THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT MIRAMAR RANCH ELEMENTARY SCHOOL

2018-19

37-68338-6069116
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: Crane, Peggy
Contact Person: Crane, Peggy
Position: Principal
Telephone Number: 858/271-0470
Address: 10770 Red Cedar Dr, Miramar Ranch Elementary, San Diego, CA, 92131-1204,
E-mail Address: pcrane@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Title I 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 Unified
SCHOOL DISTRICT

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: **Miramar Ranch Elementary**

SITE CONTACT PERSON: **Peggy Crane**

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

PHONE: (858) 271-0470   FAX: (858) 549-6817   E-MAIL ADDRESS: pcrane@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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: English Learner Advisory

- ☐ Committee (ELAC) Date of presentation:
- ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:
- ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:
- ☒ Site Governance Team (SGT) Date of presentation: 04/03/2018   Other (list): _____
- ☐ Date of presentation: *4/3/18*

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:

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.

| Peggy Crane | *Crane* | *4-10-18* |
| Type/Print Name of School Principal | Signature of School Principal | Date |

| Eric Morgan | | *4/10/18* |
| Type/Print Name of SSC Chairperson | Signature of SSC Chairperson | Date |

| Monica Hazel | *Monl Hzel* | *4/16/18* |
| Type/Print Name of Area Superintendent | Signature of Area Superintendent | 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

Miramar Ranch Elementary School is dedicated to providing access to an engaging and rigorous education for all students. Our diverse population of resident and non-resident (26%) students now has a sizable number of military dependents (20%). The number of military dependents allows our school the full-time services of a Military & Family Life Counselor (MFLAC) and participation in a DoDEA grant which funds trainings and instructional materials for the entire site, as well as arts education for students in grades three through five. Additionally, this DoDEA grant will fund training and implementation of an inquiry-based science called curriculum Project Lead the Way (PLTW), beginning with 4th and 5th grade students in the 2018-2019 school year. A number of the students (15%) qualify for free or reduced lunch. Approximately 12% of the students are classified as English Language Learners (ELL). LCFF funds are used to support these students by funding ELPAC testing and daily Focused English Language Development (FELD) instruction in a small-group setting. Additionally, LCFF funding will be used to pay for Visiting Teachers who will provide release time for classroom teacher collaboration.

SCHOOL VISION AND REALITY

My personal vision for MRE, discussed at our first staff meeting each SY, is simply stated as *All Means All.* The staff understands this to mean that each child is deserving of and will receive whatever supports and opportunities necessary (academic, physical, and social, emotional) to be prepared for a college or career path leading to success.

An ideal school culture includes willing and involved parent and community members, a social, emotional and physical environment supportive of both students and staff, and a leadership team made up of teachers, administrators and other staff working together to improve instructional practice and support each student.

Teachers continue their collaboration planning and developing lessons aligned to the Common Core (CCSS). Teachers will continue their work in grade-level PLCs to plan and analyze writing instruction using the *Lucy Calkins* curriculum. Teachers will use collected formative and summative data along with relevant feedback to inform instruction. Teachers will also plan lessons following the new mathematics pacing and sequence, developing and analyzing assessments each month.

Beginning with the 2018-2019 school year, teachers in grades four and five will start training and implementation of an inquiry-based science curriculum named Project Lead the Way (PLTW). Teachers are excited to take on this work as we prepare to meet the NGSS standards. Currently, the staff understands my vision, can describe it, and know that my decisions are based on that vision and what I believe best supports children. That is not to say that all agree with my vision or have adopted it, but they are clear in what my vision is and its importance.

We are fortunate to have a highly involved and caring parent and community group very supportive of staff, students and administration. Teachers collaborate freely and often, planning and analyzing student work. The ILT is made up of teaching staff who are leaders with a willingness to take on new challenges and share their work. We have begun the work of beautifying adult spaces on campus, and are working to make our classrooms child-centered. Public acknowledgement of student and staff achievements exemplify our motto to "Work Hard and Be Nice".

