

**THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**AT LOMA PORTAL ELEMENTARY SCHOOL**

**2014-16**

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:** Penh, Rebecca

**Contact Person:** Penh, Rebecca

**Position:** Principal

**Telephone Number:** 619/640-4000;

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

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

**The following items are included:**

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Loma Portal Elementary

**DUE March 13, 2015**

SITE CONTACT PERSON: Rebecca Penh

PHONE: 619-223-1683 FAX: 619-224-1352 E-MAIL ADDRESS: rpenh@sandi.net

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

- Quality Education Investment Act (QEIA)    
  Title 1 Schoolwide Programs (SWP)    
  Program Improvement (PI)  
 Y1    Y2    Y3    Y4    Y5    Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:**

- |   |                                      |
|---|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>3/12/15</u> |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Other (list): <u>SSC</u>  | Date of presentation: <u>3/6/15</u>  |

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/6/15

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Rebecca Penh</u> Type/Print Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>3/12/15</u> Date
<u>Michelle Hurst</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>3/12/2015</u> Date
<u>Kinnie Wentsch</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>4-7-15</u> Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

All students deserve a world-class educational experience because it will provide opportunities for them to achieve their goals in life. Our school will provide equitable and quality instruction, rigorous curriculum, and an engaging learning environment for all children. In addition, we will teach our children to be critical thinkers and problem solvers who will make decisions that will have positive effects in society. Our ultimate goal is to produce children who are independent and have the tools to take control of their ambitions, goals, and future. To enhance organizational capacity so that student learning and academic achievement are increased, We will create a learning community where members share a common mission, vision, and values; take actions and are willing to share and experiment with new ideas and learning. We will create a climate that fosters trust and collaboration among all stakeholders. It is our responsibility to create an environment and culture that emphasizes mutual cooperation, emotional support, and personal growth as all stakeholders work together to achieve a shared goal; and where all members are committed to continuous improvement and focus on data and results.

All children deserve a strong and high quality education that will help them achieve their goals and dreams in life. It is not enough that teachers believe that children can succeed; the students must believe in themselves as well. Children must be held to high expectations and encouraged to express critical thinking in and out of the classroom. All children must be given ample opportunities to have discussions and conversations where they can share and reflect on their thoughts. We will teach children to develop deeper thinking and make sense of the world around them. Students will be exposed to a learning environment that is safe, warm, and encouraging. In the classrooms, teachers will help children overcome many challenges such as lack of confidence and trust; and encourage them to take risks to exceed expectations. It is our obligation as educators to provide equitable and quality education for all children. Teachers will have opportunities to reflect on their teaching and learning. They must be able to recognize and utilize best practices for each individual student because every child learns differently. All teachers must be able to accurately assess students' knowledge, identify and prescribe the best next steps. Teachers must be life long learners who search for, learn about, and implement best practices that enhance student achievement. By taking leadership roles and being open to learning new ideas, teachers will build lasting relationships that will promote success for all. We will also create an academic, social, and physical environment that is worthy of all children.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

To provide additional supplemental support for our students at Loma Portal, we purchased visiting teachers to release staff to work collaboratively in PLC and Professional Development to learn strategies that will support the instructional practices in the classroom. In addition, we purchased a classroom para hourly to provide push in/pull out small group instruction for struggling students, with a focus on English Learners, Homeless, and other subgroups.

To support our parent involvement, the SSC voted to purchase inservice supplies, paper, postage to ensure greater communication with parents; and other instructional materials to assist parents to work with their students at home.

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

### **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
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1-493	1	.2
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### **HEALTHTECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
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375-1511	2
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### **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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

#### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

#### **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 API and AYP 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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Edie Duncan	PE Prep Teacher
Jane Myers	Teacher
Carolyn Naughton	Teacher-Vice Chair
Rebecca Penh	Principal
Caroline Knaplund	Teacher
Christina Griffith	Parent
Michelle Hurst	Parent-Chair
Katie McCahill	Parent
Clifford Rutt	Parent
Patrick Thomas	Parent-DAC Rep

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 06/14/2016, 87 % of Loma Portal Elementary Students, Grades 2-4 will meet or exceed common core grade level standards identified in English/Language Arts

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 54 % of Loma Portal Elementary English Learner, Students, Grades 2-4 will meet or exceed common core grade level standards identified in English/Language Arts

