

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **NORMAL HEIGHTS ELEMENTARY** SCHOOL

2020-21

37-68338-0111864

CDS Code

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

Principal: Aguilar, John

Contact Person: Aguilar, John

Position: Principal

Telephone Number: (619) 584-6000;

Address: 3750 Ward Rd, Normal Heights Elementary, San Diego, CA, 92116,

E-mail Address: jaguilar@sandi.net

The following items are included:

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

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT



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

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

SCHOOL NAME: Normal Heights Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: John Aguilar

PHONE: 619-584-6000

FAX: 619-584-6090

E-MAIL ADDRESS: jaguilar@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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

1. The SSC is 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: 10/01/20

- | | |
|--|--------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: 10/01/20 |
| <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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/01/20

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

John Aguilar

Type/Print Name of School Principal

John Aguilar

Signature of School Principal / Date

Carolina Contreras

Type/Print Name of SSC Chairperson

/Carolina Contreras/

Signature of SSC Chairperson / Date

Karen Arias

Type/Print Name of ELAC Chairperson

/Karen Arias/

Signature of ELAC Chairperson / Date

Christina Casillas

Type/Print Name of Area Superintendent

Christina Casillas

Signature of Area Superintendent / Date

12/7/20

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

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

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

- SSC Meetings 10/01/20

- Title I Parent Involvement Meeting 10/30/20

RESOURCE INEQUITIES

Using the CAASSP, the California Dashboard, California Healthy Kids Survey and Parent Survey, site data, and review of the 2019-20 SPSA, resource inequities have been identified in curriculum support and materials, support staff, and professional learning.

Curriculum Support/Materials: Tier 1 curriculum/materials are the bedrock of school success. We have adopted the California Benchmark Advanced as a supplemental resource to our guaranteed viable curriculum. Initially beginning as a test pilot, we are now entering our third year of full school-wide implementation. These materials have played an integral role in achieving 60% Proficient/Advanced using CAASPP and site data. Our Tier 2 and 3 supports include Newsela, Raz Kids, Tumble Books, Mystery Science, and Vocab City, which provide additional support at the student individual learning zone.

Support Staff: Based on the California Dashboard, an inequity exists in the area of chronic absenteeism. Using Orbit (SDUSD) and the California Dashboard, our chronic absenteeism rate of 12.7% increased by 4% for the 2017-18 school year. Of urgent concern are our students with disabilities absent rate of 25% (an increase of 10%) and our homeless students with a 26.7% chronic absenteeism rate. Our Chronic Absenteeism coupled with Free and Reduced Lunch levels (89% of students) makes funding 4 days of a District Counselor a critical necessity to address the social-emotional well-being of our students. Our District Counselor is essential to our IMTSS process. Also, we hire a Resource teacher on an hourly basis to work with and help monitor our EL (LTELS and IFEPS) students. We consistently reclassify 30-40 students each year over the last 3 years.

Professional Learning (PLC): Increasing teacher knowledge and practice is a cornerstone for success. This year, Normal Heights has made a significant investment by teaming with the district's VAPA department to bring the Arts Education Program to our school while also serving a dual

purpose. Students will experience VAPA standards through lessons taught in three domains nine times a year taught by Art teachers while providing 3 hours of release time for general education teachers to participate in much needed PLC's.
It should be noted that with a limited amount of funds, choices must be made that are data supported and viable.

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

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

The 2019-20 school year was unlike any other school year with the closing of schools due to COVID-19. The shift from a physical site to a distance learning platform was remarkable in scope for a large school district but created many challenges. Multiple best practices could not be replicated in an online format. It is reasonable to think that the impact of school closures was due to these changes.

***Major Differences**

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

None

***Changes**

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

None

Normal Heights Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	Decrease chronic absenteeism of students with Disabilities	23.6%	15%	Chronic Absenteeism	trimester	
June 2021	TkK-5	Decrease chronic absenteeism of all students	15.2%	10%	Chronic Absenteeism	trimester	
*Identified Need							
<p>Based on the Title I ranking, Normal Heights is 90% socio-economically disadvantaged. Our all-student goal applies to this subgroup. California Dashboard (2019) indicates that the total chronic absenteeism for our school is 15.2% with an increase of 2.6% from the 2018 school year. We will reverse this trend by 3%.</p> <p>Chronic Absenteeism Subgroup Rates: English Learner- 12.7% Hispanic- 15.7% Homeless/Foster- 33.3%</p>							
*Online Learning Implications							
<p>We will continue to monitor daily attendance through multiple processes that include our school clerk, counselor, and teachers. Also, we have partnered with the district's Student Connection Team for additional supports.</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Hispanic or Latino	Reduce chronic absenteeism	15.2%	10%33.6%	Attendance	daily
June 2021	Tk-5	Students with Disabilities	Reduce chronic absenteeism	23.6%	20%	Attendance	daily
June 2021	Tk-5	English Learner	Reduce chronic absenteeism	12.7%	8%	Attendance	daily
June 2021	Tk-5	Students with Disabilities	Reduce Suspension	1%	0%	Suspension	yearly
June 2021	Tk-5	Black or African American	Reduce Suspension	1.4%	0%	Suspension	yearly

Counselor Interventions

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

All students will benefit from this strategy with a focus on our unduplicated student population (homeless youth, foster youth, and English Learners).

***Strategy/Activity - Description**

The school's District Counselor will continue to support students' social and emotional well-being as well as coordinating school and local services when appropriate to reduce chronic absenteeism. Our DC leads the following strategies: United Way Partnership (Hero), attendance groups, home visits, Improved Attendance/Character Education assemblies, IMTSS, etc...

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02151U	School Counselor	0.77000	\$67,045.44	\$96,668.44	0215-30100-00-1210-3110-0000-01000-0000	Title I Basic Program			Counselor will coordinate and support attendance initiatives as well as chronic absenteeism.
F02151V	School Counselor	0.03000	\$2,612.16	\$3,766.31	0215-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Counselor will coordinate and support attendance initiatives as well as chronic absenteeism.
N021565	Interprogram Svcs/Field Trip		\$2,760.00	\$2,760.00	0215-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional to encourage student participation in school
N021574	Counselor Hrly		\$2,500.00	\$3,057.25	0215-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support After School Groups
N0215BG	Supplies		\$189.56	\$189.56	0215-30100-00-4301-1000-1110-01000-0000	Title I Basic Program			Materials for counselor after school program

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

Our partnership with the United Way "Every Student Every Day" provides an intern that helps our DC identify and work with chronically absent students. A regularly scheduled meeting with support staff reviews data from Orbit and develops an action plan to reduce chronic absenteeism.

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

We are entering the third year of our school funded supplemental ELA CA Benchmark materials. Past professional development has helped teachers with familiarity, decision-making, management, and overall implementation of supplemental Benchmark. Student Proficiency using CAASP and site data has been positive with a steady increase of 8.6% from 51.4% to the current 60% meet or exceed.

Resources were allocated to fund the purchase of CA BM Advance student consumables for support, sub-group student targeting in Extended Day Reading Program, hourly funding a Resource Teacher to work with Tier 2 students (LTEL), and four days of PLC.

*Major Differences

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

None

*Changes

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

With our adoption of the SDUSD Arts Education Program teachers will now be able to have consistent time in Professional Learning Communities maximize collaboration to include assess (pre/post), plan(unit alignment), teach(instruction modification), reflect (among grade-level peers), and reteach (reshaping lesson to student need).