Teachers this year are meeting twice monthly to plan lessons and assessments. Teacher- and district-created assessments are used to measure student progress. Walkthroughs thus far have focused on student engagement and adherence to correlated lessons and pacing of the new curriculum, particularly in writing and mathematics. There has also been a focus on the social and emotional health of our children with training in Trauma-Informed Care, Zones of Regulation, and weekly lessons for all students using the Second Steps curriculum teaching self-regulation strategies to all children.

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.

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 universal high expectations for all students require 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 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?"
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. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. 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
2018-2019 budget and SPSA were developed after reviewing previous goals and progress with input from stakeholders through surveys and presentations at SSC, SBMT, and staff meetings.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lane Vance	Parent
Peggy Crane	Principal
Eric Morgan	Parent
Joanna Sax	Parent
Beatrix Basso	Parent
Joel Thompson	Parent
Pam Green	Other
Kerri Keough	Teacher
Lynn Thomas	Teacher
Carol Munoz	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:
By June 2019, _82__% (approx. __85_ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, _82__% (approx. _115__ 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Closing the Gap SMART Goal:
 Subgroup: African American students
By June 2019, __60_% (approx. _3__ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, _60__% (approx. _4__ 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: English Learners students
By June 2019, __15_% (approx. __1_ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, _15__% (approx. __1_ 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: Hispanic/Latino students
By June 2019, _70__% (approx. __16_ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, __70_% (approx. _13__ 5th graders) will meet or exceed standards in ELA on the SBAC exam.
Subgroup: Students with Disabilities
By June 2019, _46__% (approx. _2__ 3rd graders) will meet or exceed standards in ELA on the SBAC exam.
By June 2019, __46_% (approx. _6__ 5th 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):
Lucy Calkins Assessments
Teacher-created Formative 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 and SRI achievement __6_ times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, _87__% (approx. _90_ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _75__% (approx. _105__ 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, __60_% (approx. _3__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _60__% (approx. _4__ 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, __40_% (approx. _3__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _40__% (approx. __1_ 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, _75__% (approx. _17__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _75__% (approx. _14__ 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, _46__% (approx. _2__ 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, _46__% (approx. _6__ 5th 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-created Formative Assessments

EnVision Math 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 end of unit assessments _6__ times per year. Analysis will inform subsequent instruction.

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.

Closing the Gap SMART Goal:

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):

Site-developed assessments and *Ongoing Assessment of Language Practice* from FELD curriculum.

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

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?"

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).

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal:
By June 2019, at least _89__% (approx. __93__ 3rdgraders) will meet or exceed level 38 in DRA.
By June 2019, at least __84_% (approx. _118__ 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal (Optional for Elementary schools):
Subgroup: African American students
By June 2019, at least _60__% (approx. __3__ 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least _60__% (approx. __4__ 5th graders) will meet or exceed level 44 in DRA.
Subgroup: English Learners students
By June 2019, at least _15__% (approx. __1__ 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least __15_% (approx. __1__ 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Hispanic/Latino students
By June 2019, at least _70__% (approx. __16__ 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least __70_% (approx. _13___ 5th graders) will meet or exceed level 44 in DRA.
Subgroup: Students with Disabilities
By June 2019, at least _46__% (approx. __2__ 3rd graders) will meet or exceed level 38 in DRA.
By June 2019, at least _46__% (approx. _6___ 5th graders) will meet or exceed level 44 in DRA.

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):
DRA
Teacher-created Formative Assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
Teachers will meet by grade level to analyze end of unit assessments DRA/ARI/SRI _6__ times per year. Analysis will inform subsequent instruction.

Area 5: Parent Involvement and Community Engagement
Parent Involvement and Community Engagement SMART Goal: By June 2019, _100__% (approx. ___ families) will receive information regarding academic and citizenship progress of their children.
Targeted Population: The parents of our Special Education and Meal Eligible students are the least likely to ensure daily attendance.   **What data did you use to form these goals?**   Attendance data
Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?   Teachers and counselors will meet 2 per year to analyze student progress using site developed criteria. Families are contacted based on progress.   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 in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, 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 and Thinking Maps to support student understanding.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- 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 benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy 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 teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- ELST 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.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- 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
- ELST 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
- PAL will provide monthly check in with families of 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 need.

