

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LOMA PORTAL ELEMENTARY SCHOOL

2020-21

37-68338-6039903
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Morici, Mark

Contact Person: Morici, Mark

Position: Principal

Telephone Number: 619-223-1683

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

E-mail Address: mmorici@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: LOMA PORTAL ELEMENTARY

DUE: October 5, 2020

SITE CONTACT PERSON: MARK MORICI

PHONE: 619 860 5600 FAX: 619 224 1352

E-MAIL ADDRESS: MMORICI@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) CSI School N/A

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 THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/8/2020
- 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: 10/6/2020
- Other (list): PARENT MEETING Date of presentation: 10/9/2020

- 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: 10/5/2020

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

MARK MORICI
Type/Print Name of School Principal

[Signature] 10/4/2020
Signature of School Principal / Date

AMY KINSETH
Type/Print Name of SSC Chairperson

AMY KINSETH 10/4/2020
Signature of SSC Chairperson / Date

AMY KINSETH
Type/Print Name of ELAC Chairperson

AMY KINSETH 10/4/2020
Signature of ELAC Chairperson / Date

Bruce Bivins
Type/Print Name of Area Superintendent

[Signature] 10/6/2020
Signature of Area Superintendent / Date

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

* PERMISSION TO ELECTRONICALLY SIGN ON
MRS. KINSETH'S BEHALF

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of promoting/setting goals and organizing resources in order to foster creativity, self-reliance, and academic success at Loma Portal Elementary School. We will implement Common Core and NGSS Standards and encourage the development of responsible students who are learning and working cooperatively in a safe environment. Based on the following plan, we will address our needs and strive to meet academic and community-based goals.

PURPOSE AND DESCRIPTION

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT

- Principal received budget recommendations from SGT on 1/13/2020.
- SSC reviewed/approved budget at 2/6/2020 SSC meeting.
- Budget reviewed with school staff on 1/16/2020.
- Budget shared at Principal's Coffee meeting on 2/28/2020.
- Budget reviewed with ELAC on 3/20/2020.
- Needs Assessment completed by SSC on 5/13/2020.
- SSC reviewed/approved SPSA goals at 10/1/2020 meeting.
- SPSA reviewed at Parent Foundation meeting on 10/7/2020.
- SPSA reviewed at ELAC on 10/15/2020.

RESOURCE INEQUITIES

Loma Portal's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2017-2018 and 2018-2019 SPSAs. An analysis of the student groups (3rd-4th) CAASPP results indicate overall growth in the area of ELA.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 64% (ELA) and 58% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 80% (ELA) and at 64% (Math). This specific group of students grew 16 percentage points in ELA and 22 percentage points in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 60% (ELA) and 59% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 70% (ELA) and 68% (Math). This is a 10% increase in ELA and a 9% increase in Math.

The school's overall data for the 2017 school year indicates 69% of 3rd-4th grade students met or exceeded standards in ELA. In the 2018 school year, the data indicates 69% of 3rd-4th grade students met or exceeded grade level standards in ELA. There was no gain in the area of ELA from 2017 to 2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities. The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. Over 28% of Loma Portal's student population is considered socioeconomically disadvantaged.

The 2015-2016 3rd grade student group met or exceeded grade level standards at 64% (ELA) and 58% (Math). The same group of students moved up to 4th grade in 2016-2017 and their performance in met or exceeded was at 80% (ELA) and at 64% (Math). This specific group of students grew 16 percentage points in ELA and 22 percentage points in Math.

The 2016-2017 3rd grade student group met or exceeded grade level standards at 60% (ELA) and 59% (Math). When this group of students moved to 4th grade in the 2017-18 school year, their performance at the met or exceeded grade level standards was at 70% (ELA) and 68% (Math). This is a 10% increase in ELA and a 9% increase in Math. The 2018-19 SPSA was focused on Professional Development in the areas of Tier 1 and Tier 2 interventions.

The 2015-2016 EL student group met or exceeded grade level standards at 26% (ELA) and 26% (Math). The 2016-2017 EL student group met or exceeded grade level standards at 30% (ELA) and 31% (Math). The 2017-2018 EL student group met or exceeded grade level standards at 68% (ELA) and 18% (Math).

The 2015-2016 Student With Disability (SWD) student group met or exceeded grade level standards at 22% (ELA) and 23% (Math). The 2016-2017 SWD student group met or exceeded grade level standards at 20% (ELA) and 60% (Math). The 2017-2018 SWD student group met or exceeded grade level standards at 34% (ELA) and 41% (Math). The 2018-19 SPSA was focused on Professional Development in the areas of Tier 1 and Tier 2 interventions.

As a result of this focus, there are inequities especially in the area of math for our EL and SWD student populations. When examining the groups of students as they move from 3rd to 4th grade both groups of students dropped in met or exceeded grade level standards. The overall EL CAASPP Math data indicates a small percentage growth from 2016 (26%) to 2017 (31%), then a substantial drop in 2018 (18%). Our SWDs were at 23% met/exceeded standards in math in 2016 to 41% in 2018 which has been a fact that has been celebrated. To support student progress in both ELA and Math, Professional Development will focus on studying and gaining an in-depth understanding of common core standards (teachers will participate in monthly PLCs); strengthening Tier 1 instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists; and administering common formative assessments (for all TK-4th grade students) and monitoring student progress together as a grade level team on a bi-weekly basis.

Based on the California Dashboard, there are also inequities in the areas of suspension rates and chronic absenteeism. Our school has done extensive work in the areas of Character Education, Student Leadership, and Social/Emotional Well Being and have put systems and structures in place to address and decrease school suspension rates and chronic absences. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social emotional needs. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be counseling services on-site (5 days a week) to support students

with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement positive behavioral supports throughout the school year.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Jeremy Martin	Parent
Amy Kinseth	Classroom Teacher
Andrew Lincoln	Classroom Teacher
Natalie Paiva	Parent
Erika Lundeen	Classroom Teacher
Tauni Cobb-Aikin	Other School Personnel
Molly Broene	Parent
Jeremy Martin	Parent
Betsy Kleiger	Parent
Mark Morici	Principal
Hillary Hebert	Parent
Shaun McGinn	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-2020, a schoolwide focus was placed on conflict resolution and character education.

-Our Guidance Assistant supported students' social and emotional well being and needs using strategic social groups and by partnering with teachers to create character education lessons. We also implemented several school-wide efforts to focus on character education (ex. Kindness Week in January 2020). A school focus was placed on supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction. The lessons will be led by our classroom teachers, School Counselor, and/or Guidance Asst. These strategies allowed students to maximize their learning time and academic progress in class while meeting their needs from a social/emotional perspective. In addition, our Guidance Assistant and School Counselor worked collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that focus on decreasing chronic absenteeism and suspension rates. We did find success in lowering our Chronic Absentee rates in 2019-2020. According to Hoonuit data, Chronic Absentee rate for Loma Portal decreased from 12.15% in 2018-19 to 6.7% in 2019-20. A decrease of 5.45%. Loma Portal suspension rate also fell from .02% in 2018-19 to 0% in 2019-20.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

*Changes

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The intended changes to this goal will be due to the current Online Learning environment. Our School Counselor and Guidance Asst will be meeting with staff and students virtually. They will also be presenting monthly during our Staff Meetings.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Increase the average parent involvement rate (“strongly agree” in each of the 4 indicators).	70%	75%	CAL-SCHLS (CSPS)	Annually
June 2021	TK-4	Decrease the overall school wide chronic absenteeism rate.	10%	5%	Attendance	Trimester

***Identified Need**

Based on the California Dashboard, there are also inequities in the areas of suspension rates and chronic absenteeism. Our school has done extensive work in the areas of Character Education, Student Leadership, and Social/Emotional Well Being and have put systems and structures in place to address and decrease school suspension rates and chronic absences. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social emotional needs. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be counseling services on-site (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement positive behavioral supports throughout the school year. On the California Dashboard (2018) Loma Portal is in the yellow in Chronic Absenteeism. The overall school chronic absenteeism rate was 6.7% in 2019-2020.

Chronic Absenteeism Rates (subgroups):

- English Learners=14.2%
- Hispanic students= 21.1%
- Students with disabilities=21.1%
- Socioeconomically Disadvantaged=14.2%

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction. The lessons will be led by our classroom teachers, School Counselor, and/or Guidance Asst.

