



# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **NORMAL HEIGHTS ELEMENTARY** SCHOOL

**2018-19**

37-68338-0111864  
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:** Aguilar, John  
**Contact Person:** Aguilar, John  
**Position:** Principal  
**Telephone Number:** 619/584-6000  
**Address:** 3750 Ward Rd, Normal Heights Elementary, San Diego, CA, 92116,  
**E-mail Address:** jaguilar@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

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

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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

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

SCHOOL NAME: Normal Heights Elementary

**DUE: May 15, 2018 (Year Round)**

SITE CONTACT PERSON: John Aguilar

PHONE: 619-584-6000 FAX: 619-584-6090 E-MAIL ADDRESS: jaguilar@sandi.net

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- |  |                                     |
|--|-------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: <u>5/9/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____         |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____         |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>5/9/18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____         |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 5/9/16

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.

John Aguilar  
Type/Print Name of School Principal

[Signature]  
Signature of School Principal

5/9/18  
Date

Michael Renner  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

5/16/18  
Date

Sofia Freire  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

5/24/18  
Date

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

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

The mission of Normal Heights Elementary is that all students will articulate their critical and creative thinking across all domains, fluidly use computer/digital technology, and possess a sense of social consciousness and responsibility to self, community, and world. The 2018-19 Single Plan for Student Achievement addresses this mission by focusing on relevant goals and setting the expectation of increasing student achievement school-wide narrowing achievement gaps. The Instructional Leadership Team at Normal Heights Elementary, in collaboration with the School Site Councils and other advisory groups, developed the SPSA after careful review of relevant data trends and a projected enrollment of 339 K-5th students. Analysis of student population data reveals that the majority of our student population is comprised of English learners and economically disadvantaged students. The SPSA emphasizes strategies and supports that will accelerate the achievement of these specific subgroups.

The 2018-19 student achievement goals are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as implementing internal benchmark assessments for CCSS.

**SCHOOL VISION AND REALITY**

Our school wide plan for professional learning will prepare our staff to lift academic student achievement. We will continue to use the following strategies using PLC and PD structures:

- Reteach using Short Cycles of Accountability---Assess> Plan> Teach> Reflect>
- Focus on methods to advance student agency and the development of academic language for all students
- Continue to Fluidly Target Student
- Align to Common Core State Standards
- Implement CLOSE Reading strategies in grades 2nd-5th
- Focus on ELA ELM

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

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

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

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

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

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

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

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

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

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

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

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

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to school growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

#### **LCFF COMMUNITY AND STAFF ENGAGEMENT**

The Normal Heights community and staff have been engaged in identifying and prioritizing the use of LCFF for the 2017-18 school year. After site data analysis and input from stakeholders at various school meetings and it was decided by the school's SSC to use the majority of monies to continue funding the school counselor to support students that are struggling emotionally.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
John Aguilar	Principal
Michael Renner	Teacher
Jean Ohlin	Teacher
Kyra Gelaro	Other
Julie Watson	Teacher
Ana Trejo	Community Representative
LouAnn Rodda	Parent
Jessica Lopez	Parent
Elizabeth Chennamchetty	Parent
Cynthia Gomez	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 60 % (approx. 33 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 46% (approx. 23- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 20% (approx. 1- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 2- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 60% (approx. 10- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 5- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 30- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 16- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 1- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 25% (approx. 3- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

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

CELDT  Interim Assessments  End-Of-Course

Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit

Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

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

Teachers will meet by grade level/department to analyze DRA and various site assessments 4 times per year. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 66% (approx. 36- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 26% (approx. 14- 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 20% (approx. 1- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 2- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 64% (approx. 14- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 4- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 29- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 30% (approx. 14- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 1- 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 3- 5th graders) will meet or exceed standards in Math on the SBAC exam.

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

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

**Other Assessments (Please Specify):**

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

Teachers will meet by grade level/department to analyze end of unit assessments 4 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

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

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

RFEP Rate  
LTEL Data  
CELDT

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal. The cycles are:  
**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?  
**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?  
 Professional Learning Communities (PLC's) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSC's).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 70% (approx. 38- 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 39- 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

**Other Assessments (Please Specify):**

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (approx. all families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 35% (approx. 120 families) will attend 1 parent training to increase their knowledge on how to help their child at home with homework, Reading, or Math.

