

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT LOMA PORTAL ELEMENTARY SCHOOL

**2018-19**

37-68338-6039903  
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:** Morici, Mark

**Contact Person:** Morici, Mark

**Position:** Principal

**Telephone Number:** 619-223-1683

**Address:** 3341 Browning St, Loma Portal Elementary, San Diego, CA, 92106-1514,

**E-mail Address:** mmorici@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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.*

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

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: LOMA POTAL ELEMENTARY

SITE CONTACT PERSON: MARK MORICI

PHONE: 858 653 4038 FAX: 619 224 1352

E-MAIL ADDRESS: MMORICI@SANDI.NET

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):  
 Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>4/12/18</u>   |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____            |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____            |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>4/9/2018</u>  |
| <input checked="" type="checkbox"/> Other (list): <u>PARENT FOUNDATION</u>                 | Date of presentation: <u>4/11/2018</u> |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/9/2018

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.

MARK MORICI  
Type/Print Name of School Principal

[Signature]  
Signature of School Principal

4/9/2018  
Date

Amy Kinseth  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

4/9/18  
Date

Kimie Lochtford  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

4-16-18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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

The Loma Portal educational community exists to inspire all students to realize and achieve their optimal potential to be productive and kind citizens in our modern, global society.

**SCHOOL VISION AND REALITY**

At Loma Portal Elementary School, we believe that students should be accepted, appreciated, nurtured, and challenged. Our school provides equitable and quality instruction, rigorous curriculum, and an engaging learning environment for all students. Our ultimate goal is to empower children to be independent and to possess the tools needed to take control of their ambitions, goals, and future.

- We have created a climate that fosters trust and collaboration amongst all stakeholders.
- All decisions are made in the best interests of our students.
- Our school culture emphasizes continual academic and social growth.
- Our students are encouraged to challenge themselves and persevere through problems using 21st century critical thinking skills.
- We have created an academic, social, and physical setting that motivates our students to achieve their potential in a positive, caring, and nurturing environment.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.

K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

## Loma Portal Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

### HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

### **PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

### **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards. Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

Budget input was gathered at our SGT, SSC, Parent Foundation, and Staff Meetings at the beginning of February 2018. A final budget and the SPSA were presented again at SGT, SSC, Parent Foundation, and Staff Meetings at the end of February 2018.



**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 65% (approx. 39 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 66% (approx. 4 3rd graders) will meet or exceed standards in ELA on the SBAC exam..

Subgroup: English Learners students

By June 2019, 35% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 35% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Teacher-made formative and summative assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA achievement and development in standards mastery 10 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 65% (approx. 39 3rd graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: African American students

By June 2019, 65% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 35% (approx. 3 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 40% (approx. 2 3rd graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Teacher-made formative and summative assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze DRA achievement and development in standards mastery 10 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

**Area 3: English Learner**

**English Learner SMART Goal:**  
 By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 Teacher-made formative and summative assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
 Teachers will meet by grade level/department to analyze DRA achievement and development in standards mastery 10 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Empty box for additional notes or comments.

<b>Area 4: Graduation/Promotion Rate</b>
<p><b>Graduation Rate SMART Goal:</b> By June 2019, at least 80% (approx. 42 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.</p> <p><b>Closing the Gap SMART Goal</b> Subgroup: African American students By June 2019, at least 80% (approx. 3 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA. Subgroup: English Learners students By June 2019, at least 75% (approx. 7 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA. Subgroup: Hispanic/Latino students By June 2019, at least 80% (approx. 14 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA. Subgroup: Students with Disabilities By June 2019, at least 75% (approx. 3 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.</p>
<b>WHAT DATA DID YOU USE TO FORM THESE GOALS?</b>
<p><input checked="" type="checkbox"/> CELDT   <input type="checkbox"/> Interim Assessments   <input type="checkbox"/> End-Of-Course Exams  <input checked="" type="checkbox"/> SBAC   <input checked="" type="checkbox"/> DRA2   <input type="checkbox"/> SMI   <input type="checkbox"/> SRI   <input type="checkbox"/> KDS   <input checked="" type="checkbox"/> ELPAC   <input type="checkbox"/> ARI   <input type="checkbox"/> MDTP   <input checked="" type="checkbox"/> Report Cards   <input type="checkbox"/> End-Of-Unit Assessments  <input type="checkbox"/> PowerSchool   <input type="checkbox"/> Sign In Sheets   <input type="checkbox"/> Other</p>
<p><b>Other Assessments (Please Specify):</b> Teacher-made formative and summative assessments.</p>
<p><b>Progress and Growth Monitoring:</b> How and when will you monitor progress towards your Graduation/Promotion goal? Teachers will meet by grade level/department to analyze DRA achievement and development in standards mastery 10 times per year. Analysis will inform subsequent instruction. Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"</p>

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, at least 80% (approx. 300 families) will attend 1 on campus event including Principal's Coffee, Spring Open House, Back to School Night, Math and Munchies, Family Fitness Night, Family Literacy Night, or training on Growth Mindset or NGSS Standards..