Normal Heights Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 2 - English Language Arts						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd-5th	Increase % of Proficient Students	60%	65%	CAASPP ELA	Annually
June 2020	TK-2	Increase % of Proficient	n/a	65%	FAST aReading	Once per trimester

***Identified Need**

- The school's overall CAASP data for the 2018-19 school year shows 60% of all 3rd-5th grade students met or exceeded standards in ELA. The data shows a gain of 8.6%.
- CAASP-Students with disabilities show 28% of all 3rd-5th grade students met or exceeded standards in ELA. The data shows a gain of 23.2%.
- CAASP- English Learners shows 18% of all 3rd-5th grade students met or exceeded standards in ELA. The data shows a drop of 7.5%. However, there is a discrepancy in the data gathered in the SDUSD illuminate system and Resource (34.04%). Using Resource data, a gain of 8.54% is achieved. Quite possibly the Illuminate data could be off based on the date in which students were reclassified as R-Feps.
- Early reading/Math will be used for K/1 and FAST will be used in 2nd/5th 2020-21.

***Online Learning Implications**

We have switched to using FAST for all grades, which show close alignment to Smarter Balanced test results.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase % of Proficient	56%	61%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase % of Proficient	28%	33%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Increase % of Proficient	66%	72%	CAASPP ELA	Annually

Instructional Supports

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

All students will be served by these strategies with a focus on our unduplicated student population (homeless youth, foster youth, and English Learners).

***Strategy/Activity - Description**

The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly. Intensive focused, small group direct instruction will be provided to students at their point of need, across content areas by the classroom teacher. Students will engage in strategic computer-intervention programs to accelerate, remediate, and re-teach concepts. Teachers will maintain a small group of targeted students to provide additional focused support to strengthen and clarify understanding before sending students off to work independently. In addition, we have online licenses that include Newsela, Raz Kids, Tumble Books, which provide students guided practice at their individual reading levels and provide assessment data and growth monitoring for teachers. Also, our EDRP exists to target Tier 2 and 3 students. The program is 2 hours a week outside the school day. The use of supplemental CA Benchmark student consumables also supports all students with reading and writing.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0215P	Classroom Teacher Hrly		\$7,000.00	\$8,560.30	0215-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Extended Day Reading/Math Program
N021581	Software License		\$8,000.00	\$8,000.00	0215-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Student Website Licenses to support ELA
N0215BI	Supplies		\$942.49	\$942.49	0215-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Student Consumables for Benchmark additional supplemental Units

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Teachers use District Math Units incorporating Envision Math and Engage New York Math. This year will we be using the district's newly developed Essential Math Unit.

Data:

- 53% of all students in 3rd-5th grades met or exceeded the standard on SBA for an 8% increase from the previous year.
- 32% of EL students in 3rd-5th grades met or exceeded the standard on SBA for a 2% decrease from the previous year. However, when including both R-FEP and EL together than 47% of students met or exceeded the standard on SBA for an increase of 13% from the previous year.
- 19% of all students in 3rd-5th grades met or exceeded the standard on SBA for a 14.2% increase from the previous year.

*Major Differences

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

A possible caveat is our use of the district's Essential Math Unit (75 lessons) in addition to the District Essential Math Indicators (DEMI) for 2nd-5th that we have just begun to use will bring much-needed continuity between Online Learning and site learning.

*Changes

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

For the 2019-20 school year, we will be using aMath (FAST) along with its instructional recommendations interpretation guide to assist teachers with lesson planning and student goal setting at the student's level.

Normal Heights Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2020	3rd-5th	meet or exceed standards	53%	60%	CAASPP Math	annually	
June 2020	Tk-2nd	meet or exceed	n/a	60%	FAST aMath	1x per trimester	
*Identified Need							
<ul style="list-style-type: none"> - 53% percent of students in gr. 3-5 met or exceeded the standard on SBAC - 47% percent of ELs in gr. 3-5 met or exceeded the standard on SBAC - 19% percent of students with disabilities in gr. 3-5 met or exceeded the standard on SBAC 							
*Online Learning Implications							
Flexibility for teachers to provide both whole group, small group, and individual instruction and Standards-Based Grading.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	meet or exceed standard	47%	53%	CAASPP Math	annually
June 2021	Tk-2nd	English Learner	meet or exceed	n/a	53%	FAST aMath	1x per trimester
June 2021	K-5	Students with Disabilities	meet or exceed	19%	25%	FAST aMath	1x per trimester
June 2021	3rd-5th	Black or African American	meet or exceed standard	54%	60%	CAASPP Math	annually
Professional Learning Communities							
*Students to be served by this Strategy/Activity							
All students with a focus on English Learners and homeless youth.							
*Strategy/Activity - Description							
Teachers will have the opportunity to work collaboratively in PLC's to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. Intensive focused, small group direct instruction will be provided to students at their point of need. Using pre/post-teaching cycles and best mathematical practices will accelerate student growth.							

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

We used California Benchmark's Advanced ELD comprehensive ELD program. We also funded an hourly EL resource teacher to assess initial EL's with the ELPAC and to work with English Learners. She was instrumental in making sure gen ed teachers understood student EL levels and appropriate EL instruction. She worked with targeted EL's.

Resource teacher was instrumental in re-classifying 32 EL's to R-FEP's during the 2019-20 school year or 38% of all EL's. It is difficult to do a year-to-year comparison with the changes in scale scores with the ELPAC. On the SBAC, we had 12 of 38 EL's in grades 3rd-5th score proficient or above (32%) in 2018-19, a 6% increase from the previous year. This data can be skewed due to the reclassifying date entered into the PowerSchool system (R-FEPS can be EL's when taking the SBAC, however, the data systems extract R-FEPS from overall ELs). When combining R-FEPS with EL's on SBAC for 2018-19, we had 54 of 97 EL's score proficient or above (56%), an 8% increase from the previous year.

*Major Differences

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

None

***Changes**

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

Our goal will be to increase the number of ELs to reclassify to R-FEPS and the number of proficient on SBAC. 2018-19 data will serve as our baseline. If site funding (2019-20) continues at the same allocations as in 2018-19, the resource teacher will continue to work with EL's and LTEL's (targeted students).

***Integrated English Language Development**

The Benchmark program includes both integrated and designated ELD components and instructional strategies for teacher use. General education classrooms have a distinct designated ELD time. Our system of interventions and monitoring include our EL's as a targeted group. We have adopted the district's Arts Education Program, which provides a dedicated monthly time for PLC, which will include grade-level planning for ELD. Professional training via Benchmark Education specialists will continue if site funds remain the same as the previous year.

***Designated English Language Development**

PLC will include agenda topics for ELD. Discussion including assessments, planning, and language goals will take place. Additional training by Benchmark professionals if funds permit.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase % of Proficient	32	40	CAASPP ELA	Annually
June 2021	TK-2	English Learner	Increase % of Proficient	N/A	50	Other (Describe in Objective)	3 times per year using FAST

***Identified Need**

English Learner students make up 51% of the overall student population. According to the CA Dashboard, English Learner students are performing 11.4 points below standards (yellow- increased by 10 points) in ELA and 49 points below standards in Math. According to the K-5, Summative ELPAC data there are 31% of students are performing at Level 4 (well developed), 39% of our students performing at Level 3 (moderately developed), 20% of students are performing at Level 2 (somewhat developed), and 10% of students are performing at a Level 1 (minimally developed).