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. The groups will be led by our School Counselor and/or Guidance Asst.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	English Learner	Decrease Chronic Absenteeism	14.2%	10%	Attendance	Monthly
June 2021	TK-4	Hispanic or Latino	Decrease Chronic Absenteeism	21.1%	10%	Attendance	Monthly
June 2021	TK-4	Students with Disabilities	Decrease Chronic Absenteeism	21.1%	10%	Attendance	Monthly

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Chronic Absenteeism, specifically the following subgroups: English Learners, Hispanic, SWDs, and students who are considered Socioeconomically Disadvantaged.

***Strategy/Activity - Description**

-School-wide emphasis on conflict-resolution and character education curriculum (Character First Curriculum)
 -Preserving/upholding an inclusive and supportive environment that promotes communication between and among all members of the school community (including students, parents, and staff)
 -Integrating support services (Admin, Counselor, Guidance Assistant, School Psych, SPED staff) effectively to maximize student learning
 -PLC Work: Emphasis on structuring student academic language (structured partner talk, roles within groups)
 -PLC Work: Teachers will utilize formative and anecdotal data and assessment to make informed decisions on differentiating activities to meet the needs of all students
 -Our Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
 -Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction. The lessons will be led by our classroom teachers, School Counselor, and/or Guidance Asst.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
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Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

F01791F	Guidance Asst - Cannon, Malinda	0.37500	\$12,193.50	\$16,250.27	0179-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	GA will provide SEL support for all students and teachers; will provide school-wide opportunities for SEL growth.
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***Additional Supports for this Strategy/Activity**

Our School Counselor (.2 FTE) will provide additional student supports in the area of social and emotional well being. This will allow students to maximize their learning time and academic progress in class.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A prominent focus for our school in 2018-2019 and 2019-2020 was utilizing effective PLC structure to create a culture of data use school-wide. PLCs met monthly to improve data analysis skills, align curriculum, and target specific students who have historically struggled academically. This process was a 2nd step for our school as we placed a focus on quality writing instruction and the beginnings of a common assessment cycle during Professional Developments in 2017-2018 and 2018-2019. Due in part to our learnings as a site in 18-19 and our emphasis on data-analysis as it relates to student growth in 19-20, along with a focus on the overall alignment of our Language Arts instruction, our school was able to make gains site-wide. This can be seen in our DRA scores (met 18-19 SPSA goal of 80% at/above grade level school-wide), and increase in standard grades on student progress reports in writing (72% of students at/above grade level in writing on November 2020 progress reports), and a positive gain in our 2019 ELA SBAC scores (met 18-19 SPSA goal of 65% met/exceeded standards).

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our site expenditures focused on funding for PLCs in the form of visiting teacher funding. A noted major difference was a lack of this funding. Due to growth in our site enrollment and teacher allocation, our previous budget did not last the entire school year. For our May 2019 PLCs, our grade level teams met during monthly Professional Development time as opposed to during the school day as was the norm. This made an obvious change to our Professional Development plan for the year but we were able to successfully pair a quality Professional Development session with shortened PLCs that

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

month. Our site will be cognizant of the potential for more growth enrollment/teacher allocation next year as we plan funding for PLCs. In addition, a large percentage of our LCFF budget went towards the funding of a Guidance Assistant. This staff member has been crucial in working with our School Counselor in maintaining the overall social and emotional well being of our students which, data has shown, has had positive effects on our students' academic growth. Suspension data shows an overall decrease in suspension rates for the 3rd year in a row (4% in 2017-2018, 2.5% in 2018-2019, 0.5% in 2019-2020). Our Guidance Assistant and School Counselor have also played integral parts in our school-wide focus on school attendance which has resulted in an increase in student attendance rate (an increase of 0.44% in overall student attendance rate from 17-18 to 19-20).

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to continued growth in the area of English Language Arts, one change is noted in the increase in our annual goal. As we continue to place an emphasis on our EL population and Students with Disabilities, our site has pushed our annual goal to what equates to 70% meeting/exceeding standards in ELA. In 2018-2019, we achieved our goal of 65% meet/exceeded standards for all 3rd grade students on the ELA SBAC which was part of a continued increase in student achievement on the ELA SBAC from 2016-17 through the present. This change is based on the strategies we will be putting in place to not only challenge our highest achieving students, but to offer more support to our struggling learners. 5% growth in the area of ELA is an attainable goal. Changes also include the addition of extra minimum days during the school year to allow for additional PLC time, additional Parent Foundation funding for supporting struggling students (additional classified staff, software licenses, Benchmark curriculum).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Will meet/exceed standards	65%	70%	CAASPP ELA	Once per year

*Identified Need

Looking at data trends from 2016-2017 to the present, an annual increase in overall ELA student achievement was noted. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our EL and Student with Disabilities populations) it was observed that these subgroups continually underperform which is consistent nation-wide. The total number of students designated as EL and SWD in the "approaching standards" band of scores has stagnated from 2016-17 through the present. With added interventions to support these students, our site believes their achievement will increase in 2020-2021, which in turn, will result in an increase in our overall ELA SBAC scores.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.

- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Will meet/exceed standards	35%	40%	CAASPP ELA	Once per year
June 2021	3rd	Black or African American	Will meet/exceed standards	50%	66%	CAASPP ELA	Once per year
June 2021	3rd	Students with Disabilities	Will meet/exceed standards	33%	50%	CAASPP ELA	Once per year

Professional Development

***Students to be served by this Strategy/Activity**

Work to be done in PLCs and PDs directly reflects the data collected by our site and specifically focuses on our site's areas of need. We will be emphasizing supports for ALL students with particular attention placed on those subgroups who traditionally struggle - ELs, SWDs, and African Americans. Our needs assessment also highlighted an area of need in identifying and supporting our high achieving students as well. We will be focusing on this population of students throughout the school year in monthly PD sessions along with PLC time.

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. We combine deep understanding and cultural responsiveness to the community we serve and we place an emphasis on this throughout each of our PLC sessions. 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 focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In our PLCs, we analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. In 2019-2020, we will place even more of an emphasis on our struggling student groups - students designated as ELs

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

and SWDs. We will be incorporating specified blocks of time during PDs and PLCs to focus on these subgroups in order to work together to identify areas of need and to create strategies to support these students. This will occur in grade level PLCs and in whole site PD sessions. In addition:

- PLCs and PDs focused on further analysis of Critical Concepts and aligning our curriculum
- ILT goal - create plan to monitor target students
- Continue our emphasis on GVC - if we align our assessments, curriculum will soon follow
- Common formative assessments are built to ensure all students have access to the same curriculum
- PD Focus: Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- PD Focus: Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

School funding to be supplemented by \$4,000 from our Parent Foundation.

Additional EL Support

***Students to be served by this Strategy/Activity**

All students, particularly our EL and African American populations and students with disabilities.

***Strategy/Activity - Description**

ELA data shows that while students are making steady progress in developing grade-level fluency, reading comprehension is still an area that needs to be a focus for our EL students. Data shows that shifts in ELA/ELD instructional practices that target the diverse needs of our students and that infuse research-based high-leverage strategies for English language learners are needed in order to increase student achievement and close the academic gap. Interventions will include increased efforts to provided targeted, differentiated and rigorous instruction based on PLC work, along with PD sessions led by SDUSD staff.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Reading Software

***Students to be served by this Strategy/Activity**

This software is for ALL students grades TK-3.

***Strategy/Activity - Description**

Reading A-Z is a computer software program designed to support students in the areas of decoding, fluency, and comprehension. The program also tracks student progress and gives our PLCs additional data focused around student progress. Our site has utilized this program in the past and data shows positive growth in overall reading scores based in part on the use of this program. This program can also be utilized at home during Online Learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A prominent focus for our school in 2018-2019 and 2019-2020 was utilizing effective PLC structure to create a culture of data use school-wide. PLCs met monthly to improve data analysis skills, align curriculum, and target specific students who have historically struggled academically. This process was a 2nd step for our school as we placed a focus on aligning our instruction based on the Critical Concepts and the beginnings of a common assessment cycle during Professional Developments in 2017-2018. Due in part to our learnings as a site in 17-18 and 18-19 and our emphasis on data-analysis as it relates to student growth in 19-20, along with a focus on the overall alignment of our Math instruction, our school was able to make gains site-wide. Additional classified staff to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaboration among teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PLC time was devoted to our struggling subgroups of students on a monthly basis, however, our monthly whole staff PD time placed more of an emphasis on creating common assessments and a Guaranteed and Viable Curriculum which indirectly was a means of supporting our ELs and SWDs.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

No changes were specifically noted for this goal, however, an emphasis was placed more on our high achieving students and EL students as the year progressed. This was due to the nature of our identified subgroups. Our data showed that our AA population was a very small sample size and many students were part of both our Hispanic and EL subgroups.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Will meet/exceed standards	65%	70%	CAASPP Math	Annually

