

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT LOMA PORTAL ELEMENTARY SCHOOL

2022-23

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: 619/860-5600;

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

E-mail Address: mmorici@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *January 24, 2023*

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: LOMA PORTAL ELEMENTARY PHONE: 619 860 5600 FAX: 619 224 1352
SITE CONTACT PERSON: MARK MORICI 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 I Schoolwide Programs (SWP) CSI School ATSI School

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

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

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

- | | | |
|-------------------------------------|---|--|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/30/2022</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/26/2022</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>PARENT FOUNDATION</u> | Date of presentation: <u>9/15/2022</u> |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/15/2022

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

AMY KINSETH

Type/Print Name of SSC Chairperson

AMY KINSETH

Type/Print Name of ELAC Representative

Bruce Bivens

Type/Print Name of Area Superintendent

[Signature] 9/26/2022

Signature of School Principal / Date

[Signature] 9/26/2022

Signature of SSC Chairperson / Date

[Signature] 9/26/2022

Signature of ELAC Representative / Date

[Signature] 10/5/22

Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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 (ESSA REQUIREMENTS)

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.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

- Principal received budget recommendations from SGT on 2/2/2022.
- SSC reviewed/approved budget at 2/2/2022 SSC meeting.
- Budget reviewed with school staff on 1/19/2022.
- Budget shared at Principal's Coffee meeting on 2/9/2022.
- Budget reviewed with ELAC on 3/20/2022.
- Needs Assessment completed by SSC on 5/7/2022.
- SSC reviewed/approved SPSA goals at meeting 9/26/2022.
- SPSA reviewed at Parent Foundation meeting on 9/15/2022.
- SPSA reviewed at ELAC on 9/30/2022.

RESOURCE INEQUITIES

Loma Portal's root cause analysis involved examining data from the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data, FAST and DEMI assessment scores, and a review of the 2020-2021 and 2021-2022 SPSAs. An analysis of the student groups (3rd-4th) 2021-22 FAST results indicate overall growth in the area of ELA 73% proficient/adv in Fall 2021; 77% proficient/adv in Spring 2022.

The 2021-22 3rd grade student group met or exceeded grade level standards in Literacy at 78% (May 2022 aReading FAST) and 80% in Math (May 2022 DEMI-Knowledge).

The 2021-22 4th grade student group met or exceeded grade level standards in Literacy at 69% (May 2022 aReading FAST) and Math at 87% (May 2022 DEMI-Knowledge).

The school's overall data for the 2021-2022 school year indicates 73% of 3rd-4th grade students met or exceeded standards in Literacy. Out of this student group, 35 students did not meet grade level expectations in Literacy. This student group was made up of 24% African American/Black students (AA), 22% Students with Disabilities (SWD), and 29% English Learning students (EL). These three groups are overrepresented in this group of struggling learners since they make up only 12% (AA), 8% (SWD), and 7% (EL) of our entire school population. Based on the data, we need to continue our focus on improving student achievement and closing the achievement gap specifically with our English Learners, African American students, and Students with Disabilities. .

As a result of this focus, there are inequities especially in the areas of Math and Literacy for our EL, AA, and SWD student populations. The overall EL FAST Literacy data indicates a decline in proficiency from Fall 2021 (43% met/exceeded) to Spring 2022 (14%). To support student progress in both Literacy 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; administering common formative assessments (for all UTK-4th grade students) and monitoring student progress together as a grade level team on a bi-weekly basis. Creating a Culturally Proficient environment will also be an area of focus.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism. 20% of our 2021-22 Chronically Absent students are ELs and 20% of our Chronically Absent students are SWDs. 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, our 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
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

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

In 2019-2020, a school wide focus was placed on conflict resolution and character education and this has continued through 2021-2022.

-Our Guidance Assistant supported students' social and emotional wellbeing 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, classroom visits, focus on independence and integrity). 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 2021-2022. According to Hoonuit data, Chronic Absentee rate for Loma Portal decreased from 15% 2020-2021 to 9% in 2021-2022. A decrease of 6%.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

N/A. Our budget was spent as planned.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Our School Counselor allocation is now .4, coupled with our .375 Guidance Assistant. These two valuable staff members will work collaboratively with our staff and students to teach lessons in each classroom, meet with small student groups, and present at monthly assemblies. They are also both present during lunchtimes to support students in social situations.