**Targeted Population:**

Parents of English Learners are our target parent population to increase school involvement as the majority of EL students and many of their parents have transportation issues. Loma Portal is targeting the following subgroup this year: English Learners.

**What data did you use to form these goals?**

Analysis of current and past attendance data from various events for parents and community members (Back to School Night, Spring Open House, Math and Munchies, ELAC, Family Fitness Night, Family Literacy Night, etc.).

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet 5 times per year to analyze student progress using site developed criteria. Families are contacted weekly via School Messenger and Facebook; school website is updated regularly. Sign In sheets are used for all school functions. Data from these sheets will be used to track family involvement.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the Units of Study for Teaching Reading and Writing, ELA Framework and California Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of ELD instruction 2-3 times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day (small groups).
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., DRA, On Demand Pre and Post Writing Assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- EL Assistant (classroom para hourly) will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim assessments and other assessments to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site, cluster, and district professional development to strengthen literacy/math instruction.

***Strategic Support (Tier 2)***

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teachers.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- EL Assistant (classroom para hourly) will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Teachers will provide a Double Dose of daily guided reading for targeted students.

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- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

### ***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- EL Assistant (classroom para hourly) will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students.
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student needs.

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

Continue to strengthen school-wide implementation of researched based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### **How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

#### **How will you monitor these strategies/activities?**

- \* Bell to bell instruction
- \* Regular classroom observations and feedback
- \* Review Interim assessments, SBAC, CELDT, and ELPAC data with staff, ILT, SSC

## Loma Portal Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**  
 Monthly professional development with cluster schools to focus on ELA, Math and ELD. Classroom teachers will meet throughout the year to collaborate within grade level and across grade levels to align instruction and Common Core State Standards. Data will be provided to the grade level teams to have opportunity to analyze, discuss, and make instructional decisions based on students' needs.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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**How will you monitor these strategies/activities?**  
 \*Attendance at cluster and site professional development  
 \*Grade level team meetings/PLC  
 \*Continue monitoring of student progress by administration, ILT and teachers

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**  
 Staff will assist students in meeting graduation requirements by attending to their health needs and monitoring regular daily attendance and providing interventions to support their academic success.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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**How will you monitor these strategies/activities?**  
 \*Phone calls home  
 \*SART and SARB letters  
 \*Counselor and Guidance Assistant interventions such as individual and group meetings  
 \*Student Study Team meeting with teachers, parents, support staff...etc.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 Loma Portal will have multiple opportunities for parents to participate in principal/parent meetings throughout the year. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing instructional practices, SBAC assessment information and curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
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**How will you monitor these strategies/activities?**  
 \*Sign in sheets from principal/parent meetings  
 \*Communication through School Messenger, E-Blast/Loma Lines, flyers and the school website  
 \*Foundation meetings  
 \*SSC meetings

\*ELAC meetings

\*Open door policy to meet with parents and community members about individual concerns



Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Guidance assistant is to provide interventions and support for students, parents and teachers to support in conflict resolution, provide small group problem solving and social intervention assistance. Supplies to provide educational and instructional support in the classroom for targeted student instruction.</p> <p><b>Identified Need::</b> Analysis of research and current data clearly indicate that students who are under stress from negative social interactions or a lack of social skills struggle academically. Our Guidance Assistant will regularly work with struggling students to ensure their growth academically, socially, and emotionally. Supplies to provide educational and instructional support in the classroom for targeted student instruction.</p> <p><b>Target Group::</b> We will be targeting students with a history of negative social interactions with peers and adults.</p> <p><b>Monitoring::</b> Student referrals, notes, parent conference records, anecdotal records, and intervention plans.</p> <p><b>Personnel Responsible::</b> Guidance Assistant and Principal</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Guidance Assistant to provide services inside and outside of the classroom. Classroom supports include lessons on character education, push in social groups, conflict resolution discussions, and behavioral strategies. Supplies to provide educational and instructional support in the classroom for targeted student instruction.</p> <p><b>Identified Need::</b> Analysis of research and current data clearly indicate that students who are under stress from negative social interactions or a lack of social skills struggle academically. Our Guidance Assistant will regularly work with struggling students to ensure their growth academically, socially, and emotionally. Supplies to provide educational and instructional support in the classroom for targeted student instruction.</p> <p><b>Target Group::</b> We will be targeting students with a history of negative social interactions with peers and adults.</p> <p><b>Monitoring::</b> Student referrals, notes, parent conference records, anecdotal records, and intervention plans.</p>