*Identified Need

Looking at data trends from 2015-2016 to the present (55% met/exceeded in 2016, 61% in 2017, 71% in 2018, 65% in 2019), an annual increase in overall ELA student achievement was noted. We found that our relative dip in scores last year can be attributed partly to our struggling subgroups. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our EL and Student with Disabilities populations) it was observed that these subgroups continually underperform which is consistent nation-wide. The total number of students designated as EL and SWD in the "approaching standards" band of scores has stagnated from 2016-17 through the present. The same holds true for these subgroups in ELA. With added interventions to support these students, our site believes their achievement will increase in 2019-20, which in turn, will result in an increase in our overall ELA SBAC scores.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Will meet/exceed standards	50%	60%	CAASPP Math	Annually

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Hispanic or Latino	Will meet/exceed standards	37%	45%	CAASPP Math	Annually
June 2021	3	Students with Disabilities	Will meet/exceed standards	0%	50%	CAASPP Math	Annually

Professional Development

*Students to be served by this Strategy/Activity

Work to be done in PLCs and PDs directly reflects the data collected by our site and specifically focuses on our site's areas of need. We will be emphasizing supports for ALL students with particular attention placed on those subgroups who traditionally struggle - ELs, SWDs, and Hispanic students. Our needs assessment also highlighted an area of need in identifying and supporting our high achieving students as well. We will be focusing on this population of students throughout the school year in monthly PD sessions along with PLC time.

*Strategy/Activity - Description

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. We combine deep understanding and cultural responsiveness to the community we serve and we place an emphasis on this throughout each of our PLC sessions. 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 focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In our PLCs, we analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. In 2019-2020, we will place even more of an emphasis on our struggling student groups - students designated as ELs and SWDs. We will be incorporating specified blocks of time during PDs and PLCs to focus on these subgroups in order to work together to identify areas of need and to create strategies to support these students. This will occur in grade level PLCs and in whole site PD sessions. In addition:

- PLCs and PDs focused on further analysis of Critical Concepts and aligning our curriculum
- ILT goal - create plan to monitor target students
- Emphasis on GVC - if we align our assessments, curriculum will soon follow
- Common formative assessments are built to ensure all students have access to the same curriculum

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

*Additional Supports for this Strategy/Activity

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Additional EL support (classified staff) funded by our Parent Foundation. Our EL support provider is on campus two days/week and supports students in the areas of academic language and social skills.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A prominent focus for our school in 2018-2019 and 2019-2020 was utilizing effective PLC structure to create a culture of data use school-wide. PLCs met monthly to improve data analysis skills, align curriculum, and target specific students who have historically struggled academically. This process was a 2nd step for our school as we placed a focus on aligning our instruction based on the Critical Concepts and the beginnings of a common assessment cycle during Professional Developments in 2017-2018. Due in part to our learnings as a site in 17-18 and our emphasis on data-analysis as it relates to student growth in 18-19 and 19-20, along with a focus on the overall alignment of our Math instruction, our school was able to make gains site-wide. Additional classified staff to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaboration among teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PLC time was devoted to our struggling subgroups of students on a monthly basis, however, our monthly whole staff PD time placed more of an emphasis on creating common assessments and a Guaranteed and Viable Curriculum which indirectly was a means of supporting our ELs and SWDs

*Changes

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes were specifically noted for this goal, however, an emphasis was placed more on our high achieving students and EL students as the year progressed. This was due to the nature of our identified subgroups. Our data showed that our AA population was a very small sample size and many students were part of both our Hispanic and EL subgroups.

***Integrated English Language Development**

- Monthly PD and PLC time devoted towards quality ELD instruction.
- Strategic classroom walkthroughs with a focus on ELD instruction.
- Principal and staff will work collaboratively with district EL support in order to effectively implement ELD instruction daily.

***Designated English Language Development**

Monthly PD will include specific topics for Designated ELD. Teachers will meet in monthly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be utilized based on standards/critical concepts. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Will meet/exceed standards	50%	60%	CAASPP ELA	Annually

***Identified Need**

EL students make up 8% of the overall student population. According to the CA Dashboard, English Learner students are performing 44.82 points below standards in ELA and 35.2 below standards in Math. According to TK-5 Summative ELPAC data, 35% of EL students are performing at Level 4 (well developed), 40% of EL students are performing at Level 3 (moderately developed), 16% of EL students are performing at Level 2 (somewhat developed), and 7% of students are performing at a Level 1 (minimally developed).

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.

-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	English Learner	Will meet/exceed grade level expectations	0%	25%	DRA 2	Trimester
June 2021	Tk-4	English Learner	Will make at least one level of progress in overall ELPAC score	N/A	50%	Other (Describe in Objective)	Annually

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

*Strategy/Activity - Description

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. We combine deep understanding and cultural responsiveness to the community we serve and we place an emphasis on this throughout each of our PLC sessions. 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 focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In our PLCs, we analyze student data in order to monitor student progress toward these goals. Analysis

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

results in responsive instruction. In 2019-2020, we will place even more of an emphasis on our struggling student groups - students designated as ELs and SWDs. We will be incorporating specified blocks of time during PDs and PLCs to focus on these subgroups in order to work together to identify areas of need and to create strategies to support these students. This will occur in grade level PLCs and in whole site PD sessions. In addition:

- PLCs and PDs focused on further analysis of Critical Concepts and aligning our curriculum
- ILT goal - create plan to monitor target students
- Emphasis on GVC - if we align our assessments, curriculum will soon follow
- Common formative assessments are built to ensure all students have access to the same curriculum

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01797J	Classroom PARAS Hrly		\$1,473.00	\$1,955.99	0179-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Additional support for EL students in addition to DELD services in order to achieve our SPSA goals.

***Additional Supports for this Strategy/Activity**
 Additional EL support (classified staff) funded by our Parent Foundation. Our EL support provider is on campus two days/week and supports students in the areas of academic language and social skills.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A prominent focus for our school in 2018-2019 and 2019-2020 was utilizing effective PLC structure to create a culture of data use school-wide. PLCs met monthly to improve data analysis skills, align curriculum, and target specific students who have historically struggled academically, specifically our students with disabilities and English Learners. This process was a 2nd step for our school as we placed a focus on aligning our instruction based on the Critical Concepts and the beginnings of a common assessment cycle during Professional Developments in 2017-2018 and 2018-2019. Due in part to our learnings as a site in 17-18 and our emphasis on data-analysis as it relates to student growth in 18-19 and 2019-2020, along with a focus on the overall alignment of our Math and Literacy instruction, our school was able to make gains site-wide. Additional support was provided to our Special Education department in 2019-2020 in the area of IEP goal and service hour communication to all IEP team personnel including parents. We placed an emphasis on making sure paras and general education teachers were aware of any IEP changes and were able to successfully support all students in all classroom settings.

Additional classified staff to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaboration among teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Interventions were modified for use during Online Learning. Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc). All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP.	33%	50%	Other (Describe in Objective)	Annually
June 2021	TK-4	Will meet/exceed grade level expectations	7%	25%	DRA 2	Trimester

*Identified Need

According to the California Dashboard, students with disabilities are performing 14.7 points below standards in ELA and 3.9% points below standards in Math.

*Online Learning Implications

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Students with Disabilities	Will met objectives	33%	50%	DRA 2	Once per year

Strategy/Activity 1

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Students to be served by this Strategy/Activity**

All students, especially those with disabilities.

***Strategy/Activity - Description**

Teachers will write grade level specific ELA and Math curriculum that meet common core state standards, align assessments and curriculum grade-wide, and continue to place an emphasis on building a safe and secure environment in their classrooms. Education Specialists will plan and facilitate professional development for para educators who directly supports students with disabilities. In PLCs, individual students with disabilities will be targeted and discuss to better serve them. IEP goals and strategies will be communicated to all IEP staff members regularly.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	African American	Will meet/exceed grade level standard in ELA	50%	66%	Grades	Annually

***Goal 6 Supporting Black Youth - Additional Goals**

1. Beginning in the Fall of 2020, the Loma Portal Elementary School site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, Loma Portal Elementary School will develop and implement a site-specific system for tracking classroom referrals.
3. Loma Portal Elementary School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Loma Portal Elementary School will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Loma Portal Elementary School will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Loma Portal Elementary School is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by

districts to measure pupil achievement.