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1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?
Review and analysis of unit tests, interim district assessments, Lucy Calkins' pre-and post-writing assessments, DRA, ARI, WRAP, and ongoing formative assessments.

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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 additional small-group instruction for students not at grade level.

How will you monitor these strategies/activities?
Review and analysis of unit tests, interim district assessments, and ongoing formative assessments.

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3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
All grade levels will meet twice monthly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. Site professional development for the 2016-17 year will focus on alignment between reading and writing curricula.

How will you monitor these strategies/activities?
Meeting notes and agendas.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
Interventions for students in reading instruction will be focused on grades one - three.

How will you monitor these strategies/activities?
Teachers in grades one and three report Instructional Reading levels monthly.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
Student attendance will improve through outreach to parents and rewards for students.

How will you monitor these strategies/activities?
Monthly attendance reports.

Local Control Funding Formula Goals and Budget

Goal 1: Intervention Supports

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?

Intervention Support Goal::

LCFF funds will be spent in support of our English Language Learners. This group is underperforming in both ELA and Math. Funds will support an hourly ELST, ELPAC testing throughout the school year, and daily FELD instruction for all identified students.

Identified Need::

Daily Focused ELD instruction and teacher support.

Target Group::

All English Language Learners.

Monitoring::

Ongoing through FELD instruction and assessment; annual growth shown through ELPAC administration.

Personnel Responsible::

Jody Neiss

Sherry Bulletin

Janna Holmes

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

Visiting teachers will provide release time for classroom teachers to teach smaller group reading instruction.

Identified Need::

Students approaching standards are in need of additional small group targeted instruction in reading. Visiting teachers will provide whole group instruction so that teachers can work with small groups of identified students.

Target Group::

Most students in this group are English Language Learners.

Monitoring::

Ongoing reading assessments as measured by DRA, ARI, and district Interim Assessments.

Personnel Responsible::

Peggy Crane

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:

All grade levels will meet twice monthly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. Site professional development for the 2018-2019 school year will focus on alignment between reading and writing curricula.

Identified Need::

Continued professional growth.

Target Group::

All teachers.

Monitoring::

Meeting notes and agendas.

Personnel Responsible::

Peggy Crane

LCFF Intervention Supports

Please provide a DETAILED description of the activity or strategy and the targeted students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		$7,000.00	$8,427.30	0210-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	PLC release time for certificated staff.
Retired NonClsrm Tchr Hrly		$5,974.00	$7,192.10	0210-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing.
Special Ed Tech Clsrm Hrly		$6,000.00	$7,704.60	0210-09800-00-2154-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Pull-out support for ELLs.