**Personnel Responsible::**  
Guidance Assistant and Principal

**Goal 3: Professional Development**  
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**  
Provide release time for staff to participate in PLC, PD, and collaborate to work on educational and instructional programs.

**Identified Need::**  
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Target Group::**  
Struggling learners, English learners, and homeless students

**Monitoring::**  
PD and PLC agendas and minutes

**Personnel Responsible::**  
Staff and Principal

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3750	\$10,679.25	\$13,743.66	0179-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Guidance assistant to provide social emotional support to improve student outcomes and attendance
Classroom PARAS Hrly		\$2,900.00	\$3,723.89	0179-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	English learner support - small group instruction
Supplies		\$144.00	\$144.00	0179-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional materials to supplement core instruction

**ACHIEVEMENT****APPENDICES**

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

- A. Data Reports
- B. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## ACHIEVEMENT

**APPENDIX A****DATA REPORTS**

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Loma Portal**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	158	60.8	142	61.3	155	69.0	8.2	7.7	158	47.5	143	51.0	155	61.3	13.8	10.3
Female	77	67.5	59	61.0	66	72.7	5.2	11.7	77	48.1	59	40.7	66	56.1	8.0	15.4
Male	81	54.3	83	61.4	89	66.3	12.0	4.9	81	46.9	84	58.3	89	65.2	18.3	6.9
African American	8	-	7	-	4	-	-	-	8	-	7	-	4	-	-	-
Asian	2	-	4	-	4	-	-	-	2	-	4	-	4	-	-	-
Filipino	1	-	5	-	3	-	-	-	1	-	5	-	3	-	-	-
Hispanic	56	37.5	43	51.2	45	55.6	18.1	4.4	56	26.8	44	36.4	45	48.9	22.1	12.5
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	76	75.0	70	70.0	81	79.0	4.0	9.0	76	59.2	70	61.4	81	70.4	11.2	9.0
Multiracial	14	78.6	12	66.7	17	76.5	-2.1	9.8	14	71.4	12	66.7	17	64.7	-6.7	-2.0
English Learner	20	10.0	10	0.0	12	25.0	15.0	25.0	20	10.0	11	0.0	12	25.0	15.0	25.0
English-Speaking	138	68.1	132	65.9	143	72.7	4.6	6.8	138	52.9	132	55.3	143	64.3	11.4	9.0
Reclassified†	7	-	6	-	4	-	-	-	7	-	6	-	4	-	-	-
Initially Eng. Speaking	131	67.9	126	64.3	139	72.7	4.8	8.4	131	53.4	126	54.0	139	64.0	10.6	10.0
Econ. Disadv.*	70	41.4	55	47.3	55	60.0	18.6	12.7	70	30.0	56	41.1	55	43.6	13.6	2.5
Non-Econ. Disadv.	88	76.1	87	70.1	100	74.0	-2.1	3.9	88	61.4	87	57.5	100	71.0	9.6	13.5
Gifted	62	85.5	50	84.0	44	88.6	3.1	4.6	62	71.0	50	84.0	44	81.8	10.8	-2.2
Not Gifted	96	44.8	92	48.9	111	61.3	16.5	12.4	96	32.3	93	33.3	111	53.2	20.9	19.9
With Disabilities	13	15.4	13	7.7	16	12.5	-2.9	4.8	13	7.7	13	7.7	16	25.0	17.3	17.3
WO Disabilities	145	64.8	129	66.7	139	75.5	10.7	8.8	145	51.0	130	55.4	139	65.5	14.5	10.1
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	26	57.7	24	62.5	21	47.6	-10.1	-14.9	26	50.0	24	45.8	21	38.1	-11.9	-7.7