***Online Learning Implications**

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

Normal Heights Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2nd-5th	English Learner	Reclassify	94%	98%	Summative ELPAC	annually

Intervention Support

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

English Learners

***Strategy/Activity - Description**

An hourly resource teacher will continue to support classroom teachers as well as adopting the district's Art Education Program to release teachers for PLC with dedicated ELD planning. EL students targeted through our site's monitoring systems will also have access to the Extended Day Reading Program.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02159J	Supplies		\$20,430.21	\$20,430.21	0215-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Supplemental supports
N0215BJ	Non Clsrn Tchrr Hrly		\$21,000.00	\$25,680.90	0215-30106-00-1957-2100-0000-01000-0000	Title I Supplmnt Prog Imprvmt			English Learner Support Resource Teacher
N0215BK	Classroom PARAS Hrly		\$5,000.00	\$6,639.50	0215-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Additional ELPAC support

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
 SWD did make significant improvement from 13% the prior year to the current 29%.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
 None

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 None

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	increase % of meet or exceed standards in ELA	28%	38%	Other (Describe in Objective)	annually
June 2021	3rd-5th	increase % of meet or exceed standards in Math	19%	29%	Other (Describe in Objective)	annually

*Identified Need									
3rd through 5th: - 29% of SWD met or exceeded the standard in ELA on CAASPP. - 17% of SWD met or exceeded the standard in Math on CAASPP. - 10% of EL's with Disabilities met or exceeded the standard in ELA on CAASPP. - 0% of EL's with Disabilities met or exceeded the standard in Math on CAASPP.									
*Online Learning Implications									
There are learning implications for our most vulnerable student population. Teachers have committed to meet with SWD daily during online learning. They have been identified and will be the first group to attend phase 1 during the district's re-opening phase.									
*Annual Measurable Outcomes									
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2021	3rd-5th	English Learner	make 1 year's growth	10%	20%	Other (Describe in Objective)	1x every trimester		
June 2021	Tk-5th	English Learner	make 1 year's growth	n/a	20%	Other (Describe in Objective)	1x every trimester		
Instructional Supports									
*Students to be served by this Strategy/Activity									
All students with disabilities as well as EL's with disabilities (closing gap).									
*Strategy/Activity - Description									
Gen Ed teachers and Ed Specialists will create SMART goals and target students for additional interventions both during the school day and in EDRP. PLC release time will be used for grade-level planning.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0215BH	Supplies		\$3,500.04	\$3,500.04	0215-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Specialized Academic Instructional materials

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

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

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK- 5th	African American	Reduce the number of suspensions	2%	0%	Suspensions (Classroom and School)	annually

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

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

***Identified Need**

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

Although our suspension rate for African American students is relatively low, we can do better. Along with the out of school suspensions, NHE will track out of classroom student referrals to the office or the counseling center.

***Online Learning Implications**

We will track online referrals.

Restorative Justice Practices***Students to be served by this Strategy/Activity**

All students with an emphasis on African American.

***Strategy/Activity - Description**

NHE staff will participate in Social Justice and Restorative Practices through Professional Learning (Culturally responsive teaching practices).

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

Tracking with Counselor

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Family engagement is key to any successful school community. We have a multi-prong approach for parent involvement that includes parent volunteers, Coffee with the Principal, Family Friday, parent-teacher conferences (mandatory for all 1st trimester, mandatory for all "not meeting proficient" 2nd trimester), parent workshops, Back to School Night, Open House, school calendar, School Messenger, school marquee, and Early Childhood Parent Meetings. We provide childcare to encourage participation.

Cal Schools Parent Survey 2017-18 shows that 91% of parents responded that the "school encourages me to be an active partner with the school in educating my child." In addition, 94% of parents responded that "school keeps me well-informed about school activities" and that "they feel welcomed at the school."

*Major Differences

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

None

*Changes

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

The school will gather parent input for parent training opportunities.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase the number of strongly agree	60	65	CAL - SCHLS (CSPS)

Normal Heights Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need									
According to the Cal Schools Parent Survey 2017-18, in most areas, parents either "strongly agreed" or "agreed" with 90% plus responses that we are performing well as a school. An area of need is 72% of parents that attended at least one school or class event. We would like to increase this area to 80% participation.									
*Online Learning Implications									
Covid-19 school closures have made family engagement challenging but have produced some positive outcomes as well. An astonishing 97% of our families have enrolled in our classroom Dojo app- our main communication tool both schoolwide and for the classroom. Class Dojo is used in addition to School Messenger, our school website; Facebook and Instagram have increased our communication for the positive. In turn, parents are much more active in their children's day-to-day online education.									
*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2020	Other (Describe in Objective)	Increase the % parent attendees on Family Fridays	30	35	Meeting Attendance				
Parent Meeting Supplies									
*Families to be served by this Strategy/Activity									
All families									
*Strategy/Activity - Description									
NHE has monthly Family Fridays and Coffee with the Principal where a wide variety of topics are covered, and community organizations/resources are invited to speak. Topics presented at Family Fridays throughout the year could include:									
<ul style="list-style-type: none"> - Title 1 Presentation - Home/School Compact - The importance of daily attendance - Schoolwide Academic Performance - Safety Plan - Nutrition, Health, and Wellness - Visiting Cluster Middle and High Schools 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N021517	Supplies		\$1,823.00	\$1,823.00	0215-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Support engaging parents in school and classroom activities.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Analysis of the 2019-20 SPSA indicates a measure of success on the SBAC while teaching the CA State Standards. Using CA Benchmark Advance as our guaranteed and viable curriculum in our second year of school-wide implementation has reaped rewards. A focus in launching school-wide implementation began as a small pilot in 1st and 2nd-grade classrooms, which led to professional development for all teachers. SBAC scores have steadily risen over the last four years and especially over the last two years by 11 percentage points.

*Major Differences

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

None

*Changes

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

We will also be using the FAST aReading assessment three times a year to assist teachers in identifying target students and for a better understanding of student need by skill.

*Goal 8- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3rd	will meet or exceed standard ELA	60%	66%	CAASPP ELA	annually	
June 2021	5th	will meet or exceed standard ELA	60%	66%	CAASPP ELA	annually	
*Identified Need							
<p>- Grade 3 and grade 5 data indicate that 60% of all students met or exceeded the standard on the 2018-19 SBAC. We are targeting a 10% growth for both grades.</p> <p>- Grade 3 data indicate that 10% of English Learners met or exceeded the standard on the 2018-19 SBAC while grade 5 data indicate that 42% of English Learners met or exceeded the standard on the 2019-19 SBAC. We are targeting a 10% growth for both grades.</p> <p>- Grade 3 data indicate that 44% of Students with Disabilities met or exceeded the standard on the 2018-19 SBAC while grade 5 data indicate that 20% of Students with Disabilities met or exceeded the standard on the 2019-19 SBAC. We are targeting a 10% growth for both grades.</p>							
*Online Learning Implications							
The FAST is an accurate screening ELA assessment that closely mirrors Smarter Balanced scores. The FAST is administered three times a year (1 per trimester).							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2020	3rd	English Learner	will meet or exceed standard ELA	10%	20%	CAASPP ELA	annually
June 2020	5th	English Learner	will meet or exceed standard ELA	42%	52%	CAASPP ELA	annually
June 2020	3rd	Students with Disabilities	will meet or exceed standard ELA	44%	54%	CAASPP ELA	annually
June 2020	5th	Students with Disabilities	will meet or exceed standard ELA	20%	30%	CAASPP ELA	annually
June 2021	5th	Black or African American	will meet or exceed standard ELA	Establishing Baseline	40%	CAASPP ELA	annually

Professional Learning Communities***Students to be served by this Strategy/Activity**

All students with a focus on unduplicated population of English Learners and homeless youth.

***Strategy/Activity - Description**

We have funded the district's Art Education Program to release classroom teachers for 9 half-days of PLC for the 2019-20 school year. This considerable investment will allow classroom teachers and certificated support staff to plan collaboratively with colleagues in analyzing student data, identify student instructional needs, and adjust instruction accordingly.