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 for Non-Title I Schools

C. Home/School Compact

D. MPP Budget Allocations Summary Grid

E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from 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
Miramar Ranch
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	391	72.9	384	77.9	375	77.3	4.4	-0.6	395	70.6	384	74.0	376	81.6	11.0	7.6
Female	176	78.4	182	81.9	173	86.7	8.3	4.8	177	70.6	182	73.1	173	83.8	13.2	10.7
Male	215	68.4	202	74.3	202	69.3	0.9	-5.0	218	70.6	202	74.8	203	79.8	9.2	5.0
African American	19	26.3	15	33.3	13	53.8	27.5	20.5	19	21.1	15	33.3	13	53.8	32.7	20.5
Asian	45	95.6	46	95.7	44	81.8	-13.8	-13.9	45	95.6	46	93.5	45	93.3	-2.3	-0.2
Filipino	11	81.8	12	83.3	13	69.2	-12.6	-14.1	11	81.8	12	66.7	13	69.2	-12.6	2.5
Hispanic	54	53.7	54	70.4	62	67.7	14.0	-2.7	56	51.8	54	63.0	62	62.9	11.1	-0.1
Indochinese	31	80.6	24	87.5	28	96.4	15.8	8.9	31	83.9	24	87.5	28	96.4	12.5	8.9
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	167	77.2	172	79.7	153	79.7	2.5	0.0	169	72.2	172	75.6	153	85.0	12.8	9.4
Multiracial	63	69.8	60	73.3	62	75.8	6.0	2.5	63	71.4	60	71.7	62	85.5	14.1	13.8
English Learner	17	35.3	13	7.7	15	6.7	-28.6	-1.0	20	45.0	13	15.4	16	43.8	-1.2	28.4
English-Speaking	374	74.6	371	80.3	360	80.3	5.7	0.0	375	72.0	371	76.0	360	83.3	11.3	7.3
Reclassified†	38	89.5	26	88.5	32	87.5	-2.0	-1.0	38	92.1	26	76.9	32	93.8	1.7	16.9
Initially Eng. Speaking	336	72.9	345	79.7	328	79.6	6.7	-0.1	337	69.7	345	75.9	328	82.3	12.6	6.4
Econ. Disadv.*	62	66.1	67	70.1	57	56.1	-10.0	-14.0	63	52.4	67	64.2	58	69.0	16.6	4.8
Non-Econ. Disadv.	329	74.2	317	79.5	318	81.1	6.9	1.6	332	74.1	317	76.0	318	84.0	9.9	8.0
Gifted	177	89.3	181	94.5	153	94.8	5.5	0.3	177	91.5	181	93.9	153	93.5	2.0	-0.4
Not Gifted	214	59.3	203	63.1	222	65.3	6.0	2.2	218	53.7	203	56.2	223	73.5	19.8	17.3
With Disabilities	30	13.3	34	35.3	25	44.0	30.7	8.7	30	20.0	34	38.2	25	44.0	24.0	5.8
WO Disabilities	361	77.8	350	82.0	350	79.7	1.9	-2.3	365	74.8	350	77.4	351	84.3	9.5	6.9
Homeless	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	66	56.1	64	68.8	67	70.1	14.0	1.3	66	53.0	64	65.6	67	80.6	27.6	15.0

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

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

2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Miramar Ranch
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	120	66.7	119	80.7	129	71.3	4.6	-9.4		121	71.9	119	84.0	130	85.4	13.5	1.4
Female	54	77.8	56	85.7	60	83.3	5.5	-2.4		54	79.6	56	83.9	60	88.3	8.7	4.4
Male	66	57.6	63	76.2	69	60.9	3.3	-15.3		67	65.7	63	84.1	70	82.9	17.2	-1.2
African American	6	-	4	-	5	-	-	-		6	-	4	-	5	-	-	-
Asian	16	87.5	12	91.7	15	53.3	-34.2	-38.4		16	93.8	12	83.3	16	93.8	0.0	10.5
Filipino	3	-	5	-	4	-	-	-		3	-	5	-	4	-	-	-
Hispanic	16	43.8	19	68.4	23	78.3	34.5	9.9		17	47.1	19	73.7	23	73.9	26.8	0.2
Indochinese	10	80.0	7	-	10	100.0	20.0	-		10	90.0	7	-	10	100.0	10.0	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	52	75.0	55	89.1	49	71.4	-3.6	-17.7		52	76.9	55	90.9	49	93.9	17.0	3.0
Multiracial	17	47.1	17	70.6	23	69.6	22.5	-1.0		17	52.9	17	88.2	23	82.6	29.7	-5.6
English Learner	4	-	5	-	7	-	-	-		5	-	5	-	8	-	-	-
English-Speaking	116	66.4	114	84.2	122	74.6	8.2	-9.6		116	72.4	114	86.0	122	86.9	14.5	0.9
Reclassified†	10	90.0	0	-	12	83.3	-6.7	-		10	90.0	0	-	12	100.0	10.0	-
Initially Eng. Speaking	106	64.2	114	84.2	110	73.6	9.4	-10.6		106	70.8	114	86.0	110	85.5	14.7	-0.5
Econ. Disadv.*	16	56.3	20	65.0	24	70.8	14.5	5.8		17	47.1	20	70.0	25	84.0	36.9	14.0
Non-Econ. Disadv.	104	68.3	99	83.8	105	71.4	3.1	-12.4		104	76.0	99	86.9	105	85.7	9.7	-1.2
Gifted	54	85.2	54	94.4	30	86.7	1.5	-7.7		54	92.6	54	92.6	30	93.3	0.7	0.7
Not Gifted	66	51.5	65	69.2	99	66.7	15.2	-2.5		67	55.2	65	76.9	100	83.0	27.8	6.1
With Disabilities	10	20.0	10	60.0	5	-	-	-		10	40.0	10	60.0	5	-	-	-
WO Disabilities	110	70.9	109	82.6	124	71.8	0.9	-10.8		111	74.8	109	86.2	125	86.4	11.6	0.2
Homeless	1	-	2	-	0	-	-	-		1	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	25	56.0	23	78.3	29	65.5	9.5	-12.8		25	56.0	23	78.3	29	82.8	26.8	4.5

