



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **PARADISE HILLS ELEMENTARY** SCHOOL

2018-19

37-68338-6040059
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: Marin, Marisol

Contact Person: Marin, Marisol

Position: Principal

Telephone Number: 619-344-5200

Address: 5816 Alleghany St, Paradise Hills Elementary, San Diego, CA, 92139-1712,

E-mail Address: mmarin@sandi.net

The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

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

SCHOOL NAME: Paradise Hills Elementary

SITE CONTACT PERSON: Liza Lugo

PHONE: 619 344-5200 FAX: 619 344-5249

E-MAIL ADDRESS: laragon@sandi.net

DUE: April 6, 2018 (Traditional)

May 2, 2018 (year Round)

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>1/31/18</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>2/1/2018</u> |
| <input checked="" type="checkbox"/> Other (list): <u>Staff Input</u> | Date of presentation: <u>1/30/18</u> |

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: 2/1/2018

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.

Marisol Marin
Type/Print Name of School Principal

[Signature]
Signature of School Principal

5/21/18
Date

Josefina Ring
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

5/21/18
Date

Lamont Jackson
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

5-30-18
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**

Paradise Hills Elementary School is a quality neighborhood school since 1964. We are located in an older community populated by families that are racially, ethnically and linguistically diverse. We are proud that second and third generation students attend Paradise Hills and that many faculty and staff members have worked here for many years. Teachers and parents work collaboratively to provide a high-quality education for students. We are committed to building and fostering a safe space for caring, compassionate, critical thinking community members. In turn, they will know how to build communities, collaborate, and communicate effectively to both set, and achieve, their goals.

Paradise Hills is a quality neighborhood school located in the Morse Cluster. Our school is ethnically diverse with 66% being Latino/Hispanic, 12% Filipino and 6% African American, 6% White and 9% Two or More Races. We are a Title I school with 70% qualifying for free/reduced lunch and 35% English Language Learners.

Our target groups are our Hispanic/Latino, Socioeconomic Disadvantage, and English Language Learners. Through looking at the hard data many of our English Language Learners are counted as Hispanic/Latino and Socioeconomic Disadvantaged sub-groups. We are using targeted funds to support our school wide goals of increasing literacy, math and English language proficiency as well as the social-emotional wellbeing of our learning community.

SCHOOL VISION AND REALITY

The vision for our school remains constant: we are building and fostering a safe space for caring, compassionate, critical thinking community members. Our school strives for a healthy learning environment that produces critical thinkers. We strive to build communities, collaborate, and communicate effectively in order to reach our goals.

The ideal state for our school culture is that every person that walks onto our campus feels a sense of belonging and acceptance. Also that everyone feels they will be successful in what they do.

The ideal state for academic press is where every child is guaranteed a viable curriculum where the adults they work with truly care and put the time and effort in ensuring their ultimate success. Teachers working collaboratively to plan a rigorous curriculum where children have the opportunity to apply their knowledge by thinking critically, working collaboratively and communicating their grade level understanding orally and in written form.

To unlock the genius in all learners we it is essential to look at our current reality. This what we see:

- School –wide Community Building through the creation and implementation of 10 expectations in the “Puma Promise” and Voice and Speed Levels on campus*
- Continued de-cluttering of classrooms, office, and supply room*
- Creating classrooms that focus on current learning with learning objectives posted and referred to during lessons*
- Teachers working on becoming facilitators to learning and providing more opportunities for students’ voices heard through partner talk and collaborative conversations*
- Having a school focus which guides our conversation around teaching and learning*

In our school culture and social environment we see:

- Community Building School –wide through the creation of “Puma Promise” expectations and Voice and Speed Levels on campus
- Expectation Assemblies presented to students
- Inviting entrance and colorful bulletin boards that celebrates students’ work
- Establishing students clubs facilitated by teachers: Puma Press, Student Council, Safety Patrol (In Planning stage: Comic/Drawing Club and Ballet Folklorico Dance)
- Office staff and teaching staff going through professional development around
- Teachers working in collaborative teams to share and value teaching knowledge
- Establishing of new Parent Learning Lab for training around how to support children
- Increase of parents willing to volunteer
- Re-establishing of social committees for staff members
- Establishing “norms” for professional conversations during professional development, grade level collaborative and staff meetings
- In terms of our academic press this what our reality is:
- Common collaboration time every week for three hours centered around 4 critical questions
- Collaborating to create a guaranteed and viable curriculum across grade level
- Creating common formative and summative assessments
- Using the DuFour’s PLC model to decide what teaching and learning will look, feel and sound like at PH
- Monitoring of student work to strengthen lessons
- Attending off site professional development as a grade level team to create a common understanding and language
- Engaging in Learning Cycles to improve teacher practice
- Seeking support from sister schools (triad 1) so we can see and share best practices

