

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT PARADISE HILLS ELEMENTARY SCHOOL

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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Attachment 2  
Modification of SPSA

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

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

SCHOOL NAME: Paradise Hills Elementary

**DUE March 13, 2015**

SITE CONTACT PERSON: Marisol Marin

PHONE: 619-344-5200

FAX: 619-344-5249

E-MAIL ADDRESS: mmarin@sandi.net

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

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

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

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 PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) Date of presentation: 3-10-15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3-10-15
- Site Governance Team (SGT) Date of presentation: 3-10-15
- 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: 3-12-15

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

\_\_\_\_\_  
Marisol Marin  
Type/Print Name of School Principal

\_\_\_\_\_  
*Marisol Marin*  
Signature of School Principal

\_\_\_\_\_  
3-12-15  
Date

\_\_\_\_\_  
Glen Sawyers  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
*Glen Sawyers*  
Signature of SSC Chairperson

\_\_\_\_\_  
3/12/15  
Date

\_\_\_\_\_  
Lamont Jackson  
Type/Print Name of Area Superintendent

\_\_\_\_\_  
*Lamont Jackson*  
Signature of Area Superintendent

\_\_\_\_\_  
3.16.15  
Date

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

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

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

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

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

**SCHOOL VISION AND REALITY****Vision*****What is your personal vision for your school?***

*My vision is that every child lives their learning lives in healthy environments that produce intellectual, caring, secure, independent and are actively literate. Every child will achieve this goal through community building, collaboration and clear communication.*

***Describe your ideal state for school culture.***

*My ideal state for 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.*

***Describe your ideal state for academic press.***

*My 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.*

**Current Reality*****What is your school's current reality in relation to your vision?***

*School –wide Community Building through the creation 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*

***Describe your current school culture and social environment.***

*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*

***Describe your current reality in terms of academic press.***

*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

Grades K-3 with CSR: 1:22

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 meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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



**SCHOOL SITE COUNCIL MEMBERSHIP**

| <b>Member Name</b> | <b>Role</b>                       |
|--------------------|-----------------------------------|
| Marisol Marin      | Principal                         |
| Any Vindel         | Other School Personnel            |
| Glen Sawyers       | Classroom Teacher, Chairperson    |
| Maria Tess Susana  | Classroom Teacher                 |
| Diana Cruz         | Classroom Teacher - DAC alternate |
| Darius Bentton     | Parent - DAC Rep                  |
| Pamela McNutt      | Parent                            |
| Ivette Hernandez   | Parent - ELAC Rep                 |
| Julie Davis        | Parent                            |
| Monique Mendiola   | Parent                            |
|                    |                                   |

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 07/21/2016, 40 % of Paradise Hills Elementary Students will meet Common Core grade level standards in SBAC

**Closing the Gap SMART Goal:**  
 \* By 07/21/2016, 30 % of Paradise Hills Elementary English Learner, Students will meet Common Core grade level standards in SBAC

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

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

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

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 07/21/2016, 35 % of Paradise Hills Elementary Students will meet Common Core grade level standards in SBAC

**Closing the Gap SMART Goal:**  
 \* By 07/21/2016, 30 % of Paradise Hills Elementary English Learner, Students will meet Common Core grade level standards in SBAC

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

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 07/21/2016, 50.3 % of Paradise Hills Elementary English Learner will grow at least one proficiency band from previous year or reach proficient/advance in California English Language Development Test

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 07/21/2016, 80 % of Paradise Hills Elementary Grade 03, Students will be at level 38 in DRA

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

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

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

\* By 07/21/2016, 80 % of Paradise Hills Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement

**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?:**

**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.
- 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 CELDT.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- 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.

**SUPPLEMENTAL SUPPORTS**

| Proposed Expenditures          | FTE    | Estimated Cost | Funding Source Budget Code              | Funding Source             | Area Goal(s)       | Rationale  |
|--------------------------------|--------|----------------|---|----------------------------|--------------------|--|
| Position Health Technician,    | 0.2000 | \$6,689.00     | 0229-30100-00-2236-3140-0000-01000-0000 | Title I Basic Program      | 01, 02, 03, 04, 05 | Health tech will provide health support to students so that they are ready to learn and help school attain school goals.   |
| Position Elem Prep Teacher/Pe, | 0.1000 | \$7,560.80     | 0229-30100-00-1118-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03, 04     | Additional release time for teachers to meet in PLC  |
| Position School Counselor,     | 0.2000 | \$15,098.80    | 0229-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program      | 01, 02, 03, 04, 05 | Counselor will provide socio-emotional support to students so that they are ready to learn and help school attain school goals.  |
| Supplies                       | -      | \$3,214.00     | 0229-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03, 04     | Supplemental instructional supplies such as chart paper, pencils, markers, journals, chart stands, binders, book bins, classroom printer toner etc.. to support Common Core and help school attain schoolwide goals. |
| Prof&Curriclm Dev Vist Tchr    | -      | \$26,000.00    | 0229-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program      | 01, 02, 03, 04     | Teachers will attend Professional Learning communities to analyze student progress and plan instruction in order to meet school wide goals.  |
| Non Clsrm Tchr Hrly            | -      | \$250.00       | 0229-30103-00-1957-2495-0000-01000-0000 | Title I Parent Involvement | 05                 | Teachers providing parent training focusing on Common Core Standards and instruction.  |
| Other Support Prsnl PARAS Hrly | -      | \$400.00       | 0229-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | 05                 | childcare for parent events and meetings.  |
| Inservice supplies             | -      | \$483.00       | 0229-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | 05                 | Light refreshments and materials for parent events and meetings.   |
| Tech Professional OTBS Hrly    | -      | \$100.00       | 0229-30103-00-2455-2495-0000-01000-0000 | Title I Parent Involvement | 05                 | Translation for parent events and meetings.  |
|                                |        |                |   |                            |                    |  |