***Identified Need**

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism. 22% of our 2021-22 Chronically Absent students are ELs and 20% of our Chronically Absent students are SWDs. 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, our 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. In addition, our goal is to increase parent engagement and strengthen the home-school relationships with families. We believe this to be critical in creating a welcoming environment on our campus. According to Hoonuit, the overall school chronic absenteeism rate was 9%.

Chronic Absenteeism Rates (subgroups):

English Learners=22%

Hispanic students= 20%

Students with Disabilities=20%

African American students=5.7%

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-4	Increase the average parent involvement rate ("strongly agree" in each of the 4 indicators).	72%	75%	CAL-SCHLS (CSPS)	Annually
June 2023	UTK-4	Decrease the overall school wide chronic absenteeism rate.	9%	5%	Attendance	Trimester

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-4	English Learner	Decrease Chronic Absenteeism	5.5%	3%	Attendance	Monthly
June 2023	UTK-4	Hispanic or Latino	Decrease Chronic Absenteeism	17.6%	10%	Attendance	Monthly
June 2023	UTK-4	Students with Disabilities	Decrease Chronic Absenteeism	21.1%	10%	Attendance	Monthly
June 2023	UTK-4	Black or African American	Decrease Chronic Absenteeism	11.7%	5%	Attendance	Monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Loma Portal's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Loma Portal is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Loma Portal's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Loma Portal will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Loma Portal will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Loma Portal's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

- ✓ 6. Loma Portal will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Loma Portal will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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 and Second Step 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 wellbeing 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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01791M	Guidance Asst	0.37500	\$12,924.38	\$17,739.74	0179-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Prioritize SEL and school attendance by working with students and families daily.
N01798L	Classroom PARAS Hrly		\$949.00	\$1,300.23	0179-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		In class EL support, ELPAC testing

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

Our School Counselor (.4 FTE) will provide additional student supports in the area of social and emotional wellbeing. This will allow students to maximize their learning time and academic progress in class.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

A prominent focus for our school in 2020-2021 and 2021-2022 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 2018-2019 and 2019-2020. Due in part to our learnings as a site in 2021-2022 and our emphasis on data-analysis as it relates to student growth, 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 overall Literacy scores (73% proficient/adv based on 2022 Fountas and Pinell and FAST data) and increase in standard grades on student progress reports in ELA (83% of students at/above grade level in Language Arts on June 2022 progress reports).

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 current PLCs, our grade level teams

meet 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 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 wellbeing of our students which, data has shown, has had positive effects on our students' academic growth, behavior, and attendance. Suspension data shows an overall decrease in suspension rates for the 4th year in a row (0.5% in 2021-2022). 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 2017-2018 to 2021-2022).

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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).

***Identified Need - English Language Arts**

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 AA, EL, and SWD 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 2022-2023, which in turn, will result in an increase in our overall ELA CAASPP scores.

*Goal 2 - English Language Arts							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3rd	Will meet/exceed standards	62%	70%	CAASPP ELA	Once per year	
*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	English Learner	Will meet/exceed standards	33%	40%	CAASPP ELA	Once per year
June 2023	3rd	Black or African American	Will meet/exceed standards	50%	66%	CAASPP ELA	Once per year
June 2023	3rd	Students with Disabilities	Will meet/exceed standards	29%	33%	CAASPP ELA	Once per year
*Identified Need - Math							
<p>Looking at 3rd grade data trends from 2015-2016 to the present (55% proficient/adv in 2016, 61% in 2017, 71% in 2018, 65% in 2019, 62% in 2022), an annual increase in overall Math student achievement was noted. We found that our relative dip in scores last year can be attributed partly to our struggling subgroups and health-related issues. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our EL, AA, 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 2022-2023, which in turn, will result in an increase in our overall 2023 Math SBAC scores.</p>							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Will meet/exceed standards	62%	70%	CAASPP Math	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Will meet/exceed standards	33%	50%	CAASPP Math	Annually

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June 2023	3	Black or African American	Will meet/exceed standards	50%	65%	CAASPP Math	Annually
June 2023	3	Students with Disabilities	Will meet/exceed standards	29%	33%	CAASPP Math	Annually