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 1(August-November) - **The Power of Yet!**: Creating an environment that fosters caring, collaboration and perseverance.

Cycle 2 (November -February) - **How Do You Know?**: Strengthening student's ability to communicate their critical thinking through collaborative conversations.

Cycle 3 (February - April) - **We All Learn Differently!:** Creating awareness of how we learn best, set goals and recognize what supports we need to be successful.

Cycle 4 (April - June) - **We Got This!:** Developing a student's commitment to take an active stance in one's own learning as well as 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 meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Paradise Hills Elementary holds shared decision making as a vital part of what makes a quality neighborhood school. To create a budget that was transparent all stakeholders were tasked to give input in its development. Our SSC and SGT were asked to take an evaluation summary and through this evaluation summary we completed the evaluation and assessment survey summary.

We did the following:

- *Stakeholder meetings were held to discuss current strategies that were funded and what funds were available for the coming year.*
- *Stakeholder were tasked to rank what they felt was providing results based on hard and soft data.*
- *Stakeholders ranked activities and strategies they considered beneficial to increase/decrease or add to what was currently being provided.*
- *Budget proposals were developed to show different scenarios*
- *Budget proposals were reviewed by stakeholders*
- *Stake holders met to make recommendations to principal and present to SSC*
- *At the SSC meeting representatives from all stakeholder groups discussed what their recommendation to the principal was*
- *Principal made the recommendation taking all stakeholders recommendations*
- *SSC made the final decision*

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 61% (approx. 33 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 57% (approx. 28 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 53% (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 47% (approx. 7 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 39% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 53% (approx. 17 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 17% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 11% (approx. 1 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):

Teachers will also use DRA, Interim and end of the unit assessments to progress monitor student achievement toward grade level standards.

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

Teachers will analyze student work such as writing samples, running records and anecdotal notes as a team and create next steps for Tier 2 intervention and Tier 1 instruction based on grade level standards and expectations.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 63% (approx. 26 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 24 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 53% (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 47% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 15 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 47% (approx. 15 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 17% (approx. 1 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 11% (approx. 1 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):

Teachers will also use exit slips, Fountas and Pinnell as well as end of the unit assessments to progress monitor student achievement toward grade level standards.

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

Teachers will analyze as a team and great next steps for Tier 2 intervention and Tier 1 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.

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):

Teachers will use writing samples, running records and collaborative conversation rubrics developed by staff.

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

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

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

By June 2019, at least 68% (approx. 37 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 71% (approx. 35 5th graders) will meet or exceed level 44 in DRA.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Teachers will use Writing Samples, Pre/Post Unit of study reading assessment, running records, conferring anecdotal notes and site developed collaborative conversation rubric.

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

Teachers will analyze as a team and great next steps for Tier 2 intervention and Tier 1 instruction.

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

By June 2019, 100% (approx. 200 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 80% (approx. 200 families) will attend up to two trainings on high leverage trainings parent involvement in students' education.

Targeted Population:

All parent groups will be targeted, but in particular our EL parents will be involved in ongoing parent education, as well involvement in school governing bodies (SSC, SGT, ELAC).

What data did you use to form these goals?

Sign-in sheets, SSC, SGT, ELAC and PTA rosters

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

Teachers and counselors will meet twice per year to analyze student progress using site developed criteria. Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading or strategic small group sessions.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim assessment, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers such as 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..
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy.
- 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 reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.
- Speech and language pathologist will provide supplemental support to English learners with language needs.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Supplemental instructional supplies will be used to support instruction in classrooms

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$9,644.00	\$9,644.00	0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supports classroom and intervention materials

How will you monitor these strategies/activities?