| Local Control Funding Formula Goals   |
|---|
| <p><b>Goal 1: Intervention Supports</b><br/>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><b>Intervention Support Goal:</b><br/>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><b>Identified Need:</b><br/>Students not meeting grade level expectations in literacy and math.</p> <p><b>Target Group:</b><br/>Students in TK - 5th grade who are considered below grade level according to district DRA/ARI standards and report card.</p> <p><b>Monitoring:</b><br/>Data collection: DRA, Interim Assessment and Voyager Learning Benchmark Assessment</p> <p><b>Personnel Responsible:</b><br/>Teacher and administrator</p> |
| <p><b>Goal 2: Classroom Supports</b><br/>A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>  |
| <p><b>Classroom Support Goal:</b><br/>Supplemental instructional materials and online supports will be provided to enhance student achievement.</p> <p><b>Identified Need:</b><br/>Supplemental material to support Tier 2 instruction that are Common Core aligned</p> <p><b>Target Group:</b><br/>Students in TK - 5 classrooms</p> <p><b>Monitoring:</b><br/>Data collection: DRA, Interim Assessment and Voyager Learning Benchmark Assessment</p> <p><b>Personnel Responsible:</b><br/>Teachers and administrator</p>  |
| <p><b>Goal 3: Professional Development</b><br/>Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>   |
| <p><b>Professional Development Goal:</b></p>  |

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    | Estimated Cost | Funding Source Budget Code              | Funding Source            | Area Goal(s)           | Rationale  |
|---------------------------------|--------|----------------|---|---------------------------|------------------------|--|
| Position Library Asst,          | 0.3750 | \$9,416.63     | 0229-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2         | Library Assistant will work with small groups and support literacy skills in the library.  |
| Other Support Prsnl PARAS Hrly  | -      | \$1,300.00     | 0229-09800-00-2281-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2         | Additional support to contact parents regarding student attendance.  |
| Prof&Curriclm DevHrlyClstrmTchr | -      | \$1,650.00     | 0229-09800-00-1170-2130-0000-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3 | Additional curriculum planning time for teachers.  |
| Non Clstrm Tchr Hrly            | -      | \$1,500.00     | 0229-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3 | Visiting Teachers for CELDT testing  |
| Prof&Curriclm Dev Vist Tchr     | -      | \$11,970.00    | 0229-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 1, LCFF 2, LCFF 3 | To support PLC, release time for teachers to attend Professional Development off site, and short term push in support for EL students. |
|                                 |        |                |   |                           |                        |  |

## ACHIEVEMENT

**APPENDICES**

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

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

ACHIEVEMENT

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*



San Diego Unified School District  
**Paradise Hills Elementary**

**TITLE I PARENT INVOLVEMENT POLICY**

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

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.

**ACHIEVEMENT****APPENDIX B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

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 will be 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 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), and completing homework.



## 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 reasonably 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 INVOLVEMENT:

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 available 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 television viewing time and encourage positive uses of out-of-school time.

ACHIEVEMENT

**APPENDIX C**

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

San Diego Unified School District  
 Site: 0229 Paradise Hills Elementary  
 As of Date 04-13-2015  
 Extended Summary

| Name                                   | 30100 Title I<br>Basic Program |                  | 30103 Title I<br>Parent<br>Involvement |                 |
|--|--------------------------------|------------------|--|-----------------|
|  | FTE                            | TOTAL            | FTE                                    | TOTAL           |
|  |                                | <b>75,860.00</b> |  | <b>1,387.00</b> |
|  |                                | <b>75,860.69</b> |  | <b>1,387.59</b> |
|  |                                | <b>(0.69)</b>    |  | <b>(0.59)</b>   |
| <b>Certificated Salaries / Monthly</b> | <b>0.30</b>                    | <b>22,659.60</b> | -                                      | -               |
| 2016 Elem Prep Teacher/Pe              | 0.10                           | 7,560.80         | -                                      | -               |
| 2605 School Counselor                  | 0.20                           | 15,098.80        | -                                      | -               |
| <b>Classified Salaries / Monthly</b>   | <b>0.20</b>                    | <b>6,689.00</b>  | -                                      | -               |
| 6410 Health Technician                 | 0.20                           | 6,689.00         | -                                      | -               |
| <b>Certificated Salaries</b>           |                                | <b>26,000.00</b> |  | <b>250.00</b>   |
| 1192 Prof&Curriclm Dev Vist Tchr       |                                | 26,000.00        |  | -               |
| 1957 Non Clsrm Tchr Hrly               |                                | -                |  | 250.00          |
| <b>Classified Salaries</b>             |                                | -                |  | <b>500.00</b>   |
| 2281 Other Support Prsnl PARAS Hrly    |                                | -                |  | 400.00          |
| 2455 Tech Professional OTBS Hrly       |                                | -                |  | 100.00          |
| <b>Employee Benefits</b>               |                                | <b>17,298.09</b> |  | <b>154.59</b>   |
| <b>Books and Supplies</b>              |                                | <b>3,214.00</b>  |  | <b>483.00</b>   |
| 4301 Supplies                          |                                | 3,214.00         |  | -               |
| 4304 Inservice supplies                |                                | -                |  | 483.00          |