Looking at data trends from 2016-2017 to the present, an annual increase in overall ELA student achievement was noted. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our EL and Student with Disabilities populations) it was observed that these subgroups continually underperform which is consistent nation-wide. It was also noted that our African American students were underperforming, particularly in the area of ELA. The total number of African American students achieving a 1 or 2 in ELA on their 2019-2020 Trimester 3 report card was 50%. With added interventions to support these students, our site believes their achievement will increase in 2020-2021, which in turn, will result in an increase in our overall ELA scores.

***Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All African American students.

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. We combine deep understanding and cultural responsiveness to the community we serve and we place an emphasis on this throughout each of our PLC sessions. 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 focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In our PLCs, we analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. In 2019-2020, we will place even more of an emphasis on our struggling student groups - students designated as ELs and SWDs. We will be incorporating specified blocks of time during PDs and PLCs to focus on these subgroups in order to work together to identify areas of need and to create strategies to support these students. This will occur in grade level PLCs and in whole site PD sessions. In addition:

- PLCs and PDs focused on further analysis of Critical Concepts and aligning our curriculum
- ILT goal - create plan to monitor target students
- Continue our emphasis on GVC - if we align our assessments, curriculum will soon follow
- Common formative assessments are built to ensure all students have access to the same curriculum

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

-PD Focus: Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.

-PD Focus: Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall parent involvement at Loma Portal is high but our goal is to continue to make progress in this area. In 2018-2019 and 2019-2020, our goal was to send a message to our community that Loma Portal is a place where all are welcome. In order to reach our goal of 80% of families attending at least one on campus event, we continue to emphasize this message. School advertising and community outreach events were increased and a focus on pairing with neighborhood businesses was put into place. Based on data taken from parent/family sign in sheets at our on campus events, we found that 80% of Loma Portal families were represented at our various on campus events in 2019-2020. In addition, we made gains in both ELAC meeting attendance (30% of EL families represented) and Foundation meeting attendance (10% of all families represented).

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Intended implementation of these strategies listed above were successful. Loma Portal was able to reach out to our community and neighborhood businesses in order to achieve our goal of 80%. However Online Learning has made us rethink how we are reaching out to families. Currently, we are inviting community participation through various Zoom meetings (Foundation, ELAC, SSC, Principal Coffees) offered at varying times to accommodate as many families as possible. Loma Portal is also involving our community offline through various off campus events such as our Jogathon and Scavenger Hunts.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Our school has decided to shift our Family Engagement goal towards data from the CSPS Parent survey around decision making. We noticed in the data from last year's survey that we rated low in making families feel that they were a part of various decision-making processes. In this area, only 37% of parents rated "Strongly Agree" when given the question "The School actively seeks the input of parents before making important decisions." Our site would like to improve in this area.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Foundation	Increase the average percentage of parents responding "Strongly Agree" in the area of joint decision making.	37%	57%	CAL - SCHLS (CSPS)
June 2021	ELAC	Increase the average percentage of parents responding "Strongly Agree" in the area of joint decision making.	25%	35%	CAL - SCHLS (CSPS)

*Identified Need

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
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Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2020	Foundation	Increase the average percentage of LPE families represented at meetings.	5%	25%	Meeting Attendance
June 2020	ELAC	Increase the average percentage of LPE families represented at meetings.	24%	50%	Meeting Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All parents will be served by this strategy.

***Strategy/Activity - Description**

Provide childcare for parent trainings/meetings. Subcommittees from our Parent Foundation and ELAC will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings. More staff involvement at community meetings and more communication from staff to families regarding upcoming events.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A prominent focus for our school in 2018-2019 and 2019-2020 was utilizing effective PLC structure to create a culture of data use school-wide. PLCs met monthly to improve data analysis skills, align curriculum, and target specific students who have historically struggled academically. This process was a 2nd step for our school as we placed a focus on quality writing instruction and the beginnings of a common assessment cycle during Professional Developments in 2017-2018. Due in part to our learnings as a site in 17-18 and our emphasis on data-analysis as it relates to student growth in 18-19, along with a focus on the overall alignment of our Language Arts and Math instruction, our school was able to make gains site-wide. This can be seen in our DRA scores (met 18-19 SPSA goal of 80% at/above grade level school-wide), and increase in standard grades on student progress reports in writing (62% of students at/above grade level in writing on June 2020 progress reports), and a positive gain in our 2019 ELA SBAC scores (met 18-19 SPSA goal of 65% met/exceeded standards).

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to continued growth in the area of English Language Arts, one change is noted in the increase in our annual goal. As we continue to place an emphasis on our EL population and Students with Disabilities, our site has pushed our annual goal to what equates to 70% meeting/exceeding standards in ELA. In 2018-2019, we achieved our goal of 65% meet/exceeded standards for all 3rd grade students on the ELA SBAC which was part of a continued increase in student achievement on the ELA SBAC from 2016-17 through the present. This change is based on the strategies we will be putting in place to not only challenge our highest achieving students, but to offer more support to our struggling learners. 5% growth in the area of ELA is an

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

attainable goal. Changes also include the addition of extra minimum days during the school year to allow for additional PLC time, additional Parent Foundation funding for supporting struggling students (additional classified staff, software licenses, Benchmark curriculum).

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

More of an emphasis will be placed on our struggling subgroups - our African American students, ELs and SWDs - throughout the school year within our PLCs and PD sessions. In 2019-19, we placed a focus on school-wide support of all students and creating a Guaranteed and Viable Curriculum through alignment with the Critical Concepts and creating common assessments.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	Increase the percentage of students reading at or above grade level as measured by the DRA2.	80%	90%	Other (Describe in Objective)	Trimester

*Identified Need

Increase the amount of students at grade level in literacy.

*Online Learning Implications

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	TK-4	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA2.	0%	25%	Other (Describe in Objective)	Trimester
June 2020	TK-4	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by the DRA2.	7%	25%	Other (Describe in Objective)	Trimester

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy, especially those designated as ELs and SWDs.

***Strategy/Activity - Description**

Principal and district support staff will continue to support and collaborate with classroom teachers to impact teacher effectiveness and in planning/implementing differentiated instruction and supports for struggling students (tier 1 instruction). District support staff will also support teachers in writing/revising curriculum that integrates ELD supports for English Learners. Staff will also focus on our struggling student populations during monthly PDs and PLCs (plan, organize, and facilitate).

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

At Loma Portal Elementary School, we are keenly aware that we are currently preparing students for occupations that do not even exist yet. Due to that, we have placed an emphasis on working with our students to make them better problem solvers, collaborators, and engineers. Our staff has strived to create a warm, welcoming, and safe environment for our students to grow as learners. We are taking part in SDUSD's STEAM Innovation program in grades TK-3. Our teachers have taken part in specialized training sessions focusing on innovative, technology-based lesson design and have been given some amazing STEAM materials, collaborative furniture, and new paint in their classrooms. In addition, in our STEAM Lab, students in all grades will be taking part in our school-wide STEAM program focusing on engineering and coding (Grades TK/K/1), Lego Robotics (Grade 2), 3D Printing (Grade 3), and Digital Media (Grade 4).

In order to support this, teachers are given time throughout the school year for the planning and implementation of STEAM-focused lessons and activities. Our Parent Foundation also funds additional staff to support our STEAM emphasis.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

To promote school success, Loma Portal is continuing our work to align and improve TK-4 curriculum and instruction by:

- Providing ongoing and collaborative professional development and training to all staff;
- Strategic classroom walkthroughs followed by focused coaching sessions
- Principal will provide coaching and support for Balanced Literacy, focused particularly around guided reading practices.
- Observations and timely feedback on guided reading practices.
- Principal will provide resources to ensure students have access high quality literature and informational text especially for targeted subgroups including African American, GATE, Low Income, ELs, and SWDs.
- Conduct regular data conferences with individual teachers, grade level PLC, and whole site around current reality, trends, and areas to focus on.
- Continue to develop school wide structures to promote a culture of learning especially for targeted subgroups to support including African American, GATE, Low Income, ELs, and SWDs to ensure equity and equality.
- Principal will ensure protected instructional time during the day for grade level PLC's to meet and plan.
- Instructional Leadership Team will observe classrooms and provide feedback to ensure that every classroom is emotionally safe, clean, comfortable, provides opportunities for students to move around, access to learning materials, stimulates learning and help build warm classroom communities.
- Provide resources to create classroom environments that are warm, nurturing and inviting.
- Instructional Leadership Team will identify and implement high leverage academic interventions and practices to accelerate proficiency, aligned to data.
- Vertical alignment of critical concepts.
- Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts.
- PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why) .
- Monitoring/analyzing and responding to lessons, daily, weekly (common/PLCs).
- Developing systems for monitoring.
- **PLC Guiding Questions:**
- What do we want students to learn (target)?
- How will we know they have learned it (common exit slip)

- What will we do if they don't learn it?
- What will we do if they do learn it?
- **PLC Process:**
- Bring common current exit slip.
- Analyze exit slips (calibrate).
- Reflect on student progress towards target based on data.
- Design next common exit slip.