- Administrator will observe use of supplies to support instruction
- Student work posted in class and around campus

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

- Assistant to provide additional support for students that are learning a second language and that also may receive services
- Provide teachers to align instruction with EL standards, IEP goals with Common Core Standards for students learning a second language and receive services.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.1000	\$2,542.10	\$6,324.60	0229-30100-00-2101-1000-4760-01000-0000	Title I Basic Program	03, 04	Supports intervention of classroom instruction for English Learners

How will you monitor these strategies/activities?

- Assistant's schedule with classrooms and student supporting
- IEP goals that will be focused on
- Copies of agendas, notes with outcomes, lesson designed, charts etc,
- Seeing implementation of what has been planned in classroom

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

- PLC sessions using continuous learning cycle
- Lesson design focus and planning for collaboration

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$10,946.00	\$13,177.89	0229-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supports professional development and time to analyze student work to plan next steps

How will you monitor these strategies/activities?

- Administration participation
- classroom observation
- Improved student achievement (work samples etc.)
- Agendas, notes and student data used

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

- Counseling and health tech support for social emotional well being
- Supports instruction in class and PLC
- Counselor provides lessons and small group instruction to assist with social skills
- Facilitates SST and 504 meetings to build parent school communication and supports students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	\$15,886.20	\$25,149.43	0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04	Support students' emotional/social needs of students in individual, small and whole group setting.
Health Technician	0.3000	\$10,235.40	\$19,024.12	0229-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Support the health and well-being of all students.

How will you monitor these strategies/activities?

- Incident behavior Reports
- Attendance
- DRA/ELPAC Scores
- Interim Assessments
- Health office visitation log

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$133.00	\$133.00	0229-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Provide light refreshments for parent meetings
Other Support Prsnl PARAS Hrly		\$500.00	\$642.05	0229-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for Parent Meetings/trainings
Tech Professional OTBS Hrly		\$200.00	\$256.82	0229-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for Parent Meetings/Training

Paradise Hills Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Interprogram Svcs/Duplicating		\$351.00	\$351.00	0229-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Duplicating of Parent Handbook
Supplies		\$200.00	\$200.00	0229-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Supplies to support Parent Communication

How will you monitor these strategies/activities?

- sign in sheets
- participation rates
- agendas
- parent feedback

Local Control Funding Formula Goals and Budget
<p>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?</p>
<p>Intervention Support Goal:: Provide targeted small group Tier 2 instruction during literacy block, focusing on word study, fluency and comprehension in literacy and fluency in math in grades TK - 5th grade.</p> <p>Identified Need:: Students not meeting grade level expectations in literacy and math.</p> <p>Target Group:: Students in TK - 5th grade who are considered below grade level according to district DRA/ARI standards and report card.</p> <p>Monitoring:: Data collection: DRA, Interim Assessment and Voyager Learning Benchmark Assessment</p> <p>Personnel Responsible:: Teacher and administrator</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Supplemental instructional materials and online supports will be provided to enhance student achievement.</p> <p>Identified Need:: Supplemental material to support Tier 2 instruction that are Common Core aligned</p> <p>Target Group:: Students in TK - 5 classrooms</p> <p>Monitoring:: Data collection: DRA, Writing samples and running records for literacy and math talk exit slips.</p> <p>Personnel Responsible:: Teachers and administrator</p>
<p>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?</p>

Professional Development Goal:
Professional Development within the PLC collaborative model will provide time to strengthen teacher's knowledge around the Common Core Standards for math and literacy. It will also provide time for teachers to analyze student work and design lessons that focus on core and Tier 2 instruction.

Identified Need::
To strengthen teacher's knowledge in designing lessons to address the instructional shifts in Common Core math and literacy as well as coming together in a timely manner to address students' needs.

Target Group::
All students and teachers in TK-5th grade

Monitoring::
Teachers will meet weekly for up to thirty weeks and provide agendas, reflections and artifacts developed during collaborative meeting. Ongoing observations from classroom visits and monitoring meetings will also be collect.

