class volunteers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer intervention before and after school hours.	9/18 – 6/19	Linda Vista Staff and Site Administrators	At -risk students will be offered after school, before school intervention classes.	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	2500

Strategy #6:

Teachers will backwards plan lessons incorporating Constructing Meaning techniques with support of Instructional Coach.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule half-day teacher release time for collaboration	11/18-6/19	Ted Henderson	Release all teacher twice during the year for a half-day for planning/collaboration time. During this time teachers will study data analysis of BenchMark Advance student progress and plan next steps including plan for intervention for EL students.	1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	1000
Provide hourly release time for teacher collaboration.	9/18 – 6/19	Ted Henderson	Provide time during weekly meetings and monthly assemblies for teacher collaboration. During this time teachers will collaborate on lesson planning.			

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
English Learners will have the required skills to reach grade level standards/proficiency.
SCHOOL GOAL #2:
To achieve schoolwide grade level math proficiency for 63% of our students. (Up from 58% last year.) as measured by I-Ready.
Data Used to Form this Goal:
2017-2018- EnVision Math End-of-Year Assessment, I--Ready Data and SBAC Data.
Findings from the Analysis of this Data:
<p>Based on 2018 I-Ready Math data, 58% of Linda Vista were ranked as advanced or proficient. 32% were ranked on level (early) or a level below and 9% of our students were greater than one level below grade level. This represents a 7% increase in students at grade level, 6% decrease in students one grade level below and a 2% increase in students performing at two or more grade levels below.</p> <p>As our teachers have become more comfortable with the EnVision curriculum our math scores have begun to rebound. SBAC have also risen to 48% of our 3-5th grade students performing at or above grade level (up from 39% last year). As our teaching staff continues to receive CCSS professional development and our students adapt to lessons planned around 21st century skills we expect our students to continue to raise their academic achievement in mathematics.</p>
How the School will Evaluate the Progress of this Goal:
<p>Students will be monitored through the use of unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments, classroom observations and results from the Smarter Balanced Assessment.</p> <p>In 2017-186, data was be collected with greater fidelity and teachers were held accountable for providing evidence of how data informed instruction. In 2017-18, teachers will monitor target students and Tier III students through the ROCI process and develop intervention plans for Tier II and Tier III students.</p>

Strategy #1:

During the 2015-2016 year we will align our teaching to the Common Core State Standards and its inclusion of 21st Century Skills (Communication, Collaboration, Critical Thinking and Creativity) with the classroom. Parent classes will be offered to teach methods for support at home and as in-class volunteers.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Paraprofessional Teachers will be provided to support extended day in Kinder and TK	8/17-6/18	Ted Henderson	2-hour Paraprofessionals to support Kinder and TK	2000-2999: Classified Personnel Salaries	Title I	31046
Teach EnVision Curriculum.	9/16 – 6/18	Ted Henderson Linda Vista Staff	Pacing guides will be followed with fidelity. Teachers will teach Common Core State Standards and monitor progress towards reaching standards through frequent assessments.			
Implement Common Core State Standards	9/18 – 6/19	Ted Henderson District Office Staff	Professional Development of Teaching Staff			
Prepare students for college and careers in the 21st Century.	9/18 – 6/19	Ted Henderson Linda Vista Staff	Provide frequent opportunities for students to practice communication, collaboration, critical thinking, creativity.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase use of integrated technology	9/18 – 6/19	Linda Vista Staff and Site Administrators	Teachers will increase the use of integrated instruction through the use of technology in class as well as intervention classes using “Brain Pop”, “IXL” and “Reflex Math” standards based program in Math, and other software & web based program as an instructional strategy. Teachers will plan time for students to use I-Ready for 3-45 minutes of Reading each week.	5000-5999: Services And Other Operating Expenditures	Title I	464

Strategy #2:

Specific and targeted strategies will be used to assist the development of number sense, place value and operations, multiplication and division strategies and facts, algebraic and geometric thinking and problem solving using Visual and Performing Arts-integration lesson on a regular basis.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase and lease equipment, supplies and instructional support for VAPA and arts-integrated lessons.	9/18 – 6/19	Linda Vista Staff	Purchase equipment to support VAPA activities (copiers, laminator, PA system, microphones, cables, etc.)			
Funds for teachers to purchase classroom materials	9/18 – 6/19	Ted Henderson/ILT		4000-4999: Books And Supplies	Supplemental/Concentration	2200
Purchase Chromebooks	8/18-11/19	Ted Henderson	Purchase chromebooks to support 1 to 1 device access for LV students	4000-4999: Books And Supplies	Supplemental/Concentration	727

Strategy #3:

For all students, but especially beneficial to ELLs, we will focus on explicit direct instruction of academic vocabulary during the Mathematics block. ELAC committee will have regular input to School plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of EL Achieve Constructing Meaning techniques	9/18 – 6/19	Ted Henderson Jillian Cintas	Professional Development of Teaching Staff District Funded			
Review ELL math progress and plan necessary interventions	9/18 – 6/19	Linda Vista Staff Site Administrators ELAC Committee	Review ELL progress using in I-Ready, EnVision Benchmark Assessments and other local assessments.			
Copies made by district Print Shop	8/18 – 6/19	Linda Vista staff	Copies of assignments for students	5700-5799: Transfers Of Direct Costs	Supplemental/Conce ntration	500

Strategy #4:

All Teachers will provide RTI during the intervention block (choir) (Tier I) We will identify “at-risk” students by November and assign them to Tier II and Tier III interventions taking place in small group work in class or after-school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer in-class intervention	9/18 – 6/19	Linda Vista Staff	Teachers will use BenchMark Tier I Intervention lessons. At-risk students will be pulled 3 times a week for intensive intervention for grades K-5.			

Strategy #5:

Offer Tier III intervention after-school. Saturday school will be offered in the Spring along with the option of interventions offered during Winter (Feb.) and Spring (Apr.) breaks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Offer intervention before and after school hours.	9/18 – 6/19	Linda Vista Staff and Site Administrators	At -risk students will be offered after school, before school intervention classes.	1000-1999: Certificated Personnel Salaries	Supplemental/Conce ntration	750

Strategy #6:

Teachers will backwards plan lessons incorporating Constructing Meaning techniques with support of Instructional Coach.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule half-day teacher release time for collaboration	9/18 – 6/19	Ted Henderson	Release all teachers twice during the year for a half-day for planning/collaboration time. During this time teachers will study data analysis EnVision Data and plan next steps to support EL students.			
Provide hourly release time for teacher collaboration.	9/18 – 6/19	Ted Henderson	Provide time during weekly meetings and monthly assemblies for teacher collaboration. During this time teachers will collaborate on lesson planning.			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LEA GOAL:
Provide all students and families a safe, welcoming, and caring environment conducive to learning.
SCHOOL GOAL #3:
25% of our EL students will be reclassified as Fluent English Proficient
Data Used to Form this Goal:
2017-2018- unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations. 2017-2018 CELDT data 2017-18 ELPAC data 2017-2018 Reclassification FEP data
Findings from the Analysis of this Data:
According to CDE data, 51 students were reclassified Fluent English Proficient during the 2017-2018 school year. That number represents 21.2% of last year's Linda Vista's English Language Learners. Linda Vista is currently made up of 37% ELLs. That represents an 7% decrease in the number of English Learners at Linda Vista from the previous year.
How the School will Evaluate the Progress of this Goal:
Students will be monitored through the use of unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations. ELD block will be monitored to assure fidelity to its purpose. Teachers will receive professional development on constructing meaning as a means of integrated ELD and use the BenchMark curriculum to guide their designated ELD block time.