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/14/2016, 88 % of Loma Portal Elementary Students, Grades 2-4 will meet or exceed common core grade level standards identified in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 67 % of Loma Portal Elementary English Learner, Students, Grades 2-4 will meet or exceed common core grade level standards identified in Mathematics

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

End of math concepts assessments

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/14/2016, 54 % of Loma Portal Elementary English Learners Enrolled in School 3 years or More will meet or exceed common core grade level standards identified in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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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 06/14/2016, 79 % of Loma Portal Elementary Grade 03 will meet or exceed level 38 in DRA  
 \* By 06/15/2016, 96 % of Loma Portal Elementary All Grades will Increase daily attendance rates as measured by Attendance

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 81 % of Loma Portal Elementary English Learner, Grade 03 will meet or exceed level 38 in DRA

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA  
 Orbit Attendance Report

**Progress and Growth Monitoring:**

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?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
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**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

\* By 06/14/2016, 100 % of Loma Portal Elementary Parents/Guardians will meet or exceed attending a minimum of two school events during the year in an effort to increase in Parent and Community Engagement

**Targeted Population:**

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

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

Low parent involvement at Back to School Night and evening events traditionally result in low student achievement levels as seen by the Educational research data supports this conclusion.

**Progress and Growth Monitoring:**

Sign-In sheets are collected for all evening events, Back to School Night, Monthly Principal's Coffee Meetings, ELAC meetings, SSC meetings and Parent-Teacher conferences

The sign in sheets are reviewed by the teachers and the administrator. Parents who do not attend are contacted by the classroom teacher to help find ways to get the parents further involved with their child's education.

Parents are provided with resources at the school, community, and Ballard Center to get further resources.

**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 Common Core State Standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD 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.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry 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 CELDT 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 interim assessments 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/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.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers 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.  
 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.

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr	-	\$1,731.00	0179-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide release time for staff to participate in PLC, PD and collaboration to work on the educational and instructional program.
Classroom PARAS Hrly	-	\$2,188.00	0179-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide additional push in/ pull out support to struggling learners.
Interprogram Svcs/Paper	-	\$251.00	0179-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Paper to support parent involvement and the student educational program.
Inservice supplies	-	\$400.00	0179-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1	Inservice supplies for parent involvement programs to support the educational program.
Postage Expense	-	\$50.00	0179-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Postage to support parent involvement and the student educational program by enhancing the communications with the families.
Supplies	-	\$200.00	0179-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1	Supplies to support parent involvement and the student educational program.

**Local Control Funding Formula Goals**

**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:**

Guidance assistant is to provide interventions and support for students, parents and teachers to assure correct student placement, provide small group problem solving and social intervention assistance.

Supplies to provide educational and instructional support in the classroom for targeted student instruction.

**Identified Need:**

To provide interventions and support for students, parents and teacher to assure correct student placement, provide small group problem solving and social intervention assistance.

Supplies to provide educational and instructional support in the classroom for targeted student instruction.

**Target Group:**

Support for students, parents and teacher to assure correct student placement, provide small group problem solving and social intervention assistance.

**Monitoring:**

Student referrals, notes and intervention plans created.

Parent interactions and notes by guidance assistant.

**Personnel Responsible:**

Guidance Assistant and Principal

**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:**

Guidance assist to provide interventions and support for students, parents and teacher to assure correct student placement, provide small group problem solving and social intervention assistance.

Supplies to provide educational and instructional support in the classroom for targeted student instruction.

**Identified Need:**

To provide interventions and support for students, parents and teacher to assure correct student placement, provide small group problem solving and social intervention assistance.

Supplies to provide educational and instructional support in the classroom for targeted student instruction.

**Target Group:**

Support for students, parents and teacher to assure correct student placement, provide small group problem solving and social intervention assistance.

**Monitoring:**

Student referrals, notes and intervention plans created.

<p>Parent interactions and notes by guidance assistant.</p> <p><b>Personnel Responsible:</b> Guidance Assistant and Principal</p>
<p><b>Goal 3: Professional Development</b> 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?</p>
<p><b>Professional Development Goal:</b> Provide release time for staff to participate in PLC, PD and collaboration to work on the educational and instructional programs.</p>
<p><b>Identified Need:</b> For staff and student support for struggling learners.</p>
<p><b>Target Group:</b> Struggling learners, English learners, and homeless students</p>
<p><b>Monitoring:</b> PD and PLC agendas and minutes</p>
<p><b>Personnel Responsible:</b> Staff and Principal</p>

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.3750	\$10,573.13	0179-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	04, 05, LCFF 1	Guidance assist to provide interventions and support for students, parents and teachers to assure correct student placement, provide small group problem solving and social intervention assistance.
Supplies	-	\$115.00	0179-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Supplies to provide educational and instructional support in the classroom for targeted student instruction.
Prof&Curriclm Dev Vist Tchr	-	\$2,884.00	0179-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 3	Provide release time for staff to participate in PLC, PD and collaboration to work on the educational and instructional program.