Personnel Responsible::
Teachers and administrator

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	\$15,886.20	\$25,149.43	0229-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support students emotional and social development through targeted lessons
ESL Asst	0.1000	\$2,542.10	\$6,324.60	0229-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support English Language Learners pull out support and ELPAC testing
Library Asst	0.1750	\$4,365.55	\$10,961.05	0229-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Support Student with access to library
Prof&Curriclm Dev Vist Tchr		\$2,511.00	\$3,023.00	0229-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supports PLC and ELPAC Testing

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 :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
Paradise Hills
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	127	49.6	120	44.2	116	45.7	-3.9	1.5	126	31.7	122	38.5	118	36.4	4.7	-2.1
Female	70	58.6	64	53.1	60	48.3	-10.3	-4.8	70	31.4	66	39.4	60	35.0	3.6	-4.4
Male	57	38.6	56	33.9	56	42.9	4.3	9.0	56	32.1	56	37.5	58	37.9	5.8	0.4
African American	8	-	8	-	5	-	-	-	8	-	8	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	21	61.9	14	64.3	14	71.4	9.5	7.1	21	57.1	14	57.1	14	57.1	0.0	0.0
Hispanic	86	43.0	82	36.6	83	37.3	-5.7	0.7	85	21.2	84	28.6	85	29.4	8.2	0.8
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	4	-	1	-	0	-	-	-	4	-	1	-	0	-	-	-
White	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-
Multiracial	6	-	12	66.7	12	66.7	-	0.0	6	-	12	75.0	12	50.0	-	-25.0
English Learner	30	20.0	24	12.5	19	10.5	-9.5	-2.0	29	17.2	27	14.8	21	19.0	1.8	4.2
English-Speaking	97	58.8	96	52.1	97	52.6	-6.2	0.5	97	36.1	95	45.3	97	40.2	4.1	-5.1
Reclassified†	30	73.3	19	63.2	26	53.8	-19.5	-9.4	30	40.0	19	57.9	26	34.6	-5.4	-23.3
Initially Eng. Speaking	67	52.2	77	49.4	71	52.1	-0.1	2.7	67	34.3	76	42.1	71	42.3	8.0	0.2
Econ. Disadv.*	127	49.6	107	43.0	96	41.7	-7.9	-1.3	126	31.7	109	36.7	96	33.3	1.6	-3.4
Non-Econ. Disadv.	0	-	13	53.8	20	65.0	-	11.2	0	-	13	53.8	22	50.0	-	-3.8
Gifted	40	75.0	28	71.4	20	70.0	-5.0	-1.4	40	65.0	28	67.9	20	60.0	-5.0	-7.9
Not Gifted	87	37.9	92	35.9	96	40.6	2.7	4.7	86	16.3	94	29.8	98	31.6	15.3	1.8
With Disabilities	17	0.0	16	6.3	0	-	-	-	16	0.0	0	-	20	10.0	10.0	-
WO Disabilities	110	57.3	104	50.0	96	55.2	-2.1	5.2	110	36.4	106	44.3	98	41.8	5.4	-2.5
Homeless	7	-	9	-	8	-	-	-	7	-	9	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	11	72.7	18	61.1	11	72.7	0.0	11.6	11	36.4	18	50.0	11	45.5	9.1	-4.5