***Identified Need - English Learners**

Looking at 3rd grade data trends from 2015-2016 to the present (55% proficient/adv in 2016, 61% in 2017, 71% in 2018, 65% in 2019, 64% in 2022), an annual increase in overall Math student achievement was noted. We found that our relative dip in scores last year can be attributed partly to our struggling subgroups and health-related issues. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our EL, AA, and Student with Disabilities populations) it was observed that these subgroups continually underperform which is consistent nation-wide. In Spring 2022, our 33% of our EL students were proficient/adv in Literacy which is 35 percentage points lower than our White student population. 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 2022-2023, which in turn, will result in an increase in our overall 2023 Math SBAC scores.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	English Learner	Will meet/exceed standards in FAST aReading	33%	50%	Other (Describe in Objective)	Annually

***Identified Need - Graduation/Promotion Rate**

Increase the amount of students at grade level in literacy. Looking at data trends from 2016-2017 to the present, an annual increase in overall student achievement in literacy was noted. As changing demographics were taken into account and a focus was placed on our struggling student learners (particularly our AA, EL, and SWD 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 2022-2023, which in turn, will result in an increase in our overall ELA CAASPP scores.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grade 3 and 4	Increase the percentage of	73%	90%	FAST aReading	Annually

		students reading at or above grade level.					
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	2-4	English Learner	Increase the percentage of students reading at or above grade level.	73%	80%	FAST aReading	Trimester
June 2023	2-4	Students with Disabilities	Increase the percentage of students reading at or above grade level.	34%	65%	FAST aReading	Trimester

Strategy/Activity 1 - 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 2021-2022, 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, the 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.

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

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

Strategy/Activity 2 - 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 provide targeted, differentiated and rigorous instruction based on PLC work, along with PD sessions led by SDUSD staff.

Strategy/Activity 3 - 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 and Learning Upgrade are computer software programs designed to support students in the areas of decoding, fluency, and comprehension. The programs also track 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.

Strategy/Activity 4 - 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 AA 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 2021-2022, we will place even more of an emphasis on our struggling student groups - students designated as AA, 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

***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.

Strategy/Activity 5

***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 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:

- Daily ELD instruction
- 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

***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.

Strategy/Activity 6

***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.

Strategy/Activity 7

***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 2022-2023, 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
- 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.

Strategy/Activity 8

***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).

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Overall parent involvement at Loma Portal is high but our goal is to continue to make progress in this area. In 2020-2021 and 2021-2022, 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 online campus events, we found that

52% of Loma Portal families were represented at our various on campus events in 2021-2022 which is an increase of 10% from the previous year. In addition, we made gains in both ELAC meeting attendance (30% of EL families represented) and Foundation meeting attendance (15% of all families represented).

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

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 on campus events such as our Jogathon and Scavenger Hunts.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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 41% 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.

***Identified Need**

An increase in on campus events throughout the school year to include movie night, family education nights, a further emphasis on a fully functioning ELAC, STEAM education night, and Parent University events.

***Goal 6- Family Engagement**

Loma Portal Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Foundation	Increase the average percentage of parents responding "Strongly Agree" in the area of joint decision making.	37%	57%	CAL - SCHLS (CSPS)
June 2023	ELAC	To increase ELAC attendance to 75% of our EL population.	30%	75%	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Foundation	Increase the average percentage of LPE families represented at meetings.	5%	25%	Meeting Attendance
June 2023	ELAC	Increase the average percentage of LPE families represented at meetings.	30%	75%	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.

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)	\$ 19,040

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)	\$ 19,040
[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): \$ 19,040

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 19,040

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Loma Portal Elementary	09800 LCFF Intervention Support	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.375	\$12,924.38
Loma Portal Elementary			3000 Benefits		0	\$4,815.36
Loma Portal Elementary		Guidance Asst Total			0.375	\$17,739.74
Loma Portal Elementary		(blank)	2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$949.00
Loma Portal Elementary			3000 Benefits		0	\$351.23
Loma Portal Elementary		(blank) Total			0	\$1,300.23
Loma Portal Elementary	09800 LCFF Intervention Support Total				0.375	\$19,039.97

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
2022-2023

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. Pre-COVID, Loma Portal had 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.

Parent-School 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 Parent-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.
- Student voice and leadership is a priority. Awards based on exhibiting good character are distributed weekly and our school participates in character education and social/emotional well-being curriculum.

- 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 an interpreter for meetings.