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Loma Portal**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	62.0	69	63.8	86	60.5	-1.5	-3.3	79	57.0	69	58.0	86	59.3	2.3	1.3
Female	40	65.0	25	64.0	42	69.0	4.0	5.0	40	55.0	25	40.0	42	59.5	4.5	19.5
Male	39	59.0	44	63.6	44	52.3	-6.7	-11.3	39	59.0	44	68.2	44	59.1	0.1	-9.1
African American	5	-	3	-	3	-	-	-	5	-	3	-	3	-	-	-
Asian	1	-	3	-	1	-	-	-	1	-	3	-	1	-	-	-
Filipino	1	-	4	-	0	-	-	-	1	-	4	-	0	-	-	-
Hispanic	29	44.8	18	55.6	28	39.3	-5.5	-16.3	29	44.8	18	38.9	28	42.9	-1.9	4.0
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	36	75.0	35	68.6	43	76.7	1.7	8.1	36	61.1	35	68.6	43	72.1	11.0	3.5
Multiracial	7	-	6	-	10	70.0	-	-	7	-	6	-	10	70.0	-	-
English Learner	12	8.3	4	-	8	-	-	-	12	16.7	4	-	8	-	-	-
English-Speaking Reclassified†	67	71.6	65	67.7	78	65.4	-6.2	-2.3	67	64.2	65	61.5	78	64.1	-0.1	2.6
Initially Eng. Speaking	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Econ. Disadv.*	36	44.4	23	56.5	32	50.0	5.6	-6.5	36	41.7	23	47.8	32	34.4	-7.3	-13.4
Non-Econ. Disadv.	43	76.7	46	67.4	54	66.7	-10.0	-0.7	43	69.8	46	63.0	54	74.1	4.3	11.1
Gifted	31	90.3	23	78.3	21	81.0	-9.3	2.7	31	83.9	23	82.6	21	85.7	1.8	3.1
Not Gifted	48	43.8	46	56.5	65	53.8	10.0	-2.7	48	39.6	46	45.7	65	50.8	11.2	5.1
With Disabilities	5	-	7	-	9	-	-	-	5	-	7	-	9	-	-	-
WO Disabilities	74	64.9	62	69.4	77	66.2	1.3	-3.2	74	59.5	62	62.9	77	62.3	2.8	-0.6
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	12	75.0	14	71.4	14	42.9	-32.1	-28.5	12	75.0	14	57.1	14	42.9	-32.1	-14.2

\* 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.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Loma Portal**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	59.5	73	58.9	69	79.7	20.2	20.8	79	38.0	74	44.6	69	63.8	25.8	19.2
Female	37	70.3	34	58.8	24	79.2	8.9	20.4	37	40.5	34	41.2	24	50.0	9.5	8.8
Male	42	50.0	39	59.0	45	80.0	30.0	21.0	42	35.7	40	47.5	45	71.1	35.4	23.6
African American	3	-	4	-	1	-	-	-	3	-	4	-	1	-	-	-
Asian	1	-	1	-	3	-	-	-	1	-	1	-	3	-	-	-
Filipino	0	-	1	-	3	-	-	-	0	-	1	-	3	-	-	-
Hispanic	27	29.6	25	48.0	17	82.4	52.8	34.4	27	7.4	26	34.6	17	58.8	51.4	24.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	40	75.0	35	71.4	38	81.6	6.6	10.2	40	57.5	35	54.3	38	68.4	10.9	14.1
Multiracial	7	-	6	-	7	-	-	-	7	-	6	-	7	-	-	-
English Learner	8	-	6	-	4	-	-	-	8	-	7	-	4	-	-	-
English-Speaking	71	64.8	67	64.2	65	81.5	16.7	17.3	71	42.3	67	49.3	65	64.6	22.3	15.3
Reclassified†	5	-	5	-	3	-	-	-	5	-	5	-	3	-	-	-
Initially Eng. Speaking	66	65.2	62	61.3	62	80.6	15.4	19.3	66	43.9	62	46.8	62	62.9	19.0	16.1
Econ. Disadv.*	34	38.2	32	40.6	23	73.9	35.7	33.3	34	17.6	33	36.4	23	56.5	38.9	20.1
Non-Econ. Disadv.	45	75.6	41	73.2	46	82.6	7.0	9.4	45	53.3	41	51.2	46	67.4	14.1	16.2
Gifted	31	80.6	27	88.9	23	95.7	15.1	6.8	31	58.1	27	85.2	23	78.3	20.2	-6.9
Not Gifted	48	45.8	46	41.3	46	71.7	25.9	30.4	48	25.0	47	21.3	46	56.5	31.5	35.2
With Disabilities	8	-	13	7.7	7	-	-	-	8	-	13	7.7	7	-	-	-
WO Disabilities	71	64.8	67	64.2	62	87.1	22.3	22.9	71	42.3	68	48.5	62	69.4	27.1	20.9
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	14	42.9	10	50.0	7	-	-	-	14	28.6	10	30.0	7	-	-	-

\* 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.