Strategy #1:

For all students, but especially beneficial to ELLs, we will focus on explicit direct instruction of academic vocabulary during the Mathematics block. All Teachers will provide RTI during the intervention block (choir) (Tier I) We will identify “at-risk” students by November and assign them to Tier II and Tier III interventions taking place in small group work in class or after-school. Staff will also offer Tier III intervention after-school. Saturday school will be offered in the Spring along with the option of interventions offered during Winter (Feb.) and Spring (Apr.) breaks.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Liaison.	9/18 – 6/19	ELAC Committee Ted Henderson	Provide communication of EL updates to staff			0
Plan EL PDs	9/18 – 6/19	Ted Henderson	Coordinate with district staff to provide PD that reviews ELD/SDAIE training and explicit direct instruction of vocabulary, phonemic awareness, meaning, etc.			
Monitor ELD teaching block for fidelity.	9/18 – 6/19	Ted Henderson Linda Vista Staff	Limit content of ELD teaching block to function, form, meaning and vocabulary.			
Help students develop a growth mindset.	9/18 – 6/19	Linda Vista Staff Ted Henderson	Provide information and techniques to support the development of a growth mindset in our students.			

Strategy #2:

Parent classes will be offered to teach methods for support at home and as in-class volunteers. ELAC committee will have regular input to School plan.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Classes to help parents support students with homework	9/18 – 6/19	Ted Henderson, Sandra Vasquez	Through community partners, bring English, computer and parenting classes on campus.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordinate ELAC meetings.	9/18 – 6/19	ELAC officers Ted Henderson	Develop ELAC committee in coordination with the district office DELAC committee.			0

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Students with Disabilities
LEA GOAL:
Engage Stakeholders in a meaningful way that promotes a positive learning, working and community environment that is geared toward student achievement.
SCHOOL GOAL #4:
Student with disabilities will meet goals set by team during annual IEP meetings.
Data Used to Form this Goal:
2017-2018- unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations.
Findings from the Analysis of this Data:
The EnVision(Math) and new Benchmark Advance (ELA) curriculum combined with a continued staff study of the Common Core State Standards (CCSS) is being implemented in all RSP and SDC classrooms. Teachers continues to receive CCSS professional development and our students are adapting to lessons planned around 21st century skills.
How the School will Evaluate the Progress of this Goal:
RSP and classroom teachers will collaborate on the monitoring of students through the use of unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations. RSP has adopted the Benchmark Advance curriculum for its students which allows better collaboration between Special Ed and general classroom teachers.

Strategy #1:
All Teachers will identify special Ed students in their classes and differentiate their instruction to support the academic needs of each students. All classes will be welcoming and encouraging towards student learning. All students will have textbooks, workbooks, and supplemental materials available. Students will be encouraged to use technology to support learning goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Common Core State Standards	8/18-6/19	Ted Henderson District Office Staff	CCSS Professional Development of Teaching Staff District Funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Include RSP Teacher collaboration/release time	8/18-6/19	Ted Henderson	Provide opportunities for Special Ed and Gen. Ed to collaborate on CCSS lesson and to compare test data during Tuesday meeting times. District Funded			
Help students develop a growth mindset.	8/18-6/19	Linda Vista Staff Ted Henderson	Provide information and techniques to support the development of a growth mindset in our students. District Funded			
Response to Intervention	8/18-6/19	Linda Vista Staff	All Special Ed students will have RtI during Math and ELA blocks. District Funded			
Special Education Students will receive RSP/SDC services.	8/18-6/19	Linda Vista Staff	Students will be placed in the least restrictive environment. District Funded			

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Special Education
LEA GOAL:
All students with disabilities will become proficient or advanced in reading/language arts and mathematics by 2016-2017.
SCHOOL GOAL #5:
Student with disabilities will raise their percentage of ELA and math proficiency as measured by the SBAC scores.
Data Used to Form this Goal:
2017-2018- unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations.
Findings from the Analysis of this Data:
The EnVision(Math) and new Benchmark Advance (ELA) curriculum combined with a continued staff study of the Common Core State Standards (CCSS) is being implemented in all RSP and SDC classrooms. Teachers continues to receive CCSS professional development and our students are adapting to lessons planned around 21st century skills.
How the School will Evaluate the Progress of this Goal:
RSP and classroom teachers will collaborate on the monitoring of students through the use of unit tests, writing assignments, short cycle, benchmark assessments, locally created assessments and classroom observations.