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Loma Portal Elementary School

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

School Responsibilities ~ Loma Portal Elementary School will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards 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: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	142	61.3	155	69.0	151	69.5	135	65.9	132	65.2	3.9	-0.7	143	51.0	155	61.3	151	69.5	135	63.7	132	59.8	8.8	-3.9
Female	59	61.0	66	72.7	76	76.3	66	65.2	63	58.7	-2.3	-6.5	59	40.7	66	56.1	76	65.8	66	60.6	63	44.4	3.7	-16.2
Male	83	61.4	89	66.3	75	62.7	69	66.7	69	71.0	9.6	4.3	84	58.3	89	65.2	75	73.3	69	66.7	69	73.9	15.6	7.2
African American	7	-	4	-	1	-	2	-	4	-	-	-	7	-	4	-	1	-	2	-	4	-	-	-
Asian	4	-	4	-	3	-	4	-	3	-	-	-	4	-	4	-	3	-	4	-	3	-	-	-
Filipino	5	-	3	-	1	-	1	-	2	-	-	-	5	-	3	-	1	-	1	-	2	-	-	-
Hispanic	43	51.2	45	55.6	50	58.0	44	56.8	35	57.1	5.9	0.3	44	36.4	45	48.9	50	48.0	44	43.2	35	48.6	12.2	5.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	70	70.0	81	79.0	79	79.7	65	73.8	78	69.2	-0.8	-4.6	70	61.4	81	70.4	79	84.8	65	78.5	78	65.4	4.0	-13.1
Multiracial	12	66.7	17	76.5	16	68.8	19	68.4	10	60.0	-6.7	-8.4	12	66.7	17	64.7	16	75.0	19	68.4	10	60.0	-6.7	-8.4
English Learner	10	0.0	12	25.0	16	25.0	10	30.0	8	-	-	-	11	0.0	12	25.0	16	18.8	10	20.0	8	-	-	-
English-Speaking	132	65.9	143	72.7	135	74.8	125	68.8	124	68.5	2.6	-0.3	132	55.3	143	64.3	135	75.6	125	67.2	124	62.9	7.6	-4.3
Reclassified†	6	-	4	-	4	-	10	90.0	4	-	-	-	6	-	4	-	4	-	10	70.0	4	-	-	-
Initially Eng. Speaking	126	64.3	139	72.7	131	75.6	115	67.0	120	68.3	4.0	1.3	126	54.0	139	64.0	131	77.1	115	67.0	120	64.2	10.2	-2.8
Econ. Disadv.*	55	47.3	55	60.0	52	67.3	45	60.0	37	45.9	-1.4	-14.1	56	41.1	55	43.6	52	53.8	45	37.8	37	45.9	4.8	8.1
Non-Econ. Disadv.	87	70.1	100	74.0	99	70.7	90	68.9	95	72.6	2.5	3.7	87	57.5	100	71.0	99	77.8	90	76.7	95	65.3	7.8	-11.4
Gifted	50	84.0	44	88.6	26	92.3	20	90.0	6	-	-	-	50	84.0	44	81.8	26	92.3	20	100.0	6	-	-	-
Not Gifted	92	48.9	111	61.3	125	64.8	115	61.7	126	64.3	15.4	2.6	93	33.3	111	53.2	125	64.8	115	57.4	126	58.7	25.4	1.3
With Disabilities	13	7.7	16	12.5	10	20.0	6	-	12	50.0	42.3	-	13	7.7	16	25.0	10	30.0	6	-	12	33.3	25.6	-
WO Disabilities	129	66.7	139	75.5	141	73.0	129	68.2	120	66.7	0.0	-1.5	130	55.4	139	65.5	141	72.3	129	66.7	120	62.5	7.1	-4.2
Homeless	0	-	1	-	0	-	2	-	3	-	-	-	1	-	1	-	0	-	2	-	3	-	-	-
Foster	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Military	24	62.5	21	47.6	18	61.1	13	46.2	10	70.0	7.5	23.8	24	45.8	21	38.1	18	61.1	13	69.2	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	69	63.8	86	60.5	69	69.6	0	-	56	62.5	-1.3	-	69	58.0	86	59.3	69	71.0	60	65.0	56	64.3	6.3	-0.7
Female	25	64.0	42	69.0	34	76.5	0	-	27	63.0	-1.0	-	25	40.0	42	59.5	34	64.7	26	65.4	27	55.6	15.6	-9.8
Male	44	63.6	44	52.3	35	62.9	0	-	29	62.1	-1.5	-	44	68.2	44	59.1	35	77.1	34	64.7	29	72.4	4.2	7.7
African American	3	-	3	-	0	-	0	-	2	-	-	-	3	-	3	-	0	-	2	-	2	-	-	-
Asian	3	-	1	-	1	-	0	-	0	-	-	-	3	-	1	-	1	-	2	-	0	-	-	-
Filipino	4	-	0	-	0	-	0	-	2	-	-	-	4	-	0	-	0	-	0	-	2	-	-	-
Hispanic	18	55.6	28	39.3	23	73.9	0	-	14	50.0	-5.6	-	18	38.9	28	42.9	23	52.2	18	38.9	14	57.1	18.2	18.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	35	68.6	43	76.7	37	70.3	0	-	34	67.6	-1.0	-	35	68.6	43	72.1	37	83.8	28	78.6	34	73.5	4.9	-5.1
Multiracial	6	-	10	70.0	8	-	0	-	4	-	-	-	6	-	10	70.0	8	-	10	80.0	4	-	-	-
English Learner	4	-	8	-	7	-	0	-	3	-	-	-	4	-	8	-	7	-	3	-	3	-	-	-
English-Speaking	65	67.7	78	65.4	62	72.6	0	-	53	64.2	-3.5	-	65	61.5	78	64.1	62	75.8	57	68.4	53	66.0	4.5	-2.4
Reclassified†	1	-	1	-	3	-	0	-	0	-	-	-	1	-	1	-	3	-	4	-	0	-	-	-
Initially Eng. Speaking	64	67.2	77	66.2	59	72.9	0	-	53	64.2	-3.0	-	64	60.9	77	64.9	59	78.0	53	67.9	53	66.0	5.1	-1.9
Econ. Disadv.*	23	56.5	32	50.0	27	77.8	0	-	13	46.2	-10.3	-	23	47.8	32	34.4	27	59.3	18	44.4	13	69.2	21.4	24.8
Non-Econ. Disadv.	46	67.4	54	66.7	42	64.3	0	-	43	67.4	0.0	-	46	63.0	54	74.1	42	78.6	42	73.8	43	62.8	-0.2	-11.0
Gifted	23	78.3	21	81.0	5	-	0	-	6	-	-	-	23	82.6	21	85.7	5	-	12	100.0	6	-	-	-
Not Gifted	46	56.5	65	53.8	64	67.2	0	-	56	62.5	6.0	-	46	45.7	65	50.8	64	68.8	48	56.3	56	64.3	18.6	8.0
With Disabilities	7	-	9	-	3	-	0	-	6	-	-	-	7	-	9	-	3	-	3	-	6	-	-	-
WO Disabilities	62	69.4	77	66.2	66	71.2	0	-	50	66.0	-3.4	-	62	62.9	77	62.3	66	74.2	57	68.4	50	70.0	7.1	1.6
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	71.4	14	42.9	6	-	0	-	3	-	-	-	14	57.1	14	42.9	6	-	8	-	3	-	-	-