* 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
Miramar Ranch
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	138	69.6	116	75.0	128	83.6	14.0	8.6		139	65.5	116	75.9	128	89.8	24.3	13.9
Female	65	72.3	57	84.2	59	89.8	17.5	5.6		65	58.5	57	77.2	59	93.2	34.7	16.0
Male	73	67.1	59	66.1	69	78.3	11.2	12.2		74	71.6	59	74.6	69	87.0	15.4	12.4
African American	5	-	6	-	2	-	-	-		5	-	6	-	2	-	-	-
Asian	14	100.0	15	93.3	17	94.1	-5.9	0.8		14	100.0	15	100.0	17	94.1	-5.9	-5.9
Filipino	4	-	3	-	6	-	-	-		4	-	3	-	6	-	-	-
Hispanic	21	47.6	15	60.0	20	65.0	17.4	5.0		21	57.1	15	60.0	20	75.0	17.9	15.0
Indochinese	10	80.0	9	-	9	-	-	-		10	80.0	9	-	9	-	-	-
Native American	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-		0	-	1	-	0	-	-	-
White	62	67.7	49	79.6	57	86.0	18.3	6.4		63	61.9	49	71.4	57	91.2	29.3	19.8
Multiracial	22	77.3	18	72.2	17	82.4	5.1	10.2		22	72.7	18	77.8	17	100.0	27.3	22.2
English Learner	10	30.0	4	-	5	-	-	-		11	36.4	4	-	5	-	-	-
English-Speaking	128	72.7	112	76.8	123	87.0	14.3	10.2		128	68.0	112	78.6	123	91.9	23.9	13.3
Reclassified†	8	-	12	100.0	10	80.0	-	-20.0		8	-	12	100.0	10	100.0	-	0.0
Initially Eng. Speaking	120	72.5	100	74.0	113	87.6	15.1	13.6		120	65.8	100	76.0	113	91.2	25.4	15.2
Econ. Disadv.*	24	66.7	21	61.9	17	47.1	-19.6	-14.8		24	54.2	21	61.9	17	70.6	16.4	8.7
Non-Econ. Disadv.	114	70.2	95	77.9	111	89.2	19.0	11.3		115	67.8	95	78.9	111	92.8	25.0	13.9
Gifted	56	89.3	48	93.8	68	95.6	6.3	1.8		56	89.3	48	95.8	68	98.5	9.2	2.7
Not Gifted	82	56.1	68	61.8	60	70.0	13.9	8.2		83	49.4	68	61.8	60	80.0	30.6	18.2
With Disabilities	13	7.7	9	-	7	-	-	-		13	7.7	9	-	7	-	-	-
WO Disabilities	125	76.0	107	79.4	121	83.5	7.5	4.1		126	71.4	107	78.5	121	90.9	19.5	12.4
Homeless	1	-	1	-	0	-	-	-		1	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	20	55.0	20	60.0	18	83.3	28.3	23.3		20	55.0	20	60.0	18	94.4	39.4	34.4