**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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**ACHIEVEMENT****APPENDIX A****TITLE I PARENT INVOLVEMENT POLICY**

*(Provided by the School Site)*



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**

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 schedule 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 B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# SAN DIEGO UNIFIED SCHOOL DISTRICT

## HOME/SCHOOL COMPACT LOMA PORTAL ELEMENTARY 2015-2016

Student's First and Last name: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_

**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, Governance, ELAC, PTA, Foundation, & Pt. Loma Cluster*
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.

Our family has read and understands our Home/School Compact:

Name(s) of Student(s): \_\_\_\_\_

Grade(s) of Student(s): \_\_\_\_\_

Parent Signature(s): \_\_\_\_\_

Student Signature(s): \_\_\_\_\_

Date: \_\_\_\_\_

**Please turn this page into your child's teacher by the second Friday of September.**



**ACHIEVEMENT****APPENDIX C****CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District				
Site: 0179 Loma Portal Elementary				
As of Date 04-24-2015				
Extended Summary				
	<b>30100 Title I Basic Program</b>		<b>30103 Title I Parent</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>4,693.00</b>		<b>901.00</b>
		<b>4,692.44</b>		<b>901.00</b>
		<b>0.56</b>		<b>-</b>
1192 Prof&Curriclm Dev Vist Tchr		1,731.00		-
2151 Classroom PARAS Hrly		2,188.00		-
Employee Benefits		773.44		-
4301 Supplies		-		200.00
4304 Inservice supplies		-		400.00
5733 Interprogram Svcs/Paper		-		251.00
5920 Postage Expense		-		50.00

**ACHIEVEMENT****APPENDIX D****2014-15 SPSA ADDENDUM**

**Loma Portal**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/14/2015, 87 % of Loma Portal Elementary Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts
<b>Mathematics</b>	By 06/14/2015, 88 % of Loma Portal Elementary Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics
<b>English Language Development</b>	By 06/14/2015, 54 % of Loma Portal Elementary English Learners Enrolled in School 3 years or More will meet or exceed common core grade level standards identified by site developed formative assessments in California English Language Development Test
<b>Graduation/Promotion Rate</b>	By 06/14/2015, 79 % of Loma Portal Elementary Grade 03 will meet or exceed level 38 in DRA
<b>Parent Involvement and Community Engagement</b>	By 06/14/2015, 100 % of Loma Portal Elementary Parents/Guardians will meet or exceed attending a minimum of two school events during the year in an effort to increase in Parent and Community Engagement

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>	<b>Rationale</b>
		<b>4,088.00</b>		<b>766.00</b>	
1192 Prof&Curriclm Dev Vist Tchr		1,410.00	-		Provide Visiting Teacher for staff to be released to work on PD and PLC to develop curriculum and assessments.
Employee Benefits		177.68	-		Benefits to support Visiting Teacher
4301 Supplies		0.36		266.00	Supplies to support educational and instructional program at Loma Portal
4304 Inservice supplies		-		400.00	Inservice supplies to provide mateials for Parent Involvement at Loma Portal
5209 Conference Local		2,500.00	-		Provide opportunities for staff to attend common core local conference
<b>5920 Postage Expense</b>		-		<b>100.00</b>	Postage to communicate with parents and families programs to support the educational agenda

## ACHIEVEMENT

**APPENDIX E****PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

## APPENDIX E

School Name: Loma Portal Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### 2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$4,693.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$4,693.00
10% allocation needed for PD	\$469.30

**Please check one:**     Watch List     Year 1     Year 2     Year 3     Year 4     Year 5     Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Provide release time to staff for PLC, PD and collaboration to work on the educational and instructional program	\$2,000.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106	2151	To provide additional push in/ pull out support to struggling students	\$1,937.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<b>Total Allocated - Must be at least 10% of the sum of 30100 and 30106</b>			<b>\$3,937.00</b>
10 % allocation has been met			<b>YES</b>