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Paradise Hills
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	36	36.1	54	38.9	36	44.4	8.3	5.5	35	37.1	56	48.2	37	43.2	6.1	-5.0
Female	22	36.4	26	50.0	13	46.2	9.8	-3.8	22	36.4	28	53.6	13	46.2	9.8	-7.4
Male	14	35.7	28	28.6	23	43.5	7.8	14.9	13	38.5	28	42.9	24	41.7	3.2	-1.2
African American	0	-	5	-	1	-	-	-	0	-	5	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	6	-	3	-	6	-	-	-	6	-	3	-	6	-	-	-
Hispanic	24	29.2	36	30.6	25	32.0	2.8	1.4	23	30.4	38	36.8	26	34.6	4.2	-2.2
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
White	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Multiracial	2	-	8	-	3	-	-	-	2	-	8	-	3	-	-	-
English Learner	12	16.7	11	18.2	9	-	-	-	11	18.2	13	30.8	10	30.0	11.8	-0.8
English-Speaking	24	45.8	43	44.2	27	51.9	6.1	7.7	24	45.8	43	53.5	27	48.1	2.3	-5.4
Reclassified†	4	-	2	-	8	-	-	-	4	-	2	-	8	-	-	-
Initially Eng. Speaking	20	40.0	41	41.5	19	47.4	7.4	5.9	20	40.0	41	51.2	19	47.4	7.4	-3.8
Econ. Disadv.*	36	36.1	46	34.8	29	41.4	5.3	6.6	35	37.1	48	43.8	29	37.9	0.8	-5.9
Non-Econ. Disadv.	0	-	8	-	7	-	-	-	0	-	8	-	8	-	-	-
Gifted	9	-	9	-	7	-	-	-	9	-	9	-	7	-	-	-
Not Gifted	27	25.9	45	35.6	29	37.9	12.0	2.3	26	30.8	47	42.6	30	36.7	5.9	-5.9
With Disabilities	7	-	9	-	0	-	-	-	6	-	0	-	8	-	-	-
WO Disabilities	29	44.8	45	44.4	28	57.1	12.3	12.7	29	44.8	47	57.4	29	48.3	3.5	-9.1
Homeless	1	-	5	-	8	-	-	-	1	-	5	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	12	58.3	3	-	-	-	3	-	12	58.3	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
Paradise Hills
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	41	61.0	30	40.0	50	48.0	-13.0	8.0	41	34.1	30	23.3	50	38.0	3.9	14.7
Female	23	69.6	20	40.0	28	53.6	-16.0	13.6	23	26.1	20	25.0	28	32.1	6.0	7.1
Male	18	50.0	10	40.0	22	40.9	-9.1	0.9	18	44.4	10	20.0	22	45.5	1.1	25.5
African American	4	-	0	-	4	-	-	-	4	-	0	-	4	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	5	-	5	-	3	-	-	-	5	-	5	-	3	-	-	-
Hispanic	29	51.7	21	38.1	36	41.7	-10.0	3.6	29	20.7	21	14.3	36	33.3	12.6	19.0
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Multiracial	3	-	2	-	6	-	-	-	3	-	2	-	6	-	-	-
English Learner	9	-	9	-	4	-	-	-	9	-	10	0.0	4	-	-	-
English-Speaking	32	68.8	21	52.4	46	52.2	-16.6	-0.2	32	37.5	20	35.0	46	39.1	1.6	4.1
Reclassified†	10	50.0	5	-	9	-	-	-	10	40.0	5	-	9	-	-	-
Initially Eng. Speaking	22	77.3	16	43.8	37	54.1	-23.2	10.3	22	36.4	15	26.7	37	40.5	4.1	13.8
Econ. Disadv.*	41	61.0	28	42.9	39	41.0	-20.0	-1.9	41	34.1	28	25.0	39	33.3	-0.8	8.3
Non-Econ. Disadv.	0	-	13	53.8	11	72.7	-	18.9	0	-	13	53.8	11	54.5	-	0.7
Gifted	13	92.3	7	-	7	-	-	-	13	84.6	7	-	7	-	-	-
Not Gifted	28	46.4	23	34.8	43	46.5	0.1	11.7	28	10.7	23	17.4	43	34.9	24.2	17.5
With Disabilities	2	-	16	6.3	0	-	-	-	2	-	0	-	20	10.0	-	-
WO Disabilities	39	64.1	24	50.0	42	57.1	-7.0	7.1	39	35.9	24	29.2	42	45.2	9.3	16.0
Homeless	4	-	9	-	5	-	-	-	4	-	9	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	8	-	-	-	4	-	0	-	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.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Paradise Hills
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	50	50.0	36	55.6	30	43.3	-6.7	-12.3	50	26.0	36	36.1	31	25.8	-0.2	-10.3
Female	25	68.0	18	72.2	19	42.1	-25.9	-30.1	25	32.0	18	33.3	19	31.6	-0.4	-1.7
Male	25	32.0	18	38.9	11	45.5	13.5	6.6	25	20.0	18	38.9	12	16.7	-3.3	-22.2
African American	4	-	3	-	0	-	-	-	4	-	3	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	10	70.0	6	-	5	-	-	-	10	50.0	6	-	5	-	-	-
Hispanic	33	45.5	25	44.0	22	36.4	-9.1	-7.6	33	15.2	25	28.0	23	17.4	2.2	-10.6
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Multiracial	1	-	2	-	3	-	-	-	1	-	2	-	3	-	-	-
English Learner	9	-	4	-	6	-	-	-	9	-	4	-	7	-	-	-
English-Speaking	41	58.5	32	62.5	24	54.2	-4.3	-8.3	41	29.3	32	40.6	24	33.3	4.0	-7.3
Reclassified†	16	87.5	12	50.0	9	-	-	-	16	31.3	12	50.0	9	-	-	-
Initially Eng. Speaking	25	40.0	20	70.0	15	53.3	13.3	-16.7	25	28.0	20	35.0	15	40.0	12.0	5.0
Econ. Disadv.*	50	50.0	33	54.5	28	42.9	-7.1	-11.6	50	26.0	33	36.4	28	28.6	2.6	-7.8
Non-Econ. Disadv.	0	-	3	-	2	-	-	-	0	-	3	-	22	50.0	-	-
Gifted	18	66.7	12	91.7	6	-	-	-	18	55.6	12	75.0	6	-	-	-
Not Gifted	32	40.6	24	37.5	24	33.3	-7.3	-4.2	32	9.4	24	16.7	25	20.0	10.6	3.3
With Disabilities	8	-	16	6.3	0	-	-	-	8	-	0	-	20	10.0	-	-
WO Disabilities	42	59.5	35	57.1	26	50.0	-9.5	-7.1	42	31.0	35	37.1	27	29.6	-1.4	-7.5
Homeless	2	-	3	-	8	-	-	-	2	-	3	-	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	5	-	0	-	-	-	4	-	5	-	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.