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	58.9	69	79.7	82	69.5	0	-	76	67.1	8.2	-	74	44.6	69	63.8	82	68.3	75	62.7	76	56.6	12.0	-6.1
Female	34	58.8	24	79.2	42	76.2	0	-	36	55.6	-3.2	-	34	41.2	24	50.0	42	66.7	40	57.5	36	36.1	-5.1	-21.4
Male	39	59.0	45	80.0	40	62.5	0	-	40	77.5	18.5	-	40	47.5	45	71.1	40	70.0	35	68.6	40	75.0	27.5	6.4
African American	4	-	1	-	1	-	0	-	2	-	-	-	4	-	1	-	1	-	0	-	2	-	-	-
Asian	1	-	3	-	2	-	0	-	3	-	-	-	1	-	3	-	2	-	2	-	3	-	-	-
Filipino	1	-	3	-	1	-	0	-	0	-	-	-	1	-	3	-	1	-	1	-	0	-	-	-
Hispanic	25	48.0	17	82.4	27	44.4	0	-	21	61.9	13.9	-	26	34.6	17	58.8	27	44.4	26	46.2	21	42.9	8.3	-3.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	0	-	-	-	1	-	0	-	1	-	0	-	0	-	-	-
White	35	71.4	38	81.6	42	88.1	0	-	44	70.5	-0.9	-	35	54.3	38	68.4	42	85.7	37	78.4	44	59.1	4.8	-19.3
Multiracial	6	-	7	-	8	-	0	-	6	-	-	-	6	-	7	-	8	-	9	-	6	-	-	-
English Learner	6	-	4	-	9	-	0	-	5	-	-	-	7	-	4	-	9	-	7	-	5	-	-	-
English-Speaking	67	64.2	65	81.5	73	76.7	0	-	71	71.8	7.6	-	67	49.3	65	64.6	73	75.3	68	66.2	71	60.6	11.3	-5.6
Reclassified†	5	-	3	-	1	-	0	-	4	-	-	-	5	-	3	-	1	-	6	-	4	-	-	-
Initially Eng. Speaking	62	61.3	62	80.6	72	77.8	0	-	67	71.6	10.3	-	62	46.8	62	62.9	72	76.4	62	66.1	67	62.7	15.9	-3.4
Econ. Disadv.*	32	40.6	23	73.9	25	56.0	0	-	24	45.8	5.2	-	33	36.4	23	56.5	25	48.0	27	33.3	24	33.3	-3.1	0.0
Non-Econ. Disadv.	41	73.2	46	82.6	57	75.4	0	-	52	76.9	3.7	-	41	51.2	46	67.4	57	77.2	48	79.2	52	67.3	16.1	-11.9
Gifted	27	88.9	23	95.7	21	90.5	0	-	6	-	-	-	27	85.2	23	78.3	21	90.5	8	-	6	-	-	-
Not Gifted	46	41.3	46	71.7	61	62.3	0	-	70	65.7	24.4	-	47	21.3	46	56.5	61	60.7	67	58.2	70	54.3	33.0	-3.9
With Disabilities	13	7.7	7	-	7	-	0	-	6	-	-	-	6	-	7	-	7	-	3	-	6	-	-	-
WO Disabilities	67	64.2	62	87.1	75	74.7	0	-	70	67.1	2.9	-	68	48.5	62	69.4	75	70.7	72	65.3	70	57.1	8.6	-8.2
Homeless	0	-	1	-	0	-	0	-	2	-	-	-	1	-	1	-	0	-	1	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	50.0	7	-	12	58.3	0	-	7	-	-	-	10	30.0	7	-	12	58.3	5	-	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.