**Targeted Population:**

School-wide-PreK-5 and all significant subgroups with emphasis on targeting English learners, economically disadvantaged students, and those students needing support with daily school attendance.

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

Event sign in sheets and participation count totals and school attendance rate

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

Teachers and counselors will meet 3 per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use California Benchmark materials, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics to provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e... Progress report, phone call, home visit to discuss the progress of their at-risk student. This is logged by teacher/admin documentation.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and re-teach concepts.
- Teachers will maintain a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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**Intensive Intervention (Tier 3)**

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

**1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**  
 We will use teacher classroom hourly to fund and Extended Day ELA/Math/ELD program. Program includes three learning cycles ranging from 8 weeks to 4 week intensive teaching.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$4,547.76	\$4,547.76	0215-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Instructional materials to supplement lessons such as pencils, journals, charts, etc.

**How will you monitor these strategies/activities?**  
 This program will be provided to address specific student needs as identified through teacher, grade level, and site data analysis. Teachers will use multiple measures of assessment such as: End of Unit Assessments, Benchmarks, teacher created assessments, DRA, CELDT.

**2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**  
 Teachers will support struggling students (BB and Basic) by targeting instruction with additional small flexible groupings for specific student needs. Intensive and focused small group direct instruction will be provided. Computer based instruction at each students' instructional level will be provided at school and at home. Classroom paras will also work with students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$8,000.00	\$9,631.20	0215-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	After School Reading and Math Supports for students in need of additional time in order to make grade level progress.

**How will you monitor these strategies/activities?**  
 Staff will analyze on-demand and various other assessments using grade-level rubrics and provide students to align instruction and provide appropriate feedback to students.

## Normal Heights Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

Teachers will participate in on-site and district PD to strengthen instruction. We will meet on approximately 5-6 full days of PD at appropriate times in the school year.

1. Key findings this year have us learning and implementing Integrated English Language Development in our daily lessons across content subjects. We have re-designated (R-FEP) 36 students this year for a total growth of 27 students compared to 2015-16 school year. We will continue our focus next year in this area.
2. Funds to be used are the Effective Educators funds provided by the district.

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

Daily, weekly, monthly, attendance will be monitored.

### 4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

School Counselor will facilitate referrals to community agencies. Counselor will monitor and follow up with students with poor attendance. Counselor will be leading our Character Education program and facilitate student award assemblies approximately every six weeks. Counselor will facilitate student groups by need.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.8000	\$63,544.80	\$91,235.04	0215-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04	School counselor to provide Social and Emotional support to students to increase attendance that will help promote student achievement as well as counseling services and small group workshops.

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

Daily, weekly, monthly, attendance will be monitored.

### 5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

There will be multiple opportunities for parent engagement including Family Fridays (every last Friday of the month), Coffee with Principal (monthly), parent workshops, etc....

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$1,891.00	\$1,891.00	0215-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Materials for parent involvement activities such as pencils, chart paper, etc.

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

Event attendance sheets.

**Local Control Funding Formula Goals and Budget****Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal::**

Teachers will use student assessment, NEWSLA, and student learning cycle's data results to target instruction whole class, small group, and individual students.

**Identified Need::**

Provide targeted instruction to identified Below Basic and Basic students. Using DRA, summative and formative (Benchmark) assessment results, teachers can identify instructional areas of need.

**Target Group::**

Students operating at Below Basic and Basic

**Monitoring::**

We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.

**Personnel Responsible::**

Administrator and teachers

**Goal 2: Classroom Supports**

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

**Classroom Support Goal::**

Students will use their individual learning path with targeted skills using NEWSLA.

**Identified Need::**

Provide targeted instruction to identified Below Basic and Basic students. Using DRA, NEWSLA, California Benchmark (summative and formative) assessment results, teachers can identify instructional areas of need.

**Target Group::****Monitoring::**

We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.

**Personnel Responsible::**

Administrator and teachers



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

**Professional Development Goal:**  
 We will align ourselves to the district's Learning Cycle Plan for the 2018-19 school year.

**Identified Need::**  
 We will be working to identify and address learning goals based on student data.

**Target Group::**  
 Mainly all levels of English Learners but will also be beneficial to all students.

**Monitoring::**  
 We will be monitoring student progress or lack of progress at the administrator level, grade level, and individual classroom.