* 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
Miramar Ranch
Grade 5

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	133	82.0	149	77.9	118	77.1	-4.9	-0.8		135	74.8	149	64.4	118	68.6	-6.2	4.2
Female	57	86.0	69	76.8	54	87.0	1.0	10.2		58	75.9	69	60.9	54	68.5	-7.4	7.6
Male	76	78.9	80	78.8	64	68.8	-10.1	-10.0		77	74.0	80	67.5	64	68.8	-5.2	1.3
African American	8	-	5	-	6	-	-	-		8	-	5	-	6	-	-	-
Asian	15	100.0	19	100.0	12	100.0	0.0	0.0		15	93.3	19	94.7	12	91.7	-1.6	-3.0
Filipino	4	-	4	-	3	-	-	-		4	-	4	-	3	-	-	-
Hispanic	17	70.6	20	80.0	19	57.9	-12.7	-22.1		18	50.0	20	55.0	19	36.8	-13.2	-18.2
Indochinese	11	81.8	8	-	9	-	-	-		11	81.8	8	-	9	-	-	-
Native American	1	-	0	-	0	-	-	-		1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
White	53	90.6	68	72.1	47	80.9	-9.7	8.8		54	79.6	68	66.2	47	68.1	-11.5	1.9
Multiracial	24	79.2	25	76.0	22	77.3	-1.9	1.3		24	83.3	25	56.0	22	77.3	-6.0	21.3
English Learner	3	-	4	-	3	-	-	-		4	-	4	-	3	-	-	-
English-Speaking	130	83.8	145	80.0	115	79.1	-4.7	-0.9		131	75.6	145	66.2	115	70.4	-5.2	4.2
Reclassified†	20	95.0	14	78.6	10	100.0	5.0	21.4		20	90.0	14	57.1	10	80.0	-10.0	22.9
Initially Eng. Speaking	110	81.8	131	80.2	105	77.1	-4.7	-3.1		111	73.0	131	67.2	105	69.5	-3.5	2.3
Econ. Disadv.*	22	72.7	26	80.8	16	43.8	-28.9	-37.0		22	54.5	26	61.5	16	43.8	-10.7	-17.7
Non-Econ. Disadv.	111	83.8	123	77.2	102	82.4	-1.4	5.2		113	78.8	123	65.0	102	72.5	-6.3	7.5
Gifted	67	92.5	79	94.9	55	98.2	5.7	3.3		67	92.5	79	93.7	55	87.3	-5.2	-6.4
Not Gifted	66	71.2	70	58.6	63	58.7	-12.5	0.1		68	57.4	70	31.4	63	52.4	-5.0	21.0
With Disabilities	7	-	15	26.7	13	15.4	-	-11.3		7	-	15	20.0	13	23.1	-	3.1
WO Disabilities	126	85.7	134	83.6	105	84.8	-0.9	1.2		128	78.1	134	69.4	105	74.3	-3.8	4.9
Homeless	0	-	1	-	0	-	-	-		0	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-		0	-	0	-	0	-	-	-
Military	21	57.1	21	66.7	20	65.0	7.9	-1.7		21	47.6	21	57.1	20	65.0	17.4	7.9

* 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.

APPENDIX B

PARENT INVOLVEMENT POLICY FOR NON-TITLE I SCHOOLS

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

Miramar Ranch
PARENT INVOLVEMENT POLICY 2018-19

Miramar Ranch Elementary has developed a written parental involvement policy with input from parents.
Parents and staff were surveyed for their input regarding budget, staffing, and instructional priorities. Additional input collected from SSC/SBMT meetings, Principal meetings, and staff meetings.
It has distributed the policy to all parents.
Policy is distributed through Parent Handbook and website.

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at **Miramar Ranch Elementary** the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.
  Back-to-School parent meeting and weekly newsletter.

- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. . *SSC/SBMT meetings are held after school hours. FFA meetings are held monthly in the mornings, twice a year there are evening meetings.*

- The school involves parents of students in an organized, ongoing, and timely way, in the planning, *****review, and improvement of the school's programs and the parental involvement policy. *Miramar Ranch will annually survey parents and staff in the review of policy and announce any changes through the weekly newsletter, SSC/SBMT meetings.*

- The school provides parents of students with timely information about the schools programs. *Information is provided through the school website, weekly newsletters, and principal phone calls and emails.*

- The school provides parents 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. *Information is shared directly with parents and guardians at Parent-Teacher conferences. Additionally, information is provided through the school website, weekly newsletters, and principal phone calls and emails.*

- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.
  Parent surveys, principal meetings, SSC/SBMT meetings, school website, weekly newsletters, and principal phone calls and emails are all used to distribute information.