ACHIEVEMENT

**APPENDIX B**

**PARENT INVOLVEMENT POLICY**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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*Loma Portal Elementary*  
**TITLE I PARENT INVOLVEMENT POLICY 2018-2019**

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

Loma Portal Elementary has developed a written Title I parental involvement policy with input from Title I parents. Each year the Title I program and its requirement will be shared with parents at a public meeting. Loma Portal will provide a flexible number of meetings to allow for parent involvement. These meetings will be scheduled by the school to include all stakeholders.

It has distributed the policy to parents of Title I students.

Loma Portal Elementary distributes the policy to parents of Title I students by sending the document home with the child.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Loma Portal Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program by sending home the document with students, at events like Back to School Night, Coffee with the Principal, SSC meetings, ELAC meetings, Parent Teacher Conferences...etc.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening: Back to School Night, Coffee with the Principal, SSC meetings, ELAC meetings, Parent Teacher Conferences...etc.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Our School Site Council (SSC) provides an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program. Our goals are to improve communication between the school and home; evaluate the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities; provide training programs to help parents support and work with their children at home and at school; advocate for teachers and parents; and Value cultural diversity. Parental input from the parent meetings and training sessions will be shared with the school.
- The school provides parents of Title I students with timely information about Title I programs through our school wide parent newsletter (Loma Lines, E-Blast, and School Messenger) and website. Information is sent home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive a notice in their language; we also

utilize our Loma Lines and school website to advertise parent meetings and training sessions offered at Loma Portal, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. At Loma Portal we have discussions regarding current student assessment data and student progress; and provide information about school and district resources for student academic improvement.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

***\*\*The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 USC 6318 Section 1118(c) (3)]***

### **School-Parent Compact**

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

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

### **Building Capacity for Involvement**

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. At Loma Portal we have discussions regarding current student assessment data and

student progress; and provide information about school and district resources for student academic improvement.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. We do this at events like Back to School Night, Coffee with the Principal, SSC meetings, ELAC meetings, Parent Teacher Conferences...etc.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We emphasize this to our parents at events like Back to School Night, Coffee with the Principal, SSC meetings, ELAC meetings, Parent Teacher Conferences...etc. We also utilize our school wide parent newsletter (Loma Lines, E-Blast, and School Messenger) to send home information regarding parent/community meetings. For special meetings, targeted language groups receive notice in their language.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our E-Blast (Loma Lines) and school website are used to advertise parent meetings and training sessions offered at Loma Portal, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language. Parents are notified annually of individual student assessment results by the Assessment Services Department. An explanation of the information is available in several languages.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.

### **Accessibility**

Loma Portal Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. An explanation of the information is available in English and Spanish.

ACHIEVEMENT

**APPENDIX C**

**HOME/SCHOOL COMPACT**

**LOMA PORTAL ELEMENTARY SCHOOL  
HOME/SCHOOL COMPACT  
2018-2019**

Loma Portal Elementary and the parents of the students participating in activities, services, and programs at this school agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

**School Responsibilities**

Loma Portal Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with frequent reports on their child's progress, as needed.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
6. Provide a parent night such as Open House.

**OVER →**

## **Parent Responsibilities**

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

1. Getting my child to school on time.
2. Maintaining excellent attendance
3. Making sure that homework is completed.
4. Monitoring my child's non-academic screen time. (TV, video games, internet, etc.)
5. Volunteering in or out of my child's classroom, if possible.
6. Participating, as appropriate, in decisions relating to my child's education.
7. Promoting positive use of my child's extracurricular time.
8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child, by mail or by email and responding, as appropriate.
9. Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

## **Student responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards by:

1. Doing my homework every day and asking for help when I need it.
2. Reading at least 20 - 30 minutes every day, five days a week.
3. Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
4. Contributing to a positive climate on campus.
5. Listening and participating in class.
6. Giving maximum effort in all I do.