School Leadership Actions

Leadership Practice

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

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

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

- Using Short Learning Cycles---Assess> Plan> Teach> Reflect>Reteach
- Focus on methods to advance student agency and the development of academic language for all students
- Continue to fluidly monitor and identify students in need of additional supports through teacher input on school-wide digital forms (SMART and target students).
- A guaranteed and viable curriculum in every classroom (CA Benchmark Advance)
- Students work towards an understanding of their individualized instructional goals
- Ensure site funds are dedicated to lifting student achievement for all students and in particular our targeted subgroups (EL's and SWD)

Also, I believe in the following leadership practices:

- Living into our values and lead by example produces high expectations for students and staff.
- Belief and sharing of an achievable vision through a relentless focus on the positive possibilities and only looking back to continue moving forward.
- "Work the problem" is my go-to phrase. There is no need to lament slim budgets or placing blame. Approaching a problem constructively gives shifts the power to solve within ourselves.
- The main leadership action is to make everyone better. I am relentless in finding and holding on to strong teachers and provide guidance, opportunity, growth opportunities.
- I value my parents', students', and staffs' thoughts and opinions. I welcome input that helps create a "we" environment.
- To see the world as my stakeholders see it is the beginning of understanding the full picture of who we serve and what they need.
- Focus on teaching and learning by visiting classrooms and high scores will follow.
- Taking the time to celebrate achievement leads to positive school culture. Success builds on success.
- Evaluate and abandon ineffective school practices.

ACHIEVEMENT**APPENDICES**

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

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

Normal Heights Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 98,681.00

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 182,018.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 38,950.00
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 38,950.00

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$44,387.00
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 44,387.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$182,018.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Normal Heights Elementary	09800 LCFF Intervention Support		1157	Classroom Teacher Hrly		\$ -		
			1192	Prof&Curriclm Dev Vist Tchr		\$ -		
			1260	Counselor Hrly		\$ 2,500.00		
			2151	Classroom PARAS Hrly		\$ 5,000.00		
			3000			\$ 2,196.75		
			4301	Supplies		\$ 23,930.25		
			4303	Furniture <\$500		\$ -		
			5209	Conference Local		\$ -		
			5735	Interprogram Svcs/Field Trip		\$ 2,760.00		
			5738	Interprogram Svcs/VAPA		\$ -		
			5841	Software License		\$ 8,000.00		
			09800 LCFF Intervention Support Total					\$ 44,387.00
			30100 Title I Basic Program	School Counselor	1210	Counselor	0.7700	\$ 67,045.44
				School Counselor	3000			\$ 29,623.00
					4301	Supplies		\$ 189.56
				4491	Equipment Non Capitalized		\$ -	
		30100 Title I Basic Program Total					0.7700 \$ 96,858.00	
		30103 Title I Parent Involvement		4301	Supplies		\$ 1,823.00	
		30103 Title I Parent Involvement Total					\$ 1,823.00	
		30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.0300	\$ 2,612.16	
	School Counselor		3000			\$ 1,154.15		
			1157	Classroom Teacher Hrly		\$ 7,000.00		
			1957	Non Clsrm Tchr Hrly		\$ 21,000.00		
			3000			\$ 6,241.20		
			4301	Supplies		\$ 942.49		
			4303	Furniture <\$500		\$ -		
			5738	Interprogram Svcs/VAPA		\$ -		
	30106 Title I Supplmnt Prog Imprvmnt Total					0.0300 \$ 38,950.00		
Grand Total					0.8000	\$ 182,018.00		

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Normal Heights 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.

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

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

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

Involvement of Parents in the Title I Program

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

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

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

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

School-Parent Compact

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

Building Capacity for Involvement

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

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

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

Accessibility

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

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

NORMAL HEIGHTS ELEMENTARY SCHOOL HOME/SCHOOL COMPACT

Normal Heights Elementary and the parents of the students participating in activities, services, and programs agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during the 2020-21 school year.

School Responsibilities

Normal Heights Elementary will:

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

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

Parent Responsibilities

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

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

Student Responsibilities

We, as NHE students, will share the responsibility to improve our academic achievement and achieve California's high standards.

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

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

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

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

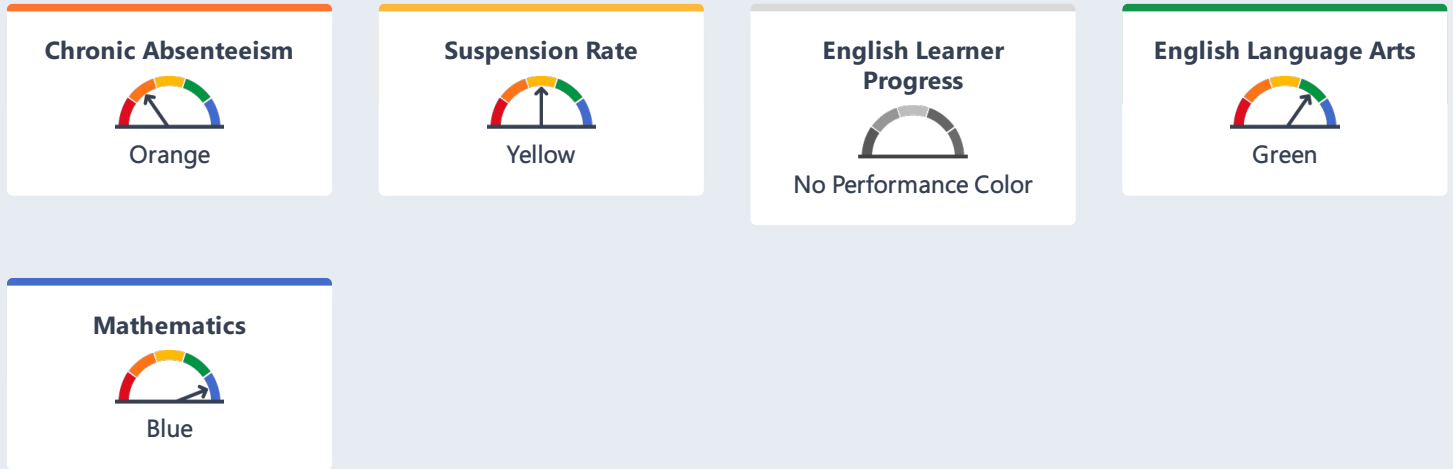
Reclassification data results can be requested from the school site.

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

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

Normal Heights Elementary

Explore the performance of Normal Heights Elementary under California's Accountability System.