*It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).

**The policy must be updated periodically to meet changing needs of parents and the school.

Home School-Parent Compact:

Miramar Ranch Elementary School distributes to parents 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.

- 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.

Parent surveys, principal meetings, SSC/SBMT meetings, school website, weekly newsletters, and principal phone calls and emails are all used gather input and to distribute information.

Building Capacity for Involvement:

Miramar Ranch Elementary School engages 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 parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

  Principal meetings, SSC/SBMT and ELAC meetings, school website, weekly newsletters, and principal phone calls and emails are all used to distribute information.

- The school provides parents with materials and training to help them work with their children to improve their children's achievement. Principal meetings, SSC/SBMT and ELAC meetings, school website, weekly newsletters, and principal phone calls and emails are all used to distribute information.

- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

  Professional development meetings and staff trainings include a focus on parent involvement and the importance of parent support.

- The school coordinates and integrates the 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.

  Miramar Ranch has a highly involved and dedicated parent group which donates countless hours and dollars in support of our students.

- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

. Principal meetings, SSC/SBMT and ELAC meetings, school website ,weekly newsletters, and principal phone calls and emails are all used to distribute information. Translations are provided as needed.
.

The school provides support for parental involvement activities requested by parents.

Miramar Ranch has a highly involved and dedicated parent group which create and promote activities to involve families both during and outside of school hours.

- **Accessibility:**

Miramar Ranch Elementary School provides opportunities for the participation of all 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.

Principal meetings, SSC/SBMT and ELAC meetings, school website, weekly newsletters, and principal phone calls and emails are all used to distribute information. Translations are provided as needed.

APPENDIX C

HOME/SCHOOL COMPACT

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

**MIRAMAR RANCH ELEMENTARY SCHOOL
HOME / SCHOOL COMPACT
2018 - 2019**

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

SCHOOL RESPONSIBILITIES

MIRMAR RANCH ELEMENTARY SCHOOL will:

1. **Provide high quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet California's student academic achievement standards as follows:**
   Miramar Ranch Elementary School offers a learning environment that encompasses rigorous academic standards and high expectations in citizenship for our students. The MRE mission is:

   > a commitment to partner with students, parents, teachers and community members to develop confident, responsible, compassionate, cooperative and creative students. Our commitment is to provide a safe and academically rigorous environment that challenges all students to rise to their highest potential.

At Miramar Ranch Elementary School, our instructional focus is to meet the needs of our 21st century learners. We believe we must provide opportunities for our students to be critical thinkers, problem solvers and communicators. We believe our students need opportunities to analyze and synthesize information to solve problems with a new perspective.

At Miramar Ranch Elementary School, we have a rigorous Seminar and GATE programs. We also offer Art Corps to all of our students in addition to a Super Science Lab to all students at all grade levels. Our students have many choices to discover their talents. Students also learn self-regulation strategies and study skills through the *Second Step* curriculum.

We have a library media center that provides students with supplementary instructional resources such as novels, dictionaries, encyclopedias, on-line resources and a friendly place to study!

At Miramar Ranch Elementary School, we encourage and advocate for parental involvement at all levels. Miramar Ranch Elementary School is fortunate to have a very active Family Faculty Association, School Site Council and School Governance Team. Miramar Ranch

Elementary School meets monthly with the School Site Council, School Site Governance Team and the Family Faculty Association (FFA). The FFA provides additional funding to purchase instructional materials, capital improvement projects and technology maintenance. Our School Site Council and School Governance Team provide guidance to the principal in budgetary decisions and governance of school items.

You will find that at Miramar Ranch Elementary School we provide a nurturing and rigorous educational experience to meet the individual needs of our students.