**Personnel Responsible::**  
 Administrator and teachers

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$14,650.00	\$14,650.00	0215-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies and materials such as pencils, journals, batteries, etc.
Prof&Curriclm Dev Vist Tchr		\$3,500.00	\$4,213.65	0215-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Subs for teachers to attend PLCs in order to plan responsive lessons.
Classroom PARAS Hrly		\$6,000.00	\$7,704.60	0215-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	03	EL support - providing additional push in support for EL instruction.
Interprogram Svcs/Field Trip		\$4,000.00	\$4,000.00	0215-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Educational enrichment field trips to build schema.
Software License		\$5,000.00	\$5,000.00	0215-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Instructional support software purchases to provide reteaching and differentiated instruction.
Classroom Teacher Hrly		\$18,000.00	\$21,670.20	0215-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03	After School Reading and Math Supports for students in need of additional time in order to make grade level progress.

## ACHIEVEMENT

**APPENDICES**

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

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

## ACHIEVEMENT

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

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

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	121	41.3	136	29.4	140	51.4	10.1	22.0	120	30.0	136	25.7	141	43.3	13.3	17.6
Female	61	52.5	68	38.2	61	52.5	0.0	14.3	60	31.7	68	25.0	62	29.0	-2.7	4.0
Male	60	30.0	68	20.6	79	50.6	20.6	30.0	60	28.3	68	26.5	79	54.4	26.1	27.9
African American	14	28.6	15	13.3	17	52.9	24.3	39.6	14	21.4	15	20.0	17	35.3	13.9	15.3
Asian	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Filipino	3	-	3	-	1	-	-	-	3	-	3	-	1	-	-	-
Hispanic	99	43.4	105	32.4	109	55.0	11.6	22.6	98	30.6	105	27.6	109	46.8	16.2	19.2
Indochinese	1	-	3	-	2	-	-	-	1	-	3	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	4	-	7	-	4	-	-	-	4	-	7	-	4	-	-	-
Multiracial	0	-	2	-	5	-	-	-	0	-	2	-	6	-	-	-
English Learner	58	27.6	50	14.0	46	34.8	7.2	20.8	56	25.0	50	14.0	47	31.9	6.9	17.9
English-Speaking	63	54.0	86	38.4	94	59.6	5.6	21.2	64	34.4	86	32.6	94	48.9	14.5	16.3
Reclassified†	31	67.7	49	42.9	46	60.9	-6.8	18.0	31	35.5	49	32.7	46	41.3	5.8	8.6
Initially Eng. Speaking	32	40.6	37	32.4	48	58.3	17.7	25.9	33	33.3	37	32.4	48	56.3	23.0	23.9
Econ. Disadv.*	121	41.3	124	29.8	124	51.6	10.3	21.8	120	30.0	124	25.8	125	44.0	14.0	18.2
Non-Econ. Disadv.	0	-	12	25.0	16	50.0	-	25.0	0	-	12	25.0	16	37.5	-	12.5
Gifted	48	62.5	45	51.1	29	82.8	20.3	31.7	47	57.4	45	51.1	29	72.4	15.0	21.3
Not Gifted	73	27.4	91	18.7	111	43.2	15.8	24.5	73	12.3	91	13.2	112	35.7	23.4	22.5
With Disabilities	12	8.3	17	5.9	14	21.4	13.1	15.5	12	8.3	17	5.9	14	14.3	6.0	8.4
WO Disabilities	109	45.0	119	32.8	126	54.8	9.8	22.0	108	32.4	119	28.6	127	46.5	14.1	17.9
Homeless	11	18.2	5	-	0	-	-	-	13	30.8	5	-	0	-	-	-
Foster	1	-	0	-	2	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	44	40.9	47	25.5	58	60.3	19.4	34.8	43	41.9	47	31.9	59	66.1	24.2	34.2
Female	21	52.4	25	32.0	20	50.0	-2.4	18.0	20	45.0	25	36.0	21	42.9	-2.1	6.9
Male	23	30.4	22	18.2	38	65.8	35.4	47.6	23	39.1	22	27.3	38	78.9	39.8	51.6
African American	5	-	9	-	7	-	-	-	5	-	9	-	7	-	-	-
Asian	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	35	45.7	31	25.8	47	66.0	20.3	40.2	34	44.1	31	38.7	47	68.1	24.0	29.4
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	3	-	3	-	0	-	-	-	3	-	3	-	0	-	-	-