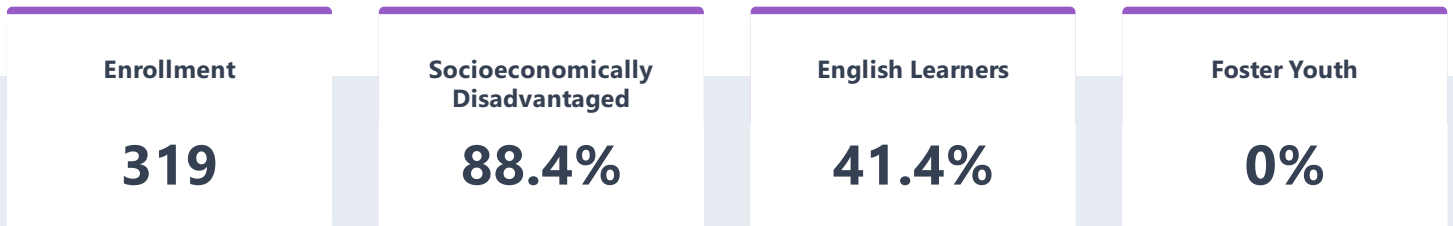


School Details

NAME Normal Heights Elementary	ADDRESS 3750 Ward Road San Diego, CA 92116-3737	WEBSITE http://www.sandi.net/no...	GRADES SERVED K-5
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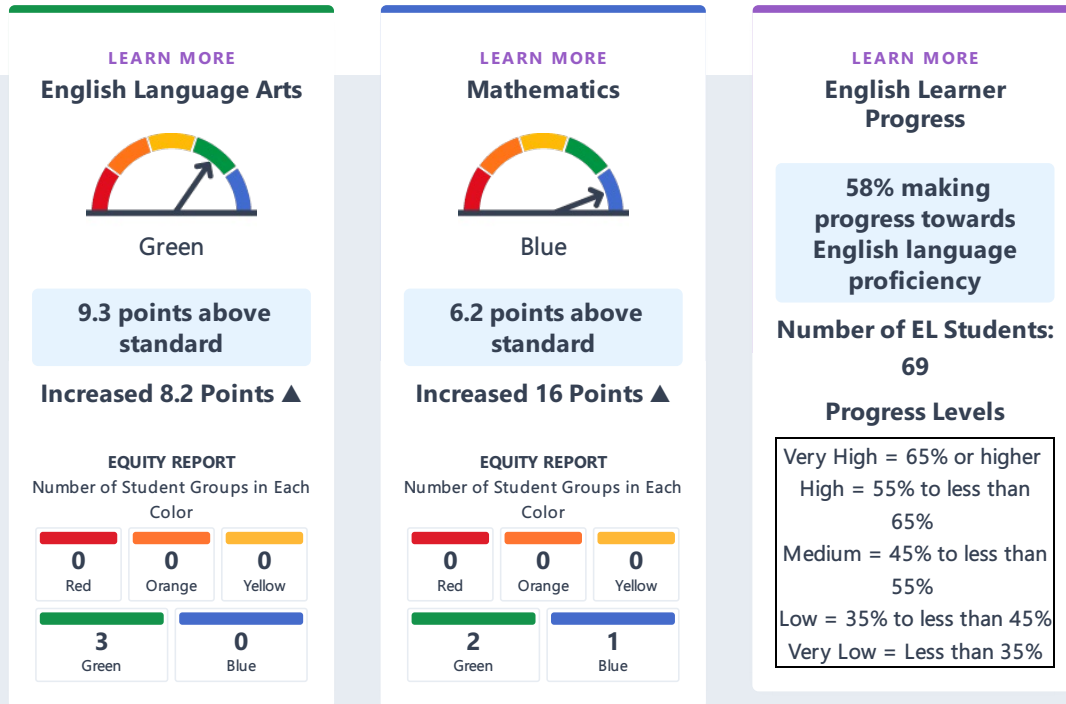
Student Population

Explore information about this school's student population.



Academic Performance

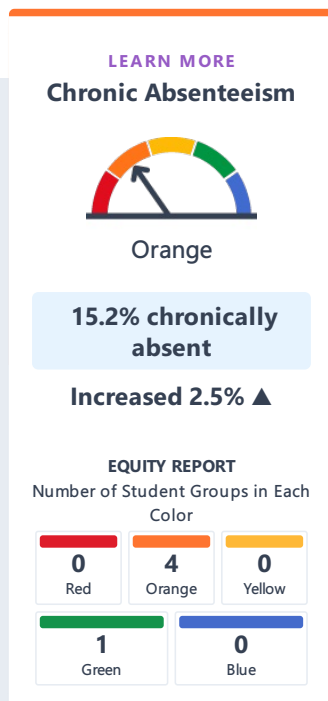
View Student Assessment Results and other aspects of school performance.



NORMAL HEIGHTS ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Yellow

0.7% suspended at least once

Increased 0.5% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
0 Green	2 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Green

9.3 points above standard

Increased 8.2 Points ▲

Number of Students: 147

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White



African American



No Performance Color

27.7 points below standard

Declined 14.1 Points ▼

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Students with Disabilities



No Performance Color

68.7 points below standard

Increased 54.3 Points ▲

Number of Students: 16

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Green

1.8 points above standard

Increased 13.2 Points ▲

Number of Students: 95

Hispanic



Green

8.1 points above standard

Increased 7.7 Points ▲

Number of Students: 119

Socioeconomically Disadvantaged



Green

8.1 points above standard

Increased 8.1 Points ▲

Number of Students: 138

Distance From Standard (English Language Arts)

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

	2017	2018	2019
All Students	9 points below standard	1.1 points above standard	9.3 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

44.3 points below standard

Maintained -2.4 Points

Number of Students: 37

Reclassified English Learners

31.1 points above standard

Increased 17.6 Points ▲

Number of Students: 58

English Only

29.9 points above standard

Increased 8.3 Points ▲

Number of Students: 46

Mathematics

All Students

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

All Students



Blue

6.2 points above standard

Increased 16 Points ▲

Number of Students: 148

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners

Hispanic



Blue

Socioeconomically Disadvantaged



No Performance Color

African American

Asian

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

11.8 points above standard

Increased 32.7 Points ▲

Number of Students: 12

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities



No Performance Color

59.9 points below standard

Increased 57.4 Points ▲

Number of Students: 17

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Green

4 points below standard

Increased 17.5 Points ▲

Number of Students: 95

Hispanic



Green

0.4 points above standard

Increased 12 Points ▲

Number of Students: 119

Socioeconomically Disadvantaged



Blue

6.6 points above standard

Increased 15.3 Points ▲

Number of Students: 139

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	14.2 points below standard	9.8 points below standard	6.2 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners

57.3 points below standard

Declined 8 Points ▼

Number of Students: 37

Reclassified English Learners

30.1 points above standard

Increased 28.8 Points ▲

Number of Students: 58

English Only

25.3 points above standard

Increased 16.6 Points ▲

Number of Students: 47

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

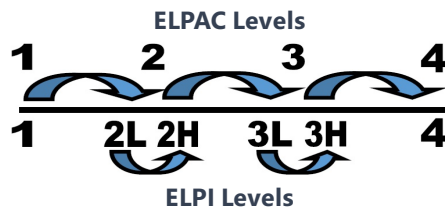
58% making progress towards English language proficiency

Number of EL Students: 69

Performance Level

High

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



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

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	11.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	30.4%
ELs who Maintained ELPI Level 4	1.4%
ELs Who Progressed at Least One ELPI Level	56.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Orange