ACHIEVEMENT

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: LOMA PORTAL ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-2022

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, Second Step 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**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion?
 If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.

Loma Portal Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Guidance Asst -	0.37500	\$16,250.27	09800-2404	GA will provide SEL support for all students and teachers; will provide school-wide opportunities for SEL growth.	Suspension rate has decreased significantly since 2017-18 (0%); GA is effectively working with pre-identified students on SEL and is working collaboratively with School Counselor to provide SEL support for all students; CORE survey results indicate and overall increase in student SE functioning.	Chronic Absenteeism rate has increased since 2019-2020 (9%); a more collaborative effort is needed (staff, students, parents) to address absenteeism; CORE SEL survey results indicate needs in the areas of relationship-building and conflict resolution skills.	Modifications include an increase in whole classroom SEL work. Small group work needs to be shifted due to COVID procedures. Students will be grouped by demographic and area of need.

Goal 4- Supporting English Learners

Strategy/Activity 1

***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**

Directions:

Complete the table below including qualitative and quantitative data. Please include any NEW expenditures based on budget transfers. Below are guiding questions to assist you.

Guiding Questions:

How does the position(s) and/or expenditure(s) impact student learning and academic achievement? What data are you using to drive this discussion? If this has helped improve or has not improved student learning what can be done to make it better, modify, change, or replace?

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Loma Portal Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		\$1,955.99	09800-2151	Additional support for EL students in addition to DELD services in order to achieve our SPSA goals.	56% of our current EL students are reading at/above grade level according to DA and FAST data. This is an increase of 15% since 2020-2021. Our reclassification rate is currently 87%.	ELPAC data indicates that in 2020-2021, 45% of our EL students improved by one or more performance bands. Students continue to struggle with use of academic language and comprehension based on DRA, FAST, and DEMI data.	EL funds have dwindled in recent years and our available EL support hours are at an all-time low. More of an emphasis has been placed on classroom teachers providing DELD support daily.

What are my leadership strategies in service of the goals?

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

Loma Portal Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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