ACHIEVEMENT**APPENDICES**

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

ACHIEVEMENT**APPENDIX A****BUDGET SUMMARY**

Loma Portal Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 18,206

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$0
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$18,206
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 18,206

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$18,206

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Loma Portal Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.3750	\$ 12,193.50
		Guidance Asst	3000			\$ 4,056.77
			2151	Classroom PARAS Hrly		\$ 1,473.00
			3000			\$ 482.99
	09800 LCFF Intervention Support Total				0.3750	\$ 18,206.26
Grand Total					0.3750	\$ 18,206.26

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Loma Portal Elementary School
**PARENT AND FAMILY ENGAGEMENT POLICY
FOR A NON-TITLE I SCHOOL
2020-2021**

Loma Portal Elementary School (LPE) has developed a written Parent and Family Engagement Policy with input from parents and the School Site Council (SSC). The SSC reviews and revises the plan annually to ensure its accuracy and effectiveness. The SSC voted to approve this document.

The school distributes the policy to all LPE parents via email. Additionally, it is posted on our community bulletin board, added to our website and a paper copy is available in the office. The policy describes the means for carrying out the following parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents

To involve parents at LPE, the following practices have been established:

- The school offers a flexible number of meetings for LPE parents, such as meetings in the morning or evening. Meetings are offered at various times of the day so as to be convenient to parents.
- The school involves parents of LPE students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy.
 - Parents are involved in planning many of our programs. For example, parents work closely with teachers to provide reading support through Everyone a Reader and parents have the opportunity to volunteer in our Character Education and STEAM programs.. Our parents are highly involved in all aspects of the school. We have approximately 20 parents on campus volunteering every day.
- Information about our programs is emailed out to parents in a variety of methods, including Foundation e-blasts, school newsletters, and emails sent out by the Principal. In addition, teachers send home newsletters and most teachers have important information about all the programs which involve their class on their webpage. Important announcements are sent home via phone call and posted on the main page of our website and the "News" section of our website.
- The school provides parents of LPE 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. Teachers explain the curriculum to parents at Back to School Night. At parent conferences teachers explain to parents how their student is progressing in relation to Common Core proficiency levels. All parents are invited to attend at least one conference per year. Parents of struggling students are strongly encouraged to attend two parent conferences a year.

- Loma Portal invites parents to a “Common Core” night annually. The purpose of this event is to discuss the standards and how our school teaches them to each student. Ways in which parents can support their child is also discussed.
- If requested by parents of LPE students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are invited to our Site Governance Meeting and School Site Council meeting which take place approximately once a month. In addition, we have established a Loma Portal English Language Advisory Council (ELAC) which meets on a regular basis.

School-Parent Compact

LPE distributes to parents of LPE 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 including:

- 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

The Home School Compact was developed by the Principal and School Site Council. It is reviewed and revised every year, then sent out to parents.

Building Capacity for Involvement

LPE 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 LPE parents with assistance in understanding the State’s academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides LPE parents with materials and training to help them work with their children to improve their child's achievement. Teachers meet with individual parents as needed to suggest ways to support students at home. In addition, the school hosts several parent meetings a year which explain academic expectations to parents and suggest ways of supporting students at home.
- With the assistance of LPE parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Our school has an extremely high level of parent participation. Parents are an integral part of our school.
- The school coordinates and integrates the LPE parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. We have a high level of parent participation in the classroom. Almost all of our parents participate in school events from volunteering in

the classroom, attending special events, and going on field trips. We also host meetings designed to educate parents in ways to support their child's education.

- The school distributes information related to school and parent programs, meetings, and other activities to LPE parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by LPE parents. Parents frequently suggest activities and programs for the school. Some of these suggestions are taken to the Site Governance Committee, some are taken to the School Site Council and some are presented to the LPE Foundation. Many of the programs and activities we offer at our school were originally suggested by parents.

Accessibility

LPE provides opportunities for the participation of all LPE 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. We send out information in a variety of formats in order to reach as many parents as possible. These include telephone calls, emails, paper newsletters and flyers, announcements on the marquee, announcements via the P.A. system, and website notices. When we have parents who do not understand English we provide translated material or we engage a translator for meetings.

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**

LOMA PORTAL ELEMENTARY SCHOOL PARENT/SCHOOL COMPACT 2020-2021

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 STEAM Lab once a week*
 - *GATE certified teachers for grades 3 & 4*
 - *Teach to the Common Core State Standards (CCSS)*
 - *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 distributed three times a year or as needed in between report card conferences*
 - *Classroom assessments and project scores distributed on a regular basis*

- 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, SGT, ELAC, Foundation, & Pt. Loma Cluster meetings*

- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents may observe, and/or participate in their child's classroom and/or activities as long as they have made an appointment with the teacher in advance and have a current TB test on file. Parent volunteers must complete a district volunteer application and have clearance to

volunteer. Parents have opportunities to go on field trips, attend assemblies and student shows and volunteer throughout the year. Visitors and volunteers must check in at the office and wear a school pass visibly while on campus during the school day. Visitors and volunteers are required to check out at the office upon departure.

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

- Attendance: Phoning the office by 9:30am the day of an absence to report my child's absence each day he or she will miss school. A message regarding my child's absence may be left on the school answering machine by 9:30am of the day of the absence: give child's name, reason for absence.
- Ensuring our child gets to school on time and is not tardy.
- Making sure that homework is completed.
- Monitoring my child's access to appropriate media programming to include television programs, movies, video games, and online social media.
- Make use of volunteering opportunities whenever possible.
- 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 SSC, the District Advisory Council for Compensatory Education, the ELAC, 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.
- Exhibit good character and follow school and classroom rules.
- Make choices and take actions to make our world a better place.

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

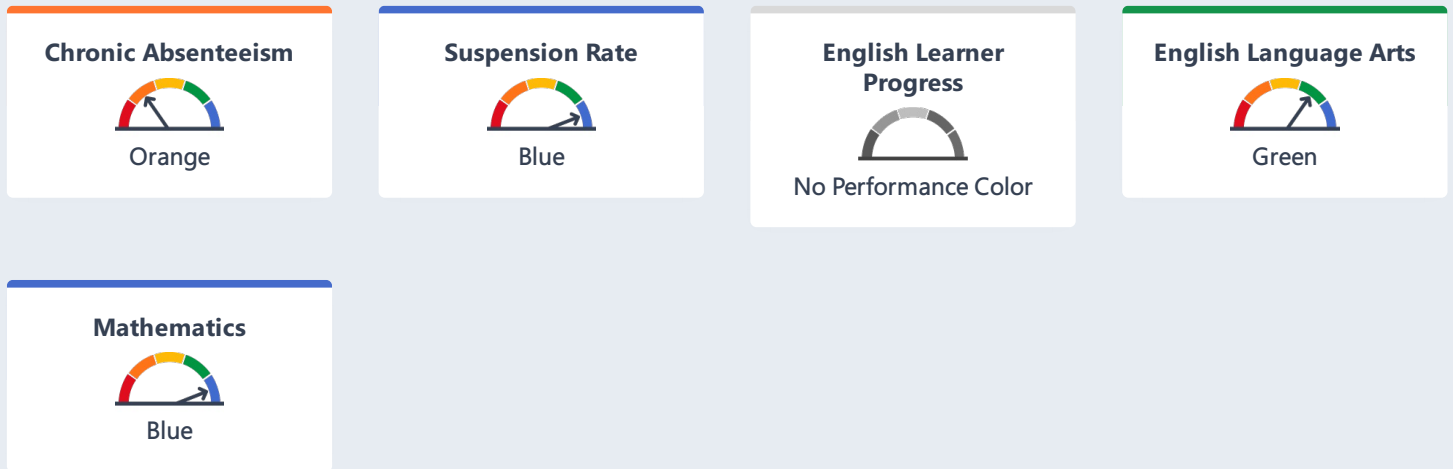
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above

Loma Portal Elementary

Explore the performance of Loma Portal Elementary under California's Accountability System.