15.2% chronically absent

Increased 2.5% ▲

Number of Students: 336

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

African American



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

33.3% chronically absent

Increased 6.7% ▲

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

5.9% chronically absent

Increased 5.9% ▲

Number of Students: 17

White



No Performance Color

31.6% chronically absent

Increased 14.9% ▲

Number of Students: 19

Students with Disabilities



Orange

23.6% chronically absent

Declined 1.4% ▼

Number of Students: 55

English Learners



Orange

12.7% chronically absent

Increased 2.2% ▲

Number of Students: 173

Hispanic



Orange

15.7% chronically absent

Increased 1.2% ▲

Number of Students: 248

Socioeconomically Disadvantaged



Orange

14.6% chronically absent

Increased 0.9% ▲

Number of Students: 301

African American



Green

5.3% chronically absent

Declined 6.1% ▼

Number of Students: 38

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Yellow

0.7% suspended at least once

Increased 0.5% ▲

Number of Students: 412

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

African American

Students with Disabilities



Yellow

Socioeconomically Disadvantaged



Green

No Students



Blue

English Learners

Hispanic



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

7.1% suspended at least once

Increased 7.1% ▲

Number of Students: 14

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

White



No Performance Color

3.8% suspended at least once

Increased 3.8% ▲

Number of Students: 26

African American



Orange

2% suspended at least once

Increased 2% ▲

Number of Students: 51

Students with Disabilities



Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 70

Socioeconomically Disadvantaged



Yellow

0.8% suspended at least once

Increased 0.6% ▲

Number of Students: 365

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 202

Hispanic



Blue

0.3% suspended at least once

Maintained 0%

Number of Students: 297

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.4%	0.2%	0.7%



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	121	41.3	136	29.4	140	51.4	158	54.4	149	59.7	18.4	5.3	120	30.0	136	25.7	141	43.3	160	45.0	152	52.6	22.6	7.6
Female	61	52.5	68	38.2	61	52.5	74	60.8	76	64.5	12.0	3.7	60	31.7	68	25.0	62	29.0	75	40.0	76	50.0	18.3	10.0
Male	60	30.0	68	20.6	79	50.6	84	48.8	73	54.8	24.8	6.0	60	28.3	68	26.5	79	54.4	85	49.4	76	55.3	27.0	5.9
African American	14	28.6	15	13.3	17	52.9	16	43.8	11	63.6	35.0	19.8	14	21.4	15	20.0	17	35.3	16	37.5	13	53.8	32.4	16.3
Asian**	0	-	0	-	2	-	2	-	3	-	-	-	0	-	0	-	2	-	2	-	3	-	-	-
Filipino	3	-	3	-	1	-	1	-	0	-	-	-	3	-	3	-	1	-	1	-	0	-	-	-
Hispanic	99	43.4	105	32.4	109	55.0	120	55.0	123	58.5	15.1	3.5	98	30.6	105	27.6	109	46.8	121	45.5	123	50.4	19.8	4.9
Indochinese**	1	-	3	-	2	-	2	-	-	-	-	-	1	-	3	-	2	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	4	-	7	-	4	-	5	-	3	-	-	-	4	-	7	-	4	-	5	-	3	-	-	-
Multiracial	0	-	2	-	5	-	12	58.3	9	-	-	-	0	-	2	-	6	-	12	50.0	10	70.0	-	20.0
English Learner	58	27.6	50	14.0	46	34.8	47	34.0	38	31.6	4.0	-2.4	56	25.0	50	14.0	47	31.9	47	25.5	38	18.4	-6.6	-7.1
English-Speaking	63	54.0	86	38.4	94	59.6	111	63.1	111	69.4	15.4	6.3	64	34.4	86	32.6	94	48.9	113	53.1	114	64.0	29.6	10.9
Reclassified†	31	67.7	49	42.9	46	60.9	56	69.6	59	71.2	3.5	1.6	31	35.5	49	32.7	46	41.3	56	51.8	59	66.1	30.6	14.3
Initially Eng. Speaking	32	40.6	37	32.4	48	58.3	55	56.4	52	67.3	26.7	10.9	33	33.3	37	32.4	48	56.3	57	54.4	55	61.8	28.5	7.4
Econ. Disadv.*	121	41.3	124	29.8	124	51.6	137	56.2	131	58.0	16.7	1.8	120	30.0	124	25.8	125	44.0	138	45.7	134	53.0	23.0	7.3
Non-Econ. Disadv.	0	-	12	25.0	16	50.0	21	42.9	18	72.2	-	29.3	0	-	12	25.0	16	37.5	22	40.9	18	50.0	-	9.1
Gifted	48	62.5	45	51.1	29	82.8	17	76.5	10	90.0	27.5	13.5	47	57.4	45	51.1	29	72.4	17	82.4	11	81.8	24.4	-0.6
Not Gifted	73	27.4	91	18.7	111	43.2	141	51.8	139	57.6	30.2	5.8	73	12.3	91	13.2	112	35.7	143	40.6	141	50.4	38.1	9.8
With Disabilities	12	8.3	17	5.9	14	21.4	21	4.8	19	26.3	18.0	21.5	12	8.3	17	5.9	14	14.3	21	4.8	20	15.0	6.7	10.2
WO Disabilities	109	45.0	119	32.8	126	54.8	137	62.0	130	64.6	19.6	2.6	108	32.4	119	28.6	127	46.5	139	51.1	132	58.3	25.9	7.2
Homeless	11	18.2	5	-	0	-	2	-	3	-	-	-	13	30.8	5	-	0	-	2	-	3	-	-	-
Foster	1	-	0	-	2	-	0	-	0	-	-	-	1	-	2	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	3	-	1	-	2	-	-	-	0	-	1	-	3	-	1	-	2	-	-	-