ACHIEVEMENT

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

## Paradise Hills Elementary

|  |   |
|--|---|
| <b>Area Goals for 2014-15 SY</b>                   |   |
| <b>English Language Arts:</b>                      | By 7/21/15, 80% of TK-5th grade will move one grade level in DRA/ARI reading assessment.  |
| <b>Mathematics</b>                                 | By 7/21/15, 80% of 35% of 3-5th grade students will meet Common Core Grade level standards in SBAC.   |
| <b>English Language Development</b>                | By 7/21/15, 50.3% of English Language Learners will grow at least one proficiency band from previous year or reach proficient/advanced in California English Language Development Test. |
| <b>Graduation/Promotion Rate</b>                   | By 7/21/15, 80% of 3rd grades at Paradise Hills Elementary will be at level 38 in DRA.  |
| <b>Parent Involvement and Community Engagement</b> | By 7/21/15, 80% of Paradise Hills Elementary Parents/Guardians will participate in at least 2 school events in Parent and Community Engagement.   |

|                                      |  |
|--------------------------------------|--|
| <b>Academic Program Description:</b> | <b>The budget listed below is supplemental to the base program. Please see the base program model on the following page.</b> |
|--------------------------------------|--|

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

| Name                                | 30100 Title I Basic |                  | 30103 Title I |                 | Rationale   |
|-------------------------------------|---------------------|------------------|---------------|-----------------|---|
|                                     | FTE                 | TOTAL            | FTE           | TOTAL           |   |
|                                     |                     | <b>74,764.00</b> |               | <b>1,174.00</b> |   |
| 2016 Elem Prep Teacher/Pe           | 0.10                | 7,650.10         | -             | -               | Support PLC and intervention for students using a Learning Lab using physical activity that is integrated with literacy |
| 6410 Health Technician              | 0.20                | 6,522.80         | -             | -               | Support students with ensuring they are healthy and present everyday at school.   |
| 1192 Prof&Curriclm Dev Vist Tchr    |                     | 38,610.00        |               | -               | Support our PLC where teachers come together to plan and reflect on instruction using real time data.                   |
| 1957 Non Clsrn Tchr Hrly            |                     | -                |               | 300.00          | Training for parents regarding Common Core standards in math/literacy and other   |
| 2281 Other Support Prsnl PARAS Hrly |                     | -                |               | 300.00          | Daycare and translation services  |
| <b>Employee Benefits</b>            |                     | <b>12,186.09</b> |               | <b>103.78</b>   | Employee Benefits   |
| 4301 Supplies                       |                     | 9,795.00         |               | 370.00          | Supplemental Instructional materials and communication for parent involvement   |
| 5920 Postage Expense                |                     | -                |               | 100.00          | Communication with parents  |

## 2014-15 Elementary Core

### TEACHER ALLOCATIONS:

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

|                      |         |
|----------------------|---------|
| Grades K-3:          | 1:25.5  |
| Grades K-3 with CSR: | 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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

ACHIEVEMENT

**APPENDIX E**

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



## APPENDIX E

School Name: Paradise Hills Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

|  |             |
|--|-------------|
| Enter Total Allocation: Resource 30100 | \$75,860.00 |
| Enter Total Allocation: Resource 30106 | \$0.00      |
| Sum or Resources 30100 & 30106         | \$75,860.00 |
| 10% allocation needed for PD           | \$7,586.00  |

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

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

| Resource  | Acct | Description of how funds reserved for PD will be used to remove the school from PI status   | Amount      |
|---|------|---|-------------|
| <input checked="" type="checkbox"/> 30100<br><input type="checkbox"/> 30106 | 1192 | Teachers will attend Professional Learning communities to analyze student progress and plan instruction in order to meet school wide goals. | \$26,000.00 |
| <input checked="" type="checkbox"/> 30100<br><input type="checkbox"/> 30106 | 1118 | Additional release time for teachers to meet in PLC   | \$7,560.00  |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| <input type="checkbox"/> 30100<br><input type="checkbox"/> 30106            |      |   | \$0.00      |
| Total Allocated - Must be at least 10% of the sum of 30100 and 30106        |      |   | \$33,560.00 |
| 10 % allocation has been met  |      |   | <b>YES</b>  |