2. **Hold parent teacher conferences during which this compact will be discussed as it relates to the individual student's achievement.**
   - Student Study Teams (upon request)
   - 504 meetings (upon request)
   - Individualized Educational Program meetings (upon request and as required)
   - Individual Parent/Teacher meetings (upon request)

3. **Provide parents with frequent reports on their student's progress.**
   <u>Report Cards</u> will be distributed to students. Reporting period ends on the following dates:
   - October 27, 2018
   - March 2, 2019
   - June 13, 2019
   <u>Report Cards are distributed at Parent Teacher Conferences or by the following dates:</u>
      - November 17, 2018
      - March 23, 2019
      - June 13, 2019
   <u>Individual teachers</u> will send out class progress reports at various times.

3. **Provide parents reasonable access to staff.**
   - MRE has a voicemail system where parents can leave voice messages for their student's teachers and/or other staff members. All MRE staff members will return correspondence within 24 hours during the work week.
   - On the MRE website, http://www.miramarranch.org/ staff contact information is posted including email addresses. Please visit the MRE website for up to date information regarding MRE.

4. **Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:**
   <u>MRE welcomes parent volunteers!</u>
   - In the First Week Packet, parents are given the opportunity to sign up to be a parent volunteer. Once the form is returned, parents will be placed on a volunteer list. Staff members will refer to the list to solicit parent volunteers.
   - All *volunteers* must have a TB clearance.
   - If a parent is interested in being a volunteer, but did not return the volunteer form, parents can sign up to be a volunteer in the main office.
   <u>MRE welcomes all parents to visit our classes!</u>

- If you are interested in visiting our classes, please call to make an appointment to visit your student's classes!

PARENT RESPONSIBILITES

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

- Monitoring my student's attendance;
- Making sure that homework is completed and turned in on time;
- Checking student planner on a daily basis;
- Monitoring the amount of television my student watches;
- Promoting positive use of my student's extracurricular time;
- Staying informed about my student's education and communicating with the school by promptly reading all notices from MRE or SDUSD either received by my student or by mail and responding as appropriate;
- Visiting the MRE website for up to date information regarding MRE at: http://www.miramarranch.org/ ;
- Signing up to receive weekly newsletters;
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, SBMT, ELAC, FFA;
- Attending school events/functions to know more about my students' educational experience such as Back to School Night and Open House;
- Participating in decisions related to my student's education;
- Volunteering, when available, at MRE.

STUDENT RESPONSIBILITES

We, as MRE students, will share the responsibility to improve our academic achievement and achieve California's high standards by:
- Attend school on a regular basis;
- Be accountable for my learning;
- Participate in class;
- Do my homework every day and ask for help when I need it;
- Use student planner on a daily basis (5th grade);
- Read at least 20 minutes every day outside of school time;
- Attend after school assistance / tutoring as often as needed;
- Be a responsible citizen to my school and community;
- Limit the time I watch television.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

		09800 LCFF
Site: 0210 Miramar Ranch Elementary	FTE	TOTAL
		$ 23,324.00
Certificated Salaries		**$12,974.00**
1192 Prof&Curriclm Dev Vist Tchr		$ 7,000.00
1986 Retired NonClsrm Tchr Hrly		$ 5,974.00
Classified Salaries		**$ 6,000.00**
2154 Special Ed Tech Clsrm Hrly		$ 6,000.00
Employee Benefits		**$ 4,350.00**

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

San Diego Unified SCHOOL DISTRICT

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Miramar Ranch Elementary School

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We need to look at how we use our instructional time and decide if there are ways we could make better use of our instructional time. We will continue to minimize extracurricular activities during the instructional day.
CLOSING THE ACHIEVEMENT GAP	We will continue to work on Tier I and Tier II supports for all students below grade level. Funds will be set aside for RtI materials and personnel.
PROFESSIONAL DEVELOPMENT	We will continue to use our PLC minimum days and monthly staff trainings for professional development. Staff will continue to commit themselves as lifelong learners and take advantage of learning opportunities the district offers – when possible.
GRADUATION/PROMOTION	We are closely monitoring DRA scores in all primary grades (K-3) which are the basis of our graduation goal in the SPSA.
PARENT ENGAGEMENT	We will continue to partner with our parents and FFA to maximize the already phenomenal parent engagement at Miramar Ranch. Parent education and engagement help to support our attendance goals.