Strategy #1:
All Teachers will identify special Ed students in their classes and differentiate their instruction to support the academic needs of each students. All classes will be welcoming and encouraging towards student learning. All students will have textbooks, workbooks, and supplemental materials available. Students will be encouraged to use technology to support learning goals.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Common Core State Standards	9/18- 6/19	Ted Henderson District Office Staff	CCSS Professional Development of Teaching Staff			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Include RSP Teacher collaboration/release time.	9/18- 6/19	Ted Henderson	Provide opportunities for Special Ed and Gen. Ed to collaborate on CCSS lesson and to compare test data during Tuesday meeting times.			0
Response to Intervention	9/17- 6/18	Linda Vista Staff Ted Henderson	All Special Ed students will have RtI during Math and ELA blocks.			0
Special Education Students will receive RSP/SDC services.	9/17- 6/18	Linda Vista Staff	Students will be placed in the least restrictive environment.			0
Help students develop a growth mindset.	9/17- 6/18	Linda Vista Staff	Provide information and techniques to support the development of a growth mindset in our students.			0

Strategy #2:

Principal will meet quarterly with Speech, SDC and RSP teachers to assess needs for support and to aid in strategic planning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schedule Meetings with each Special Ed teacher	9/17-6/18	Ted Henderson	Plan with teachers to create action plans to support student IEP goals.			0

Strategy #3:

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Highly Qualified Teachers
LEA GOAL:
By 2016-2017 all students will be taught by highly qualified teachers.
SCHOOL GOAL #6:
All teachers will be highly qualified and will continue to develop their skills.
Data Used to Form this Goal:
Formal Evaluation process. Record keeping at Human Resources Department
Findings from the Analysis of this Data:
All teachers at the school are currently highly qualified.
How the School will Evaluate the Progress of this Goal:
Formal Evaluation process. Record keeping at Human Resources Department

Strategy #1:
In collaboration with the Human Resource Department, hire and retain teachers who are highly qualified.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Hire HQ teachers (if needed) (Aug 2015)	Review applications and conduct interviews (July 2017)	Principal/Director HR				
2. Provide BTSA and Intern Support if needed (Aug 2015)	Assign a mentor and submit all paperwork to New Teacher Center	Director, Academic Services	District funded			
3. Provide Professional Development opportunities (Aug 2015-June 2016)	<ul style="list-style-type: none"> Determine 	Principal/Director Academic Services	District funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	needs, contact publishers, set dates, get contracts if needed, etc. (July 2017 to June 2017) <ul style="list-style-type: none"> School site PLCs to focus on PD around CCSS and Title III Plan 					