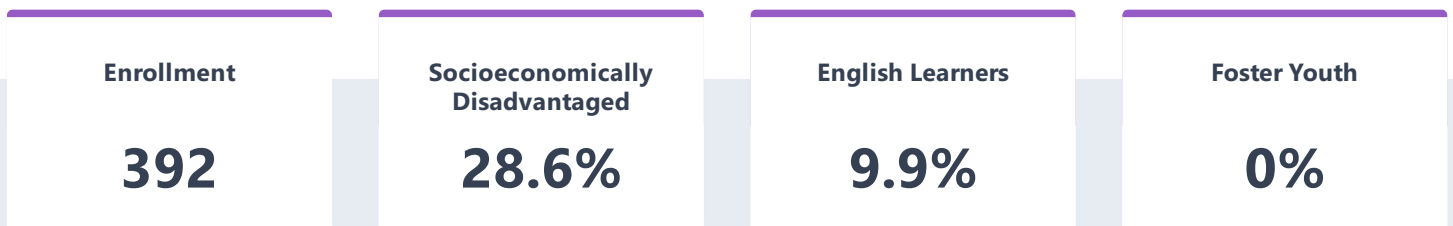


School Details

NAME Loma Portal Elementary	ADDRESS 3341 Browning Street San Diego, CA 92106-1599	WEBSITE http://www.lomaportale...	GRADES SERVED K-4
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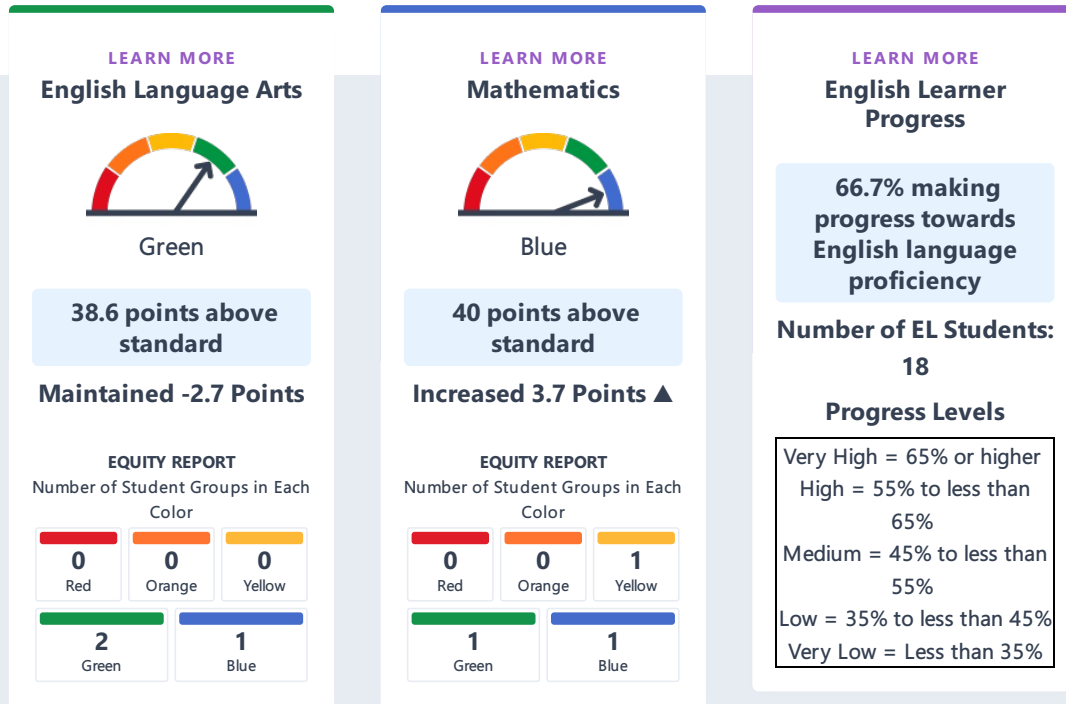
Student Population

Explore information about this school's student population.



Academic Performance

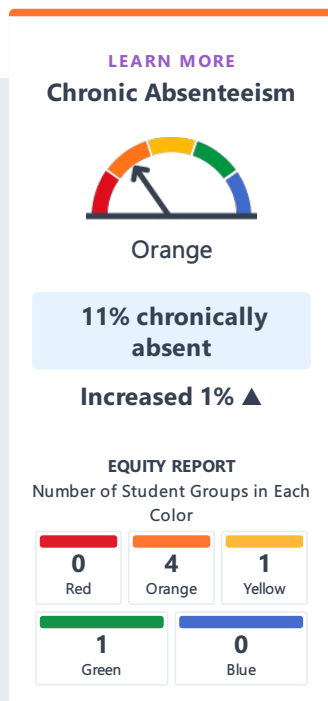
View Student Assessment Results and other aspects of school performance.



LOMA PORTAL ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.5% suspended at least once

Declined 2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
2 Green	4 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Green

38.6 points above standard

Maintained -2.7 Points

Number of Students: 131

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomically Disadvantaged

White



Blue

Hispanic



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



No Performance Color

19.1 points above standard

Increased 48 Points ▲

Number of Students: 18

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

35.9 points above standard

Declined 17.5 Points ▼

Number of Students: 19

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



Green

14.7 points above standard

Declined 9.3 Points ▼

Number of Students: 41

White



Green

49.1 points above standard

Declined 12.9 Points ▼

Number of Students: 66

Hispanic



Blue

28.4 points above standard

Increased 17.7 Points ▲

Number of Students: 39

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 33.2 points above standard

41.3 points above standard

38.6 points above standard

English Language Arts Data Comparisons: English Learners

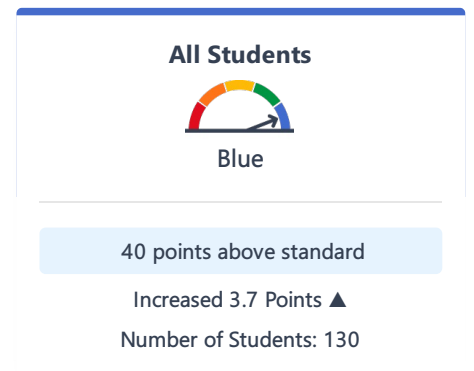
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	42.2 points above standard
No Data	No Data	Declined 8.2 Points ▼
Number of Students: 9	Number of Students: 9	Number of Students: 110

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

<p>Red</p> <p>No Students</p>	<p>Orange</p> <p>No Students</p>	<p>Yellow</p> <p>Socioeconomically Disadvantaged</p>
<p>Green</p> <p>Hispanic</p>	<p>Blue</p> <p>White</p>	<p>No Performance Color</p> <p>African American</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p> <p>Homeless</p>



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



No Performance Color

6.2 points below standard

Increased 29 Points ▲

Number of Students: 18

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

29.4 points above standard

Declined 14.2 Points ▼

Number of Students: 19

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged



Yellow

2.5 points below standard

Declined 10.7 Points ▼

Number of Students: 41

Hispanic



Green

9.5 points above standard

Increased 7.2 Points ▲

Number of Students: 39

White



Blue

63.4 points above standard

Increased 6.5 Points ▲

Number of Students: 65

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	20.7 points above standard	36.3 points above standard	40 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	47 points above standard
No Data	No Data	Maintained 1.4 Points
Number of Students: 9	Number of Students: 9	Number of Students: 109

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress

66.7% making progress towards English language proficiency

Number of EL Students: 18

Performance Level
Very High

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	22.2%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	11.1%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	66.6%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Orange

11% chronically absent

Increased 1% ▲

Number of Students: 420

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged

White



Yellow

Students with Disabilities



Green

Two or More Races



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% chronically absent

Declined 7.1% ▼

Number of Students: 11

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

English Learners



Orange

17% chronically absent

Increased 4.5% ▲

Number of Students: 47

Hispanic



Orange

15.6% chronically absent

Increased 2.7% ▲

Number of Students: 122

Socioeconomically Disadvantaged



Orange

19.1% chronically absent

Increased 0.6% ▲

Number of Students: 131

White



Orange

9.4% chronically absent

Increased 1.5% ▲

Number of Students: 233

Students with Disabilities



Yellow

16.2% chronically absent

Declined 2.5% ▼

Number of Students: 37

Two or More Races



Green

8.5% chronically absent

Declined 4% ▼

Number of Students: 47

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Blue

0.5% suspended at least once

Declined 2% ▼

Number of Students: 423

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Socioeconomically Disadvantaged
Students with Disabilities



Blue

English Learners
Hispanic
Two or More Races
White



No Performance Color

African American
American Indian
Asian
Filipino
Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Socioeconomically Disadvantaged