Multiracial	0	-	2	-	2	-	-	-	0	-	2	-	3	-	-	-
English Learner	31	38.7	28	21.4	26	53.8	15.1	32.4	30	40.0	28	25.0	27	55.6	15.6	30.6
English-Speaking	13	46.2	19	31.6	32	65.6	19.4	34.0	13	46.2	19	42.1	32	75.0	28.8	32.9
Reclassified†	0	-	3	-	7	-	-	-	0	-	3	-	7	-	-	-
Initially Eng. Speaking	13	46.2	16	25.0	25	60.0	13.8	35.0	13	46.2	16	31.3	25	68.0	21.8	36.7
Econ. Disadv.*	44	40.9	42	23.8	50	60.0	19.1	36.2	43	41.9	42	31.0	51	66.7	24.8	35.7
Non-Econ. Disadv.	0	-	5	-	8	-	-	-	0	-	5	-	8	-	-	-
Gifted	18	77.8	6	-	7	-	-	-	18	72.2	6	-	7	-	-	-
Not Gifted	26	15.4	41	24.4	51	56.9	41.5	32.5	25	20.0	41	26.8	52	61.5	41.5	34.7
With Disabilities	7	-	17	5.9	2	-	-	-	7	-	17	5.9	2	-	-	-
WO Disabilities	37	45.9	39	30.8	56	60.7	14.8	29.9	36	47.2	39	38.5	57	66.7	19.5	28.2
Homeless	5	-	1	-	0	-	-	-	6	-	1	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	43	37.2	45	28.9	45	37.8	0.6	8.9	42	26.2	45	24.4	45	17.8	-8.4	-6.6
Female	21	47.6	22	36.4	22	45.5	-2.1	9.1	21	23.8	22	18.2	22	13.6	-10.2	-4.6
Male	22	27.3	23	21.7	23	30.4	3.1	8.7	21	28.6	23	30.4	23	21.7	-6.9	-8.7
African American	4	-	2	-	7	-	-	-	4	-	2	-	7	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
Hispanic	35	37.1	38	34.2	32	37.5	0.4	3.3	34	26.5	38	28.9	32	18.8	-7.7	-10.1
Indochinese	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-
Multiracial	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
English Learner	21	19.0	17	5.9	15	6.7	-12.3	0.8	20	10.0	17	0.0	15	0.0	-10.0	0.0
English-Speaking	22	54.5	28	42.9	30	53.3	-1.2	10.4	22	40.9	28	39.3	30	26.7	-14.2	-12.6
Reclassified†	11	63.6	17	52.9	16	62.5	-1.1	9.6	11	36.4	17	41.2	16	25.0	-11.4	-16.2
Initially Eng. Speaking	11	45.5	11	27.3	14	42.9	-2.6	15.6	11	45.5	11	36.4	14	28.6	-16.9	-7.8
Econ. Disadv.*	43	37.2	39	33.3	39	38.5	1.3	5.2	42	26.2	39	28.2	39	20.5	-5.7	-7.7
Non-Econ. Disadv.	0	-	12	25.0	6	-	-	-	0	-	12	25.0	16	37.5	-	12.5
Gifted	18	50.0	20	55.0	6	-	-	-	17	47.1	20	55.0	6	-	-	-
Not Gifted	25	28.0	25	8.0	39	33.3	5.3	25.3	25	12.0	91	13.2	39	12.8	0.8	-0.4
With Disabilities	3	-	6	-	14	21.4	-	-	3	-	6	-	14	14.3	-	-
WO Disabilities	40	40.0	39	30.8	36	47.2	7.2	16.4	39	28.2	39	25.6	36	22.2	-6.0	-3.4
Homeless	4	-	5	-	0	-	-	-	4	-	5	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Normal Heights**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	34	47.1	44	34.1	37	54.1	7.0	20.0	35	20.0	44	20.5	37	37.8	17.8	17.3
Female	19	57.9	21	47.6	19	63.2	5.3	15.6	19	26.3	21	19.0	19	31.6	5.3	12.6
Male	15	33.3	23	21.7	18	44.4	11.1	22.7	16	12.5	23	21.7	18	44.4	31.9	22.7
African American	5	-	4	-	3	-	-	-	5	-	4	-	3	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Hispanic	29	48.3	36	36.1	30	56.7	8.4	20.6	30	20.0	36	16.7	30	43.3	23.3	26.6
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Multiracial	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
English Learner	6	-	5	-	5	-	-	-	6	-	5	-	5	-	-	-
English-Speaking	28	57.1	39	38.5	32	59.4	2.3	20.9	29	24.1	39	23.1	32	43.8	19.7	20.7
Reclassified†	20	70.0	29	34.5	23	52.2	-17.8	17.7	20	35.0	29	20.7	23	34.8	-0.2	14.1
Initially Eng. Speaking	8	-	10	50.0	9	-	-	-	9	-	10	30.0	9	-	-	-
Econ. Disadv.*	34	47.1	43	32.6	35	54.3	7.2	21.7	35	20.0	43	18.6	35	37.1	17.1	18.5
Non-Econ. Disadv.	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Gifted	12	58.3	19	52.6	16	87.5	29.2	34.9	12	50.0	19	42.1	16	68.8	18.8	26.7
Not Gifted	22	40.9	25	20.0	21	28.6	-12.3	8.6	23	4.3	25	4.0	21	14.3	10.0	10.3
With Disabilities	2	-	17	5.9	3	-	-	-	2	-	17	5.9	3	-	-	-
WO Disabilities	32	50.0	41	36.6	34	52.9	2.9	16.3	33	21.2	41	22.0	34	38.2	17.0	16.2
Homeless	2	-	2	-	0	-	-	-	3	-	5	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