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School climate
LEA GOAL:
All students will be educated in rigorous learning environments that are safe, drug-free, and conducive to learning.
SCHOOL GOAL #6:
All Linda Vista community members will develop an understanding and appreciation of equity and inclusion as measured by a reduction of incidents of bullying and fighting resulting in suspensions and increased parent involvement. Staff will develop a team approach towards solving challenges as measured by quality of collaboration output.
Data Used to Form this Goal:
2017-2018 Suspensions data from Datazones and 2017-2018 data from SBAC and I-Ready. Anecdotal evidence collected from teachers, students, non-teaching staff and community members.
Findings from the Analysis of this Data:
In 2017-2018, there were seven suspensions of five students. This is an from increase from seven suspensions of five unduplicated student suspensions from the 2016-2017 year. Reasons for the low suspension rate include the successful addition of a two counselors and the implementation of a PBIS program. The school continued the BEST PBIS program. Although only in Tier I, we have noticed that the implementation and support of school-wide rules by the teachers and community have resulted in reduced physical and verbal bullying, especially among younger students.. We also implemented monthly Anti-bullying assemblies led by the principal and recess supervisor.
How the School will Evaluate the Progress of this Goal:
This school goal will be evaluated by an instrument created by the PBIS committee on an annual basis as part of the SPSA evaluation process.
Strategy #1:
Develop a welcoming culture to the Linda Vista campus for parents, students and staff to promote equity and inclusion. Send Monday Memos to staff. Encourage staff get-togethers outside of school to encourage a sense of “team”. All students will be included in all activities regardless of socioeconomic status. Continue to develop and train a PBIS committee.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop PBIS committee	9/18 – 6/19	Ted Henderson PBIS Committee	Select teachers to attend PBIS professional development training, meet as a team with Linda Vista staff and craft school rules and practices. Committee members will receive training off-campus.	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	500
Deliver Monthly Anti-bullying/Rules assemblies.	9/18 – 6/19	Ted Henderson	Prepare and teach monthly grade-level assemblies to teach and reinforce campus rules and to promote a bully-free environment. Assemblies will also reinforce staying smoke- and drug-free.			0
Provide Playground Supervision	9/18 – 6/19	Campus Para	Campus paras provides playground supervision, cafeteria supervision and support student conflict resolution for Linda Vista students.	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Conce ntration Title I	15000 9533
Provide support for inclusion in school activities.	9/18 – 6/19	Ted Henderson	Insure all students participate in all school functions through sponsorship including, but not limited to music, sport activities and field trips, regardless of socioeconomic status.	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Conce ntration	5787

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Bus Transportation for Field Trips	9/18 – 6/19	Ted Henderson	Support cost for busing to school-related activities	5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	3000

Strategy #2:

Encourage Family Engagement and Involvement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold monthly Coffee with the Principal meetings	9/18 – 6/19	Ted Henderson	Hold a monthly parent meeting were principal shares information and responds to questions and concerns from parents.	4000-4999: Books And Supplies	Supplemental/Concentration	500
Postage	9/18 – 6/19	Ted Henderson	Send semester mailings to parents to support communication.			
Hold weekly announcement "Blacktop" assemblies.	9/18 – 6/19		Hold assembly every Friday to collectively say the Pledge of Allegiance, share school news and foster a sense of community.			0
Communicate with parents in writing on a monthly basis	9/18 – 6/19		Inform the community of school news and upcoming events in English and Spanish through newsletters, flyers, phone calls and text messages.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Parent Organizations	9/18 – 6/19		Encourage, promote and participate with PTA and other parent organizations at monthly meetings and events.	4000-4999: Books And Supplies	Supplemental/Conce ntration	300

Strategy #3:

Provide On-going Professional Development and support for Teaching staff

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide PD for Teachers	9/18 – 6/19	Site Administrators	All teachers will receive support on some area of teaching at least once a month.	4000-4999: Books And Supplies	Supplemental/Conce ntration	500
Support Teacher participation in Conferences	9/18 – 6/19	Site Administrators	Fund off-site teacher professional development including registration fees, travel and housing.	5000-5999: Services And Other Operating Expenditures	Supplemental/Conce ntration	3500
Copier Leases			Lease of three on-site copiers	5000-5999: Services And Other Operating Expenditures	Title I	4887
Copier Maintenance Contract				5800: Professional/Consulting Services And Operating Expenditures	Title I	3485

Strategy #4:

Plan staff team-building activities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Build collegiality through team building activities.	9/18 – 6/19	ILT and Site Administrators	Build quarterly activities to encourage team building.	4000-4999: Books And Supplies	Supplemental/Conce ntration	500
Strategy #5:						
Develop enrichment program for advanced learners						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Differentiation for all students	9/18 – 6/19	Ted Henderson	Support teachers with development of differentiation of lessons to support advanced students.			
Offer more enrichment programs	9/18 – 6/19	Ted Henderson	Recruit Teachers or vendors to offer after-school or early morning enrichment programs to support students on or above grade levels.			
Plan ILT PD/training	9/18 – 6/19	Ted Henderson	Develop a retreat to foster collaboration, team building and development of enrichment programs. District Funded			