Green

0.8% suspended at least once

Declined 1.5% ▼

Number of Students: 133

Students with Disabilities



Green

2.6% suspended at least once

Declined 9.9% ▼

Number of Students: 38

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 48

Hispanic



Blue

0% suspended at least once

Declined 0.9% ▼

Number of Students: 122

Two or More Races



Blue

0% suspended at least once

Declined 2.4% ▼

Number of Students: 48

White



Blue

0.9% suspended at least once

Declined 1.9% ▼

Number of Students: 235

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	2.5%	2.5%	0.5%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Loma Portal
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	158	60.8	142	61.3	155	69.0	151	69.5	135	65.9	5.1	-3.6	158	47.5	143	51.0	155	61.3	151	69.5	135	63.7	16.2	-5.8
Female	77	67.5	59	61.0	66	72.7	76	76.3	66	65.2	-2.3	-11.1	77	48.1	59	40.7	66	56.1	76	65.8	66	60.6	12.5	-5.2
Male	81	54.3	83	61.4	89	66.3	75	62.7	69	66.7	12.4	4.0	81	46.9	84	58.3	89	65.2	75	73.3	69	66.7	19.8	-6.6
African American	8	-	7	42.9	4	-	1	-	2	-	-	-	8	-	7	-	4	-	1	-	2	-	-	-
Asian**	2	-	4	30.0	4	-	3	-	4	-	-	-	2	-	4	-	4	-	3	-	4	-	-	-
Filipino	1	-	5	54.5	3	-	1	-	1	-	-	-	1	-	5	-	3	-	1	-	1	-	-	-
Hispanic	56	37.5	43	51.2	45	55.6	50	58.0	42	59.5	22.0	1.5	56	26.8	44	36.4	45	48.9	50	48.0	42	42.9	16.1	-5.1
Indochinese**	0	-	0	33.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
White	76	75.0	70	70.0	81	79.0	79	79.7	67	73.1	-1.9	-6.6	76	59.2	70	61.4	81	70.4	79	84.8	67	79.1	19.9	-5.7
Multiracial	14	78.6	12	66.7	17	76.5	16	68.8	19	63.2	-15.4	-5.6	14	71.4	12	66.7	17	64.7	16	75.0	19	63.2	-8.2	-11.8
English Learner	20	10.0	10	0.0	12	25.0	16	25.0	10	30.0	20.0	5.0	20	10.0	11	0.0	12	25.0	16	18.8	10	20.0	10.0	1.2
English-Speaking	138	68.1	132	65.9	143	72.7	135	74.8	125	68.8	0.7	-6.0	138	52.9	132	55.3	143	64.3	135	75.6	125	67.2	14.3	-8.4
Reclassified†	7	-	6	46.9	4	-	4	-	10	90.0	-	-	7	-	6	-	4	-	4	-	10	70.0	-	-
Initially Eng. Speaking	131	67.9	126	64.3	139	72.7	131	75.6	115	67.0	-0.9	-8.6	131	53.4	126	54.0	139	64.0	131	77.1	115	67.0	13.6	-10.1
Econ. Disadv.*	70	41.4	55	47.3	55	60.0	52	67.3	45	60.0	18.6	-7.3	70	30.0	56	41.1	55	43.6	52	53.8	45	37.8	7.8	-16.0
Non-Econ. Disadv.	88	76.1	87	70.1	100	74.0	99	70.7	90	68.9	-7.2	-1.8	88	61.4	87	57.5	100	71.0	99	77.8	90	76.7	15.3	-1.1
Gifted	62	85.5	50	84.0	44	88.6	26	92.3	20	90.0	4.5	-2.3	62	71.0	50	84.0	44	81.8	26	92.3	20	100.0	29.0	7.7
Not Gifted	96	44.8	92	48.9	111	61.3	125	64.8	115	61.7	16.9	-3.1	96	32.3	93	33.3	111	53.2	125	64.8	115	57.4	25.1	-7.4
With Disabilities	13	15.4	13	7.7	16	12.5	10	20.0	6	-	-	-	13	7.7	13	7.7	16	25.0	10	30.0	0	-	-	-
WO Disabilities	145	64.8	129	66.7	139	75.5	141	73.0	129	68.2	3.4	-4.8	145	51.0	130	55.4	139	65.5	141	72.3	129	66.7	15.7	-5.6
Homeless	2	-	0	15.4	0	-	0	-	2	-	-	-	2	-	1	-	1	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	26	57.7	24	62.5	21	47.6	18	61.1	13	46.2	-11.5	-14.9	26	50.0	24	45.8	21	38.1	18	61.1	13	69.2	19.2	8.1

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Loma Portal
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	62.0	69	63.8	86	60.5	69	69.6	60	60.0	-2.0	-9.6	79	57.0	69	58.0	86	59.3	69	71.0	60	65.0	8.0	-6.0
Female	40	65.0	25	64.0	42	69.0	34	76.5	26	57.7	-7.3	-18.8	40	55.0	25	40.0	42	59.5	34	64.7	26	65.4	10.4	0.7
Male	39	59.0	44	63.6	44	52.3	35	62.9	34	61.8	2.8	-1.1	39	59.0	44	68.2	44	59.1	35	77.1	34	64.7	5.7	-12.4
African American	5	-	3	42.9	3	-	0	-	2	-	-	-	5	-	3	-	3	-	0	-	2	-	-	-
Asian**	1	-	3	30.0	1	-	1	-	2	-	-	-	1	-	3	-	1	-	1	-	2	-	-	-
Filipino	1	-	4	54.5	0	-	0	-	0	-	-	-	1	-	4	-	0	-	0	-	0	-	-	-
Hispanic	29	44.8	18	55.6	28	39.3	23	73.9	16	43.8	-1.0	-30.1	29	44.8	18	38.9	28	42.9	23	52.2	16	37.5	-7.3	-14.7
Indochinese**	0	-	0	33.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	47.6	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
White	36	75.0	35	68.6	43	76.7	37	70.3	30	66.7	-8.3	-3.6	36	61.1	35	68.6	43	72.1	37	83.8	30	80.0	18.9	-3.8
Multiracial	7	-	6	66.7	10	70.0	8	-	10	70.0	-	-	7	-	6	-	10	70.0	8	-	10	70.0	-	-
English Learner	12	8.3	4	0.0	8	-	7	-	3	-	-	-	12	16.7	4	-	8	-	7	-	3	-	-	-
English-Speaking	67	71.6	65	67.7	78	65.4	62	72.6	57	63.2	-8.4	-9.4	67	64.2	65	61.5	78	64.1	62	75.8	57	68.4	4.2	-7.4
Reclassified†	2	-	1	46.9	0	-	3	-	4	-	-	-	2	-	1	-	0	-	3	-	4	-	-	-
Initially Eng. Speaking	65	70.8	64	67.2	77	66.2	59	72.9	53	60.4	-10.4	-12.5	65	63.1	64	60.9	77	64.9	59	78.0	53	67.9	4.8	-10.1
Econ. Disadv.*	36	44.4	23	56.5	32	50.0	27	77.8	18	55.6	11.2	-22.2	36	41.7	23	47.8	32	34.4	27	59.3	18	44.4	2.7	-14.9
Non-Econ. Disadv.	43	76.7	46	67.4	54	66.7	42	64.3	42	61.9	-14.8	-2.4	43	69.8	46	63.0	54	74.1	42	78.6	42	73.8	4.0	-4.8
Gifted	31	90.3	23	78.3	21	81.0	5	-	12	91.7	1.4	-	31	83.9	23	82.6	21	85.7	5	-	12	100.0	16.1	-
Not Gifted	48	43.8	46	56.5	65	53.8	64	67.2	48	52.1	8.3	-15.1	48	39.6	46	45.7	65	50.8	64	68.8	48	56.3	16.7	-12.5
With Disabilities	5	-	7	7.7	9	-	3	-	3	-	-	-	5	-	7	-	9	-	10	30.0	0	-	-	-
WO Disabilities	74	64.9	62	69.4	77	66.2	66	71.2	57	61.4	-3.5	-9.8	74	59.5	62	62.9	77	62.3	66	74.2	57	68.4	8.9	-5.8
Homeless	1	-	0	15.4	0	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	75.0	14	71.4	14	42.9	6	-	8	-	-	-	12	75.0	14	57.1	14	42.9	6	-	8	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Loma Portal
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	59.5	73	58.9	69	79.7	82	69.5	75	70.7	11.2	1.2	79	38.0	74	44.6	69	63.8	82	68.3	75	62.7	24.7	-5.6
Female	37	70.3	34	58.8	24	79.2	42	76.2	40	70.0	-0.3	-6.2	37	40.5	34	41.2	24	50.0	42	66.7	40	57.5	17.0	-9.2
Male	42	50.0	39	59.0	45	80.0	40	62.5	35	71.4	2.1	8.9	42	35.7	40	47.5	45	71.1	40	70.0	35	68.6	32.9	-1.4
African American	3	-	4	42.9	1	-	1	-	0	-	-	-	3	-	4	-	1	-	1	-	0	-	-	-
Asian**	1	-	1	30.0	3	-	2	-	2	-	-	-	1	-	1	-	3	-	2	-	2	-	-	-
Filipino	0	-	1	54.5	3	-	1	-	1	-	-	-	0	-	1	-	3	-	1	-	1	-	-	-
Hispanic	27	29.6	25	48.0	17	82.4	27	44.4	26	69.2	39.6	24.8	27	7.4	26	34.6	17	58.8	27	44.4	26	46.2	38.8	1.8
Indochinese**	0	-	0	33.3	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	47.6	0	-	1	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
White	40	75.0	35	71.4	38	81.6	42	88.1	37	78.4	3.4	-9.7	40	57.5	35	54.3	38	68.4	42	85.7	37	78.4	20.9	-7.3
Multiracial	7	-	6	66.7	7	-	8	-	9	-	-	-	7	-	6	-	7	-	8	-	9	-	-	-
English Learner	8	-	6	0.0	4	-	9	-	7	-	-	-	8	-	7	-	4	-	9	-	7	-	-	-
English-Speaking	71	64.8	67	64.2	65	81.5	73	76.7	68	73.5	8.7	-3.2	71	42.3	67	49.3	65	64.6	73	75.3	68	66.2	23.9	-9.1
Reclassified†	5	-	5	46.9	3	-	0	-	6	-	-	-	5	-	5	-	3	-	0	-	6	-	-	-
Initially Eng. Speaking	66	65.2	62	61.3	62	80.6	72	77.8	62	72.6	7.4	-5.2	66	43.9	62	46.8	62	62.9	72	76.4	62	66.1	22.2	-10.3
Econ. Disadv.*	34	38.2	32	40.6	23	73.9	25	56.0	27	63.0	24.8	7.0	34	17.6	33	36.4	23	56.5	25	48.0	27	33.3	15.7	-14.7
Non-Econ. Disadv.	45	75.6	41	73.2	46	82.6	57	75.4	48	75.0	-0.6	-0.4	45	53.3	41	51.2	46	67.4	57	77.2	48	79.2	25.9	2.0
Gifted	31	80.6	27	88.9	23	95.7	21	90.5	8	-	-	-	31	58.1	27	85.2	23	78.3	21	90.5	8	-	-	-
Not Gifted	48	45.8	46	41.3	46	71.7	61	62.3	67	68.7	22.9	6.4	48	25.0	47	21.3	46	56.5	61	60.7	67	58.2	33.2	-2.5
With Disabilities	8	-	13	7.7	7	-	7	-	6	-	-	-	8	-	6	-	7	-	7	-	0	-	-	-
WO Disabilities	71	64.8	67	64.2	62	87.1	75	74.7	72	73.6	8.8	-1.1	71	42.3	68	48.5	62	69.4	75	70.7	72	65.3	23.0	-5.4
Homeless	1	-	0	15.4	0	-	0	-	2	-	-	-	1	-	1	-	1	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	42.9	10	50.0	7	-	12	58.3	5	-	-	-	14	28.6	10	30.0	7	-	12	58.3	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF FUNDED ACTIONS AND
ACTIVITIES**