ACHIEVEMENT

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



San Diego Unified School District
Paradise Hills Elementary

TITLE I PARENT INVOLVEMENT POLICY 2018-2019

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

Paradise Hills Elementary has developed a written Title I parental involvement policy with input from Title I parents. Parental input from various parent meetings including but not limited to Parent/Teacher Association (PTA), English Learner Advisory Committee, monthly Parent Coffees, and Site Governance Team are shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the development of this policy.

This policy will be distributed to parents of Title I students. The policy will be explained and distributed at our fall Back-to-School night. It will be sent home the following day to those families who were not in attendance.

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 Paradise Hills 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. This is usually done in connection with our fall Back-to-School night parent meeting.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings at Paradise Hills Elementary are held on various days of the week. Some meetings are held before or during school. Occasionally evening meetings are also held. Meeting days and times are based on parent input.
- 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. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration. All parents are notified and encouraged to participate and provide input at these meetings. However, only members of the SSC are allowed to vote.
- The school provides parents of Title I students with timely information about Title I programs. The school bulletin boards, school newsletter, flyers, phone calls, marquee and website are used to advertise parent meetings and training sessions offered at our school and off site such as: the District Advisory Council and English Language Advisory Council (both held at Harold J. Ballard Parent center), Morse Cluster Meetings and other trainings held throughout our district.
- 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. Back-to-School night, Parent/Teacher conferences and report cards are a few ways in which our school informs our parents. Parents are also notified annually of individual assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- 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. These parent meetings will be offered with opportunities for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

Home School-Parent Compact:

Paradise Hills Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

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

The School Site Council team meets once a year to review the Home School-Parent Compact. We post the Compact on our website so all parents and teachers can refer to it. School staff review Compact during a staff meeting with any suggestions regarding revisions and parents are invited to School Site Council to give input on any needed revisions. School staff present the School-Parent Compact during the Curriculum Night the first month of school. Every family is asked to sign the Compact as to affirm their understanding of how school and home will work together for student achievement.

Building Capacity for Involvement:

Paradise Hills 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. During our Curriculum Night, during the first month of school, school staff provide an in depth out line of what students will be learning during the year and what standards students will be focusing on. They also demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. During the school year school staff will provide parent training to discuss how to support students with academic progress. We will provide sessions that target bullying, homework, writing and understanding of assessments that are administered during the year such as ELPAC, CAASSP, GATE and DRA.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners. During the school year school staff work together to support how to work with families who are economically disadvantaged, and have students with special needs, and explain academic progress in parent friendly language.
- 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. Paradise Hills Elementary provides written and oral information to families in both Spanish and English. We have two bilingual office staff members so they can communicate with our families. Translation is also provided to better service our families

Accessibility

Paradise Hills Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Our school provide a variety of communication modes to get our information out to community and families. Here is a sample of how we reach out to families:

- Notices/Flyers home
- School Messenger
- Marquee Announcements
- Social Media

ACHIEVEMENT

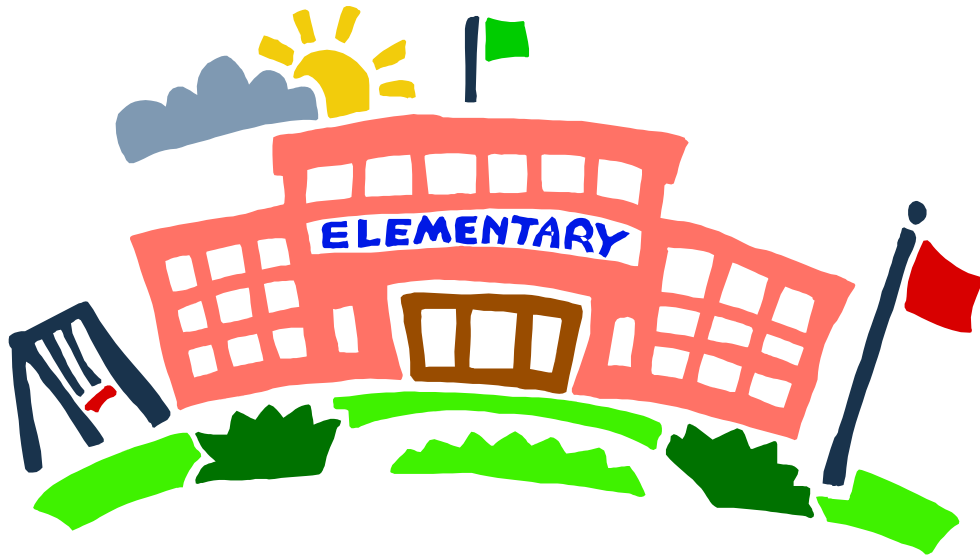
APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO CITY SCHOOLS
Paradise Hills Elementary School

HOME SCHOOL COMPACT

Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district and citizenship standards.



Teacher's Signature _____ Date _____

School Administrator's
Signature _____ Date _____

We have discussed this compact and understand it will be placed in the child's file/cumulative folder:

Parent/Guardian
Signature _____ Date _____

Student Signature _____ Date _____

SCHOOL ADMINISTRATOR COMMITMENTS



PARADISE HILLS ELEMENTARY

INSTRUCTIONAL LEADERSHIP:

1. I will work to ensure a positive learning climate at the school, and hold high expectations for student achievement.
2. I will provide instructional leadership to inspire and encourage staff to learn and practice a variety of effective teaching strategies.
3. I will ensure that a high quality curriculum that addresses student needs and enables students to meet or exceed district standards in place at our school.
4. I will effectively utilize site and community resources to improve student achievement.

SCHOOL ENVIRONMENT:

5. I will foster a safe and positive environment with a consistent application of the site discipline plan.
6. I will create a welcoming environment for students, families, and community members.

COMMUNICATION:

7. I will provide regular and direct communication regarding school and learning issues to students, families, and the community.

STAKEHOLDER INVOLVEMENT:

8. I will ensure all stakeholders have the opportunity to be involved/represented in the site decision making process.
9. I will provide staff, parents and community with ways to participate in planning, reviewing, and implementing the Annual Action Plan.
10. I will provide equitable opportunities for parents to receive appropriate training to support student learning and strengthen Parent involvement.

DISTRICT COMMITMENTS



STUDENT LEARNING:

1. We will focus our efforts and provide equitable resources to raise student achievement.
2. We will connect schools with integrated resources and services consistently across the district. If all stakeholders in the learning process have fulfilled their roles and responsibilities, and the child still does not successfully meet district standards, we will work collaboratively with the school and parent/guardian to identify, implement, and fund appropriate interventions beyond those previously provided by the site (personnel, referrals, and other services, etc.)

HOME:

3. We will promote parent involvement and training, and foster a climate of two-way communication between the district and the home.

SUPPORT FOR THE COMPACT:

4. We will consistently investigate, develop, and implement district wide policies to issues such as attendance, discipline and tardiness.
5. We will support the commitments that the home and school make to each other as reflected in the compact.