## **HOME/SCHOOL COMPACT**

Loma Portal Elementary and the parents/guardians of Loma Portal students agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

### **School Responsibilities ~ Loma Portal School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
  - *Professional development/training for teachers*
  - *Library time, P.E., Music, and Computer Lab once a week*
  - *GATE certified teachers for grades 3 & 4*
  - *Teach to the Common Core State Standards (CCSS)*
  - *Seminar Class*
  - *Use appropriate textbooks and support materials to provide instruction*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
  - *Parent conferences will be held after the first and second report periods.*
- 3. Provide parents with frequent reports on their child's progress.**
  - *Progress reports (report cards) will be given three times a year or as needed in between report card conferences*
  - *Test grades*
  - *Progress grades Emailed as needed or physical progress reports*
- 4. Provide parents reasonable access to staff.**
  - *Parents may contact staff by calling the office, sending a note, or emailing the teacher.*
  - *Parents may make appointments to meet with staff before and after school.*
  - *Parents may conference with staff when staff is not supervising students.*
  - *Parents will not text or call staff cell phones during the school day, but will contact the office to have urgent messages appropriately given to staff for the least disruption of instructional time.*
  - *Parents may meet with the Principal on a regular basis at Parent Coffees and by appt.*
  - *Parents may participate on SSC, ELAC, Foundation, & Pt. Loma Cluster meetings*
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

*Parents may observe, and/or participate in their child's classroom and/or activities as long as they have made an appointment with the teacher in advance and have a current TB test on file. Parent volunteers must complete a district volunteer application and have clearance to volunteer. Parents have opportunities to go on field trips, attend assemblies and student shows and volunteer throughout the year. Visitors and volunteers must check in at the office and wear a school pass visibly while on campus during the school day. Visitors and volunteers are required to check out at the office upon departure.*

### **Parent Responsibilities ~ We, as parents, will support our child's learning by:**

- *Attendance: Phoning the office by 9:30am the day of an absence to report my child's absence each day he or she will miss school. A message regarding my child's absence may be left on the school answering machine by 9:30am of the day of the absence: give child's name, reason for absence.*
- *Ensuring our child gets to school on time and is not tardy.*
- *Making sure that homework is completed.*
- *Monitoring my child's access to appropriate media programming to include television programs, movies, video games, and online social media.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Supporting my child to get a good night's sleep to be ready for the school day.*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail, email, or telephone and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.*
- *Following site and district safety procedures while on campus and following safe driving rules for pick up and drop off of students.*
- *Bringing concerns about our child's experience at school as soon as possible to our child's teacher first, and working with school personnel to resolve any concerns*

**Student Responsibilities ~ We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.**

- *Do my homework every day and ask for help when I need it.*
- *Read at home according to the guidelines given me by my teacher.*
- *Give notices from school to my parent or guardian on the same day I got them from my teacher.*
- *Be a good citizen and follow school and classroom rules.*



ACHIEVEMENT

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Loma Portal Elementary	09800	2151	Classroom PARAS Hrly			\$ 2,900.00
		2404	Guidance/Attendance Asst	Guidance Asst	0.3750	\$ 10,679.25
		3000	Employee Benefits			\$ 3,888.30
		4301	Supplies			\$ 144.00
	<b>09800 Total</b>				<b>0.3750</b>	<b>\$ 17,611.55</b>

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Loma Portal Elementary School

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Substantially-Fully: Common Curriculum for Core Subjects such as ELA and Math District-wide assessments (DRA, Interims, Pre & Post Writing Assessments) Professional Development for all teachers (on going) Not at all-Partially: Specific strategies for closing the achievement gap (Struggling Learners & ELLs) Intense interventions, assessing and monitoring of struggling learners and ELLs Supplemental Supports (due to funding) Action/Decisions: Increase support for EL (increase EL Assistant Hours)
CLOSING THE ACHIEVEMENT GAP	Substantially-Fully: Common Curriculum for ELA and Math Majority of the assessments are aligned (DRA, Interims, Pre & Post Writing) Professional Development for all teachers (PLCs, Site, Cluster, District) Not at all-Partially: Adequate support for struggling learners and ELs Supplemental Supports (due to funding) Action/Decisions: Decrease support for EL (decrease EL Assistant Hours), add more EL training for teachers.
PROFESSIONAL DEVELOPMENT	Ongoing Professional Development for all teachers (PLCs, Site, Cluster, District)
GRADUATION/PROMOTION	Substantially-Fully: Curriculum aligned to Common Core State Standards Assessments & Data are used to inform instruction Staff is focused on supporting and challenging all students to meet promotion goals
PARENT ENGAGEMENT	Substantially-Fully: Parents are actively engaged and involved in school decisions SSC, ELAC, Principal's Coffee, Foundation, Volunteer, Partnerships with the community