SCHOOL NAME: LOMA PORTAL ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2020-2021

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

-School-wide emphasis on conflict-resolution and character education curriculum (Character First Curriculum)
 -Preserving/upholding an inclusive and supportive environment that promotes communication between and among all members of the school community (including students, parents, and staff)
 -Integrating support services (Admin, Counselor, Guidance Assistant, School Psych, SPED staff) effectively to maximize student learning
 -PLC Work: Emphasis on structuring student academic language (structured partner talk, roles within groups)
 -PLC Work: Teachers will utilize formative and anecdotal data and assessment to make informed decisions on differentiating activities to meet the needs of all students
 -Our Guidance Assistant will continue to support students' social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

- School data shows that in 2019-2020, our at home suspension decreased to 0%. Chronically absent students school-wide has decreased from 3% to 1.75% from 2018-19 to 2019-2020.
- School-wide emphasis on conflict-resolution and character education curriculum
- Preserving/upholding an inclusive and supportive environment that promotes communication between and among all members of the school community (including students, parents, and staff)
- Integrating support services (Admin, Counselor, Guidance Assistant, School Psych, SPED staff) effectively to maximize student learning
- PLC Work: Emphasis on structuring student academic language (structured partner talk, roles within groups)
- PLC Work: Teachers will utilize formative and anecdotal data and assessment to make informed decisions on differentiating activities to meet the needs of all students

Description:

Loma Portal Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- Our Guidance Assistant will continue to support students’ social and emotional well being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will also be an active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- SEL is a priority at our school in 2020-2021. Our SSC has discussed the importance of our counseling and guidance staff seeing students more often and maintaining contact with chronically absent students and their families.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst	0.37500	\$15,056.73	09800-2404	Safe, Supportive, and Collaborative School Culture; Decrease chronic absenteeism.	School data shows that in 2019-2020, our at home suspension decreased to 0%. Chronically absent students school-wide has decreased from 3% to 1.75% from 2018-19 to 2019-2020.	SEL is a priority at our school in 2020-2021. Our SSC has discussed the importance of our counseling and guidance staff seeing students more often and maintaining contact with chronically absent students and their families.	No financial modifications. Guidance Asst will begin working with whole classes 2x per month throughout Online Learning.

Note/Reminders (optional):

Goal 4- English Learners	
Strategy/Activity 1	
*Strategy/Activity - Description	
<p>Professional learning is a top priority for our school community. We recognize that universal high expectations for all students requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. We combine deep understanding and cultural responsiveness to the community we serve and we place an emphasis on this throughout each of our PLC sessions. 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 focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" In our PLCs, we analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. In 2019-2020, we will place even more of an emphasis on our struggling student groups - students designated as ELs and SWDs. We will be incorporating specified blocks of time during PDs and PLCs to focus on these subgroups in order to work together to identify areas of need and to create strategies to support these students. This will occur in grade level PLCs and in whole site PD sessions. In addition:</p> <ul style="list-style-type: none"> -PLCs and PDs focused on further analysis of Critical Concepts and aligning our curriculum -ILT goal - create plan to monitor target students -Emphasis on GVC - if we align our assessments, curriculum will soon follow -Common formative assessments are built to ensure all students have access to the same curriculum 	
*Proposed Expenditures for this Strategy/Activity	
<p style="text-align: center;"><u>Analysis:</u></p> <p>Additional classified staff to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaboration among teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.</p> <ul style="list-style-type: none"> • EL Reclassification rate is 100% currently. This is up from 87% in 2019-2020. • EL Students (all students) scoring Met/Exceeded on ELA SBAC increased from 25% in 2018 to 30% in 2019. • 42% of 3rd grade EL students scoring Met/Exceeded on 2018 ELA SBAC. This same group of students scored Met/Exceeded at a rate of 71% as 4th graders on the 2019 ELA SBAC. • Monthly PD and PLC time devoted towards quality ELD instruction. • Strategic classroom walkthroughs with a focus on ELD instruction. • Principal and staff will work collaboratively with district EL support in order to effectively implement ELD instruction daily. <p style="text-align: center;"><u>Description:</u></p> <p>Additional support for teachers and paras in the area of DELD. This is done by Principal and SDUSD OLA dept through PLC work and monthly PD sessions.</p>	

Loma Portal Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$3,982.56	09800-2151	Classified staff for EL support.	EL Reclassification rate is 100% currently. This is up from 87% in 2019-2020.	Additional support for teachers in the area of Designated ELD service will be provided for teachers. EL students were also clustered by ability levels so DELD groups could run more efficiently.	Additional support for teachers and paras in the area of DELD. This is done by Principal and SDUSD OLA dept through PLC work and monthly PD sessions.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

- Work with OLA department and EL support in order to better prepare teachers and paras to offer Designated ELD support daily.
- Monthly PD and PLC time devoted towards quality ELD instruction.
- Strategic classroom walkthroughs with a focus on ELD instruction.
- Montly PD will include specific topics for Designated ELD. Teachers will meet in monthly PLCs to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be utilized based on standards/critical concepts. Classroom walkthroughs will be conducted to show evidence of Designated ELD. Each classroom will dedicate at least 35 minutes of Designated ELD on the daily schedule.