San Diego City Schools (adapted from the California State PTA Parent Education Manual, *Parent Empowering Parents (Section I, Exhibit H)*; includes school-parent compact requirements as stated in Title I of Improving America's Schools Act, Section 1118 (d), and district accountability requirements)

STUDENT COMMITMENTS



ACADEMIC:

1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignments to the best of my ability and get help when I need it.

CITIZENSHIP:

3. I will follow school rules (including the site discipline code) and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements ("put downs").
7. I will respect the property of the school, the community, and others.

HOME:

8. Every day, I will spend time reading (including reading for fun), completing homework and limiting my non-academic technology use.

TEACHER COMMITMENTS

TEACHING AND LEARNING:

1. I will set high expectations for students learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work.
4. I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
5. I will seek out additional resources, such as individual instruction, peer coaching/tutoring, etc., to meet my students special academic needs.
6. I will advocate for my student's non-academic needs.

SCHOOL:

7. I will help to create a welcoming environment for students, families, and community members.
8. I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
9. I will actively participate in site decision making.

HOME:

10. I will communicate with the parents of my students through frequent reports on their child's progress.
11. I will schedule parent-teacher conferences, return parent calls, and be reasonable available to parents.
12. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS

SCHOOL SUPPORT:

1. I will ensure my child attends school daily, on time prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.



SCHOOL COMMUNICATION AND INVOLMENT:

7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be able to teachers and will return teacher calls in a timely manner.
10. I will participate and/or volunteer in classroom/school activities and encourage my child to do the same.

HOME LEARNING:

11. I will provide a regular time, place, and supervision for homework completion.
12. I will read to my child or ensure that my child reads daily just for pleasure
13. I will limit my child's non-academic technology use and encourage positive uses of out-of-school time.

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
Paradise Hills Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 2,511.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		2101	Classroom PARAS	ESL Asst	0.1000	\$ 2,542.10
		2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		3000	Employee Benefits			\$ 20,153.23
	09800 Total				0.4750	\$ 45,458.08
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 10,946.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		2101	Classroom PARAS	ESL Asst	0.1000	\$ 2,542.10
		2236	Health Prsnl PARAS	Health Technician	0.3000	\$ 10,235.40
		3000	Employee Benefits			\$ 24,066.34
		4301	Supplies			\$ 9,644.00
	30100 Total				0.6000	\$ 73,320.04
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 500.00
		2455	Tech Professional OTBS Hrly			\$ 200.00
		3000	Employee Benefits			\$ 198.87
		4301	Supplies			\$ 200.00
		4304	Inservice supplies			\$ 133.00
		5721	Interprogram Svcs/Duplicating			\$ 351.00
	30103 Total					\$ 1,582.87

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Paradise Hills Elementary

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The majority of our surveys indicated that Paradise Hills Elementary is FULLY maximizing instructional time. The plan is to continue to strengthen our communication with parents regarding strategies/activities using data analyzed by teachers. We will also continue to further support our students with intensive interventions in ELA and Mathematics.
CLOSING THE ACHIEVEMENT GAP	Majority of surveys indicated that they felt we are SUBSTANTIALLY and FULLY closing the gap. The school plans to provide more supports for students that are English Language Learners, students with disabilities as well as socio-economically disadvantaged students.
PROFESSIONAL DEVELOPMENT	Survey indicated we are FULLY maximizing the professional development time at our school. It is evident that we value professional development at Paradise Hills Elementary. This time gives teachers time to collaborate by looking at soft and hard data in order to provide next steps for student learning.
GRADUATION/PROMOTION	At Paradise Hills Elementary the survey indicates that we are FULLY Implemented and have clearly articulated measurable goals for graduation/promotion. The responses point out that we are moving closer to aligning district instructional curriculum with Common Core Standards. In addition the development and use of progress monitoring such as rubrics and analysis of soft and hard data continues to be strengthened to meet all level of learners.
PARENT ENGAGEMENT	The majority of the surveys indicated that our school has implemented parent engagement at a range of PARTIALLY and/or SUBSTANTIALLY. The responses indicated that Paradise Hills provides learning possibilities to parents through ESL classes, parent workshops and has a strong PTA which provides parents the opportunity to get involved in student activities. Parents are kept informed of events through informational meetings and workshops through a variety of communication strategies.