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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.

## ACHIEVEMENT

**APPENDIX B****TITLE I PARENT INVOLVEMENT POLICY**





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

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*Normal Heights Elementary*

**TITLE I PARENT INVOLVEMENT POLICY AND HOME SCHOOL COMPACT**

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

*Normal Heights Elementary* has developed a written Title I parental involvement policy with input from Title I parents. The school developed the policy through various discussions/input with staff and parents during Coffee with the Principal, which is very well attended, School Site Council meetings, and whole-staff meetings.

The school has distributed the policy to parents of Title I students by sharing it at various parent meetings such as Coffee with the Principal, School Site Council, Title I Program presentation meeting, and by posting it on the school web site.

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

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

To involve parents in the Title I program at **Normal Heights Elementary**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Community stake-holders are informed of the date and time of the meeting and a discussion around our Title I program is held.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. There are monthly Coffee with the Principal/Family Friday events, scheduled School Site Council meetings, Back to School Night, Open House, ELAC meetings, and various workshops on many topics from nutrition and health, to kindergarten success strategies, all presented by experts from partner organizations.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. The Single Plan for Student Achievement is annually reviewed by SSC, along with the Title I Parent Involvement Policy and Home-School Compact. Title I programs are reviewed through ELAC, SSC, and SGT.
- The school provides parents of Title I students with timely information about Title I programs. The school uses School Messenger to send out pertinent information to parents in real-time, along with updates presented during Coffee with the Principal, Back to School Night, and other parent events.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. School data is presented, such as district benchmark results,

proficiency levels in reading, math, and CELDT during various meetings and Parent-Teacher Conferences.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents would contact school office to request a meeting with the principal.

### **School-Parent Compact**

Normal Heights Elementary distributes to parents of Title I students this school-parent compact. This 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. The school and families will partner to help children achieve the State's high academic standards. The descriptions below address the following legally required items, as well as other items suggested by parents of Title I students.

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

The school's Title I school-parent compact is developed with the input of Title I parents through our SSC, ELAC, and SGT. Copies are distributed by sending them home with students and at various school wide meetings throughout they year.

### **Building Capacity for Involvement**

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children at our annual Title I Parent meeting and at various Coffee with The Principal events throughout the year.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. Multiple parent workshops in Literacy and Math are made available to help parents throughout the year.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Input from parents is disseminated at staff Professional Development throughout the year.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Information about school and community resources available to families are disseminated frequently through various parent attended meetings.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Information is available and distributed in the parent home language with the help of district translation services.
- The school provides support for parental involvement activities requested by Title I parents. The schools staff is open to any requests (within the law) made by Title I parents and plan accordingly to carry out the respective request.

**Accessibility**

Normal Heights Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language parents understand. We are an inclusive school and information and reports distributed by the school to students' homes are in parents' home language.