Strategy #6:						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

School Goal #8

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Strategy #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy #6:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts (ELA) / Mathematics
SCHOOL GOAL #1:
All students will reach high standards in ELA at a minimum meet or exceed standards on SBAC in 2018-2019. All students will reach high standards in Mathematics, at a minimum, attaining met or exceeded standards in mathematics by 2018-2019.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resource teacher to provide student support at the site level; Program Administrators to support site principals and teachers to enhance instructional strategies for student learning; and provide substitute teachers to release classrooms to attend Professional Development.	August 2017-June 2018	District and School Personnel	Certificated salaries at district and site school level	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	867,789
			Certificated benefits	3000-3999: Benefits	Title I Part A: Allocation	256,780
Staff provides program and fiscal support to school sites.	August 2017-June 2018	District and School Personnel	Classified salaries at the district level and during summer school	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	204,781
			Classified benefits	3000-3999: Benefits	Title I Part A: Allocation	65,377
Provide additional, supplementary materials and supplies for teachers and students (i.e., summer school, McKinney-Vento program, private school)	August 2017-June 2018	District and School Personnel	Materials and supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	331,075
Provide supplementary support for students and teachers (i.e., summer school contracts, materials, targeted interventions).	August 2017-June 2018	District and School Personnel	Travel, conferences, contracts, transportation, license agreements	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	961,517

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Learners
SCHOOL GOAL #2:
All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or advanced in reading/language arts and mathematics by 2017-2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide English Language Learners with supplementary instructional support.	August 2017-June 2018	District and School Personnel	Certificated salaries for extended duty, substitute costs, overtime	1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	235,809
			Certificated benefits	3000-3999: Benefits	Title III Part A: Language Instruction for LEP Students	68,700
Provide English Language Learners will supplementary materials to support their learning.	August 2017-June 2018	District and School Personnel	Materials and supplies; software	4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	79,155
Provide supplementary English Language Development materials and training for teachers and district instructional coaches.	August 2017-June 2018	District Personnel	Supplementary services (i.e., contracts, license agreements) and professional development for district instructional coaches and teachers	5000-5999: Services And Other Operating Expenditures	Title III Part A: Language Instruction for LEP Students	56,500

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	80460	0.00
Supplemental/Concentration	41700	0.00

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	4,250.00
4000-4999: Books And Supplies	Supplemental/Concentration	7,663.00
5000-5999: Services And Other Operating	Supplemental/Concentration	5,000.00
5700-5799: Transfers Of Direct Costs	Supplemental/Concentration	1,000.00
5800: Professional/Consulting Services And	Supplemental/Concentration	23,787.00
	Title I	9,533.00
2000-2999: Classified Personnel Salaries	Title I	62,091.00
5000-5999: Services And Other Operating	Title I	5,351.00
5800: Professional/Consulting Services And	Title I	3,485.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Supplemental/Concentration	41,700.00
Title I	80,460.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	9,533.00
1000-1999: Certificated Personnel Salaries	4,250.00
2000-2999: Classified Personnel Salaries	62,091.00
4000-4999: Books And Supplies	7,663.00
5000-5999: Services And Other Operating Expenditures	10,351.00
5700-5799: Transfers Of Direct Costs	1,000.00
5800: Professional/Consulting Services And Operating	27,272.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,981.00
Goal 2	35,687.00
Goal 3	0.00
Goal 7	47,492.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ted Henderson	X				
Sabrina Rayborn		X			
Shedra Lynn White		X			
Marisol Briones		X			
Lisa Lucera			X		
Silvia Nolasco				X	
Donald Goldsby				X	
Natia Segars				X	
Brenda Zendejas				X	
Erendira Mejia				X	
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/2/2018.

Attested:

Ted Henderson

Typed Name of School Principal

Signature of School Principal

Date

Marisol Briones

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date