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

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	44	40.9	47	25.5	58	60.3	60	63.3	49	55.1	14.2	-8.2	43	41.9	47	31.9	59	66.1	61	57.4	49	53.1	11.2	-4.3
Female	21	52.4	25	32.0	20	50.0	31	74.2	26	61.5	9.1	-12.7	20	45.0	25	36.0	21	42.9	31	61.3	26	53.8	8.8	-7.5
Male	23	30.4	22	18.2	38	65.8	29	51.7	23	47.8	17.4	-3.9	23	39.1	22	27.3	38	78.9	30	53.3	23	52.2	13.1	-1.1
African American	5	-	9	-	7	-	3	-	4	-	-	-	5	-	9	-	7	-	3	-	4	-	-	-
Asian**	0	-	0	-	2	-	1	-	0	-	-	-	0	-	0	-	2	-	1	-	0	-	-	-
Filipino	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Hispanic	35	45.7	31	25.8	47	66.0	45	62.2	42	52.4	6.7	-9.8	34	44.1	31	38.7	47	68.1	45	55.6	42	50.0	5.9	-5.6
Indochinese**	0	-	1	-	0	-	1	-	-	-	-	-	0	-	1	-	0	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	3	-	3	-	0	-	2	-	1	-	-	-	3	-	3	-	0	-	2	-	1	-	-	-
Multiracial	0	-	2	-	2	-	7	-	2	-	-	-	0	-	2	-	3	-	7	-	2	-	-	-
English Learner	31	38.7	28	21.4	26	53.8	21	33.3	10	10.0	-28.7	-23.3	30	40.0	28	25.0	27	55.6	21	23.8	10	10.0	-30.0	-13.8
English-Speaking	13	46.2	19	31.6	32	65.6	39	79.5	39	66.7	20.5	-12.8	13	46.2	19	42.1	32	75.0	40	75.0	39	64.1	17.9	-10.9
Reclassified†	0	-	3	-	7	-	19	89.5	22	63.6	-	-25.9	0	-	3	-	7	-	19	78.9	22	63.6	-	-15.3
Initially Eng. Speaking	13	46.2	16	25.0	25	60.0	20	70.0	17	70.6	24.4	0.6	13	46.2	16	31.3	25	68.0	21	71.4	17	64.7	18.5	-6.7
Econ. Disadv.*	44	40.9	42	23.8	50	60.0	53	64.2	42	54.8	13.9	-9.4	43	41.9	42	31.0	51	66.7	53	54.7	42	52.4	10.5	-2.3
Non-Econ. Disadv.	0	-	5	-	8	-	7	-	7	-	-	-	0	-	5	-	8	-	8	-	7	-	-	-
Gifted	18	77.8	6	-	7	-	5	-	1	-	-	-	18	72.2	6	-	7	-	5	-	1	-	-	-
Not Gifted	26	15.4	41	24.4	51	56.9	55	61.8	48	56.3	40.9	-5.5	25	20.0	41	26.8	52	61.5	56	53.6	48	54.2	34.2	0.6
With Disabilities	7	-	17	5.9	2	-	6	-	10	40.0	-	-	7	-	8	-	2	-	6	-	10	10.0	-	-
WO Disabilities	37	45.9	39	30.8	56	60.7	54	70.4	39	59.0	13.1	-11.4	36	47.2	39	38.5	57	66.7	55	63.6	39	64.1	16.9	0.5
Homeless	5	-	1	-	0	-	2	-	2	-	-	-	6	-	1	-	0	-	2	-	2	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	43	37.2	45	28.9	45	37.8	50	60.0	51	64.7	27.5	4.7	42	26.2	45	24.4	45	17.8	50	58.0	53	60.4	34.2	2.4
Female	21	47.6	22	36.4	22	45.5	19	57.9	30	66.7	19.1	8.8	21	23.8	22	18.2	22	13.6	19	42.1	30	60.0	36.2	17.9
Male	22	27.3	23	21.7	23	30.4	31	61.3	21	61.9	34.6	0.6	21	28.6	23	30.4	23	21.7	31	67.7	23	60.9	32.3	-6.8
African American	4	-	2	-	7	-	6	-	2	-	-	-	4	-	2	-	7	-	6	-	3	-	-	-
Asian**	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Hispanic	35	37.1	38	34.2	32	37.5	41	61.0	41	61.0	23.9	0.0	34	26.5	38	28.9	32	18.8	41	58.5	41	58.5	32.0	0.0
Indochinese**	1	-	1	-	1	-	0	-	-	-	-	-	1	-	1	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	3	-	3	-	0	-	1	-	-	-	1	-	3	-	3	-	0	-	1	-	-	-
Multiracial	0	-	0	-	2	-	2	-	5	-	-	-	0	-	0	-	2	-	2	-	6	-	-	-
English Learner	21	19.0	17	5.9	15	6.7	17	41.2	16	37.5	18.5	-3.7	20	10.0	17	0.0	15	0.0	17	35.3	16	25.0	15.0	-10.3
English-Speaking	22	54.5	28	42.9	30	53.3	33	69.7	35	77.1	22.6	7.4	22	40.9	28	39.3	30	26.7	33	69.7	37	75.7	34.8	6.0
Reclassified†	11	63.6	17	52.9	16	62.5	14	78.6	18	83.3	19.7	4.7	11	36.4	17	41.2	16	25.0	14	78.6	18	83.3	46.9	4.7
Initially Eng. Speaking	11	45.5	11	27.3	14	42.9	19	63.2	17	70.6	25.1	7.4	11	45.5	11	36.4	14	28.6	19	63.2	19	68.4	22.9	5.2
Econ. Disadv.*	43	37.2	39	33.3	39	38.5	43	60.5	46	63.0	25.8	2.5	42	26.2	39	28.2	39	20.5	43	60.5	48	62.5	36.3	2.0
Non-Econ. Disadv.	0	-	12	25.0	6	-	7	-	5	-	-	-	0	-	6	-	16	37.5	7	-	5	-	-	-
Gifted	18	50.0	20	55.0	6	-	5	-	5	-	-	-	17	47.1	20	55.0	6	-	5	-	5	-	-	-
Not Gifted	25	28.0	25	8.0	39	33.3	45	55.6	46	60.9	32.9	5.3	25	12.0	25	0.0	39	12.8	45	53.3	48	58.3	46.3	5.0
With Disabilities	3	-	6	-	14	21.4	4	-	4	-	-	-	3	-	6	-	14	14.3	4	-	5	-	-	-
WO Disabilities	40	40.0	39	30.8	36	47.2	46	63.0	47	70.2	30.2	7.2	39	28.2	39	25.6	36	22.2	46	60.9	48	64.6	36.4	3.7
Homeless	4	-	5	-	0	-	2	-	1	-	-	-	4	-	2	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Normal Heights
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	34	47.1	44	34.1	37	54.1	48	37.5	49	59.2	12.1	21.7	35	20.0	44	20.5	37	37.8	49	16.3	50	44.0	24.0	27.7
Female	19	57.9	21	47.6	19	63.2	24	45.8	20	65.0	7.1	19.2	19	26.3	21	19.0	19	31.6	25	12.0	20	30.0	3.7	18.0
Male	15	33.3	23	21.7	18	44.4	24	29.2	29	55.2	21.9	26.0	16	12.5	23	21.7	18	44.4	24	20.8	30	53.3	40.8	32.5
African American	5	-	4	-	3	-	7	-	5	-	-	-	5	-	4	-	3	-	7	-	6	-	-	-
Asian**	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Hispanic	29	48.3	36	36.1	30	56.7	34	38.2	40	62.5	14.2	24.3	30	20.0	36	16.7	30	43.3	35	17.1	40	42.5	22.5	25.4
Indochinese**	0	-	1	-	1	-	1	-	-	-	-	-	0	-	1	-	1	-	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	1	-	1	-	3	-	1	-	-	-	0	-	1	-	1	-	3	-	1	-	-	-
Multiracial	0	-	0	-	1	-	3	-	2	-	-	-	0	-	0	-	1	-	3	-	2	-	-	-
English Learner	6	-	5	-	5	-	9	-	12	41.7	-	-	6	-	5	-	5	-	9	-	12	16.7	-	-
English-Speaking	28	57.1	39	38.5	32	59.4	39	41.0	37	64.9	7.8	23.9	29	24.1	39	23.1	32	43.8	40	17.5	38	52.6	28.5	35.1
Reclassified†	20	70.0	29	34.5	23	52.2	23	47.8	19	68.4	-1.6	20.6	20	35.0	29	20.7	23	34.8	23	13.0	19	52.6	17.6	39.6
Initially Eng. Speaking	8	-	10	50.0	9	-	16	31.3	18	61.1	-	29.8	9	-	10	30.0	9	-	17	23.5	19	52.6	-	29.1
Econ. Disadv.*	34	47.1	43	32.6	35	54.3	41	41.5	43	55.8	8.7	14.3	35	20.0	43	18.6	35	37.1	42	19.0	44	43.2	23.2	24.2
Non-Econ. Disadv.	0	-	1	-	2	-	7	-	6	-	-	-	0	-	1	-	2	-	7	-	6	-	-	-
Gifted	12	58.3	19	52.6	16	87.5	7	-	4	-	-	-	12	50.0	19	42.1	16	68.8	7	-	5	-	-	-
Not Gifted	22	40.9	25	20.0	21	28.6	41	34.1	45	55.6	14.7	21.5	23	4.3	25	4.0	21	14.3	42	9.5	45	37.8	33.5	28.3
With Disabilities	2	-	17	5.9	3	-	11	0.0	5	-	-	-	2	-	3	-	3	-	11	0.0	5	-	-	-
WO Disabilities	32	50.0	41	36.6	34	52.9	37	48.6	44	63.6	13.6	15.0	33	21.2	41	22.0	34	38.2	38	21.1	45	46.7	25.5	25.6
Homeless	2	-	2	-	0	-	2	-	3	-	-	-	3	-	2	-	0	-	2	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-

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

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

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

ACHIEVEMENT

APPENDIX E**2020-21 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: NORMAL HEIGHTS ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school's District Counselor will continue to support students' social and emotional well-being as well as coordinating school and local services when appropriate to reduce chronic absenteeism. Our DC leads the following strategies: United Way Partnership (Hero), attendance groups, home visits, Improved Attendance/Character Education assembles, IMTSS, etc...