**ACHIEVEMENT****APPENDIX C****HOME/SCHOOL COMPACT**

# NORMAL HEIGHTS ELEMENTARY SCHOOL HOME/SCHOOL COMPACT

*Normal Heights Elementary and the parents of the students participating in activities, services, and programs agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility 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.*

*This Home/School Compact is in effect during the 2018-19 school year.*

## **School Responsibilities**

### **Normal Heights Elementary 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:
  - We will ensure that a high-quality curriculum that addresses student needs and enables students to meet or exceed district standards is in place.
  - We will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all students, while providing an enriching academic program based on standards.
  - We will help to create a welcoming environment for students, families and community members.
2. Hold parent-teacher conferences twice annually, during which this compact will be discussed as it relates to the individual child's achievement.
  - We will hold parent-teacher conferences twice a year during the Fall and Spring Semesters.
3. Provide parents with frequent reports on their child's progress.
  - We will give parents and students timely feedback on student work and current academic progress.
  - Parents are encouraged to communicate with the classroom teacher often.
4. Provide parents reasonable access to staff.
  - We will provide regular and direct communication regarding school and learning issues to students, families, and the community via School Messenger, Website, School Newsletter, and flyer reminders. Parents can call our office to make an appointment with the classroom teacher.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- We will create a welcoming environment for students, families, and community members. Volunteering opportunities either school-wide or in the classroom can be coordinated via the front office.
- Parents can observe classroom activities by notifying the classroom teacher in advance.

### **Parent Responsibilities**

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

- Ensuring my child attends school daily, on time, prepared, ready to work and learn.
- Making sure that homework is completed.
- Monitoring amount and quality of television my child watches.
- Volunteering in my child's classroom.
- Planning family vacations for times when school is not in session.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Knowing and supporting school/classroom rules, and the site discipline and attendance plan.
- 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 and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

### **Student Responsibilities**

**We, as NHE 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 least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- I will attend school daily, on time, prepared, and ready to work and learn.
- I will understand what I am expected to learn, complete all assignments to the best of my ability and get help when I need it.
- I will follow school rules (including the site discipline code) and cooperate with adults and other students.
- I will respect the rights of others to learn and help to create a positive learning environment for everyone.
- I will respect the property of the school, the community, and others.

ACHIEVEMENT

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Normal Heights Elementary	09800	1157	Classroom Teacher Hrly			\$ 18,000.00	
		1192	Prof&Curriclm Dev Vist Tchr			\$ 3,500.00	
		2151	Classroom PARAS Hrly			\$ 6,000.00	
		3000	Employee Benefits			\$ 6,088.45	
		4301	Supplies			\$ 14,650.00	
		5735	Interprogram Svcs/Field Trip			\$ 4,000.00	
		5841	Software License			\$ 5,000.00	
		<b>09800 Total</b>				<b>\$ 57,238.45</b>	
	30100	1157	Classroom Teacher Hrly				\$ 8,000.00
		1210	Counselor	School Counselor	0.8000		\$ 63,544.80
3000		Employee Benefits				\$ 29,321.44	
4301		Supplies				\$ 4,547.76	
	<b>30100 Total</b>			<b>0.8000</b>	<b>\$ 105,414.00</b>		
	30103	4301	Supplies			\$ 1,891.00	
	<b>30103 Total</b>				<b>\$ 1,891.00</b>		



ACHIEVEMENT

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

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

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Normal Heights Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Instructional time is maximized as teachers teach from morning bell to dismissal. We offer instructional interventions including a viable school-wide resource to deliver curriculum (California Benchmark), After School Intervention Reading/Math, and technology to support students during the Literacy Block.
CLOSING THE ACHIEVEMENT GAP	We will continue to use a state approved curriculum (California Benchmark) that shows promising results in closing the achievement gap in particular with English Learners. This will be our second year of implementation, We will be using these materials school-wide in all classrooms. These materials will assist us with instructional alignment and common assessments.
PROFESSIONAL DEVELOPMENT	Teachers use an assess>plan>teach>reflect cycle to ensure student learning needs and expected outcomes are met. Teachers participate in the PLC structure throughout the year analyzing student work for instructional needs (planning). Current work has been focusing on Math Practices and Literacy.
GRADUATION/PROMOTION	Our current flexible targeting structure enables us to align our resources to those students that are identified as needing extra support. Notable progress has been made in CAASP with EL and Hispanic students, our major student population.
PARENT ENGAGEMENT	We strive hard to welcome and invite parent and community engagement. Currently, there are 72 parents/community members that actively volunteer in classrooms. The NHE staff prides itself in providing school and community information. We maintain

	parent outreach by providing a variety of workshops, end of the month Family Fridays and Coffee with the Principal, etc...
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