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Counselor Hrly		\$3,660.60	09800-1260	Counselor leads the following strategies: United Way Partnership (Hero), attendance groups, home visits, Improved Attendance/Character Education assembles, IMTSS, etc...	The counselor supports students through mentoring and coaching students in various settings. The counselor leads many schoolwide activities that increase student attendance.	N/A	Continue funding

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. 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 programs to accelerate, remediate and re-teach concepts. Teachers will maintain a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently. In addition, we have online licenses that include Newsela, Raz Kids, Tumble Books, which provide students guided practice at their individual reading levels and provide assessment data and growth monitoring for teachers. In addition, our EDRP exists to target Tier 2 and 3 students. Program is 2 hours a week outside the school day. The use of supplemental CA Benchmark student consumables also supports all students with reading and writing.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$5,368.88	09800-1157	Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher. In addition, our EDRP exists to target Tier 2 and 3 students.	48 students received intensive support in ELA and Math. Early data is promising.	N/A	Continue funding

Normal Heights Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	\$18,172.95	09800-4301	supplemental Benchmark student consumables, classroom supplies	Student consumables are required for BM.	N/A	Continue Funding
Contracted Svcs > \$25K	\$5,622.00	09800-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.	Very worthwhile investment. Students experience the Arts while teachers use the time for PLC and instruction alignment.	N/A	Rising costs may be inhibitive to continue.
Software License	\$5,000.00	09800-5841	NEWSELA, Raz Kids, Tumble Books, etc...	More essential as ever due to Distance Learning	N/A	Continue Funding
Note/Reminders (optional):						

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will have the opportunity to work collaboratively in PLC's to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. Intensive, focused, small group direct instruction will be provided to students at their point of need. Using pre/post teaching cycles and best mathematical practices will accelerate student growth.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	PLC/Visiting VAPA program costs	Placed on hold due to Distance Learning/Covid-19	N/A	Discontinue funding due to Distance Learning
Contracted Svcs > \$25K	--	--	09800-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work			

collaboratively to
identify grade
level proficiency
using the results
of assessments to
plan instruction,
monitor student
progress, and
adjust instruction
accordingly.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

An hourly resource teacher will continue to support classroom teachers as well as adopting the district's Art Education Program to release teachers for PLC with dedicated ELD planning. EL students targeted through our site's monitoring systems will also have access to the Extended Day Reading Program.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		\$6,931.87	09800-2151	ELPAC assessment	Needed to meet CA State mandated requirements to assess	N/A	Continue funding
Interprogram Svcs/Field Trip		\$2,200.00	09800-5735	Closing the achievement gap and provide real life application to English Learners and build real life language which supports academics.	N/A	N/A	Wait and see due to Covid-19.
Supplies	--	--	09800-4301	Benchmark consumables			
Contracted Svcs > \$25K	--	--	09800-5100	The investment in AEP will provide students access to			

three Art domains
while classroom
teachers will use
this opportunity to
plan for
instruction
(integrated and
designated) in
PLC's. Teachers
will have the
opportunity to
work
collaboratively to
identify grade
level proficiency
using the results
of assessments to
plan instruction,
monitor student
progress, and
adjust instruction
accordingly.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Gen Ed teachers will create SMART goals and target students for additional interventions both during the school day and in EDRP. PLC release time will be used for grade level planning.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	PLC release time/VAPA costs			
Classroom Teacher Hrly	--	--	09800-1157	Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher. In addition, our EDRP exists to target Tier 2 and 3 students.			
Contracted Svcs > \$25K	--	--	09800-5100	The investment in AEP will provide students access to three Art domains while classroom			

teachers will use
this opportunity to
plan for
instruction
(integrated and
designated) in
PLC's. Teachers
will have the
opportunity to
work
collaboratively to
identify grade
level proficiency
using the results
of assessments to
plan instruction,
monitor student
progress, and
adjust instruction
accordingly.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

NHE has monthly Family Fridays and Coffee with the Principal where a wide variety of topics are covered, and community organizations/resources are invited to speak. Topics presented at Family Fridays throughout the year could include:

- Title 1 Presentation
- Home/School Compact
- The importance of daily attendance
- Schoolwide Academic Performance
- Safety Plan
- Nutrition, Health and Wellness
- Visiting Cluster Middle and High Schools

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Lease of Printer/Duplicator		\$3,500.00	09800-5614	fliers, newsletter, copies, stamps, etc...	Essential in Distance Learning phase	N/A	Continue Funding

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

We have funded the district's Art Education Program to release classroom teachers for 9 half-days of PLC for the 2019-20 school year. This considerable investment will give classroom teachers and certificated support staff the opportunity to plan collaboratively with colleagues in analyzing student data, identify student instructional need, and adjust instruction accordingly.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs > \$25K	--	--	09800-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results			

of assessments to
plan instruction,
monitor student
progress, and
adjust instruction
accordingly.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: NORMAL HEIGHTS ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school's District Counselor will continue to support students' social and emotional well-being as well as coordinating school and local services when appropriate to reduce chronic absenteeism. Our DC leads the following strategies: United Way Partnership (Hero), attendance groups, home visits, Improved Attendance/Character Education assemblies, IMTSS, etc...

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Alabanza, Florence	0.80000	\$95,560.36	30100-1210	The school's District Counselor will continue to support students' social and emotional well-being as well as coordinating school and local services when appropriate to reduce chronic absenteeism	Working well. Daily average keeps rising and chronically absent are decreasing. Character Ed program is thriving. Zero suspensions.	N/A	N/A

Note/Reminders (optional):

Goal 2 – English Language Arts

Strategy/Activity 1

***Strategy/Activity – Description**

The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC’s. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. 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 programs to accelerate, remediate and re-teach concepts. Teachers will maintain a small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently. In addition, we have online licenses that include Newsela, Raz Kids, Tumble Books, which provide students guided practice at their individual reading levels and provide assessment data and growth monitoring for teachers. In addition, our EDRP exists to target Tier 2 and 3 students. Program is 2 hours a week outside the school day. The use of Supplemental CA Benchmark student consumables also supports all students with reading and writing.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Equipment Non Capitalized		\$5,766.00	30100-4491	iPads will be purchased for teachers to progress monitor student interventions.	More than 8000 quizzes have been taken on Newsela. Effective to monitor student progress.	N/A	N/A
Classroom Teacher Hrly		\$6,800.17	30106-1157	Intensive, focused, small group direct instruction will be provided to students at their point of need,		N/A	N/A

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				across content areas by classroom teacher. In addition, our EDRP exists to target Tier 2 and 3 students.			
Supplies		\$6,644.89	30106-4301	Instructional supplies will be purchased to support the EDRP after school intervention program	BM student consumables are a must to fully implement ELA curriculum.	N/A	N/A
Contracted Svcs > \$25K		\$11,912.00	30106-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction,	Allows teachers to participate in much needed PLC and continue our work around student-centered classrooms.	N/A	N/A

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				monitor student progress, and adjust instruction accordingly.			
--	--	--	--	---	--	--	--

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will have the opportunity to work collaboratively in PLC's to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, adjust instruction accordingly. Intensive, focused, small group direct instruction will be provided to students at their point of need. Using pre/post teaching cycles and best mathematical practices will accelerate student growth.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs > \$25K	--	--	30106-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results	Allows teachers to participate in much needed PLC and our work around student-centered classrooms.	N/A	N/A

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.			
--	--	--	--	---	--	--	--

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity – Description**

An hourly resource teacher will continue to support classroom teachers as well as adopting the district’s Art Education Program to release teachers for PLC with dedicated ELD planning. EL students targeted through our site’s monitoring systems will also have access to the Extended Day Reading Program.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$4,000.64	30100-4301	classroom instructional supplies	Needed for BM consumables and our curriculum.	N/A	N/A
Non Clsrn Tchr Hrly		\$20,743.40	30106-1957	Hourly EL resource teacher to support language instruction and provide intervention.	Essential for interpreting and diagnosing ELPAC results and working with English Learners.	N/A	N/A
Contracted Svcs > \$25K	--	--	30106-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and	Allows teachers to participate in much needed PLC work around student-centered classrooms.		

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.			
--	--	--	--	--	--	--	--

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Gen Ed teachers will create SMART goals and target students for additional interventions both during the school day and in EDRP. PLC release time will be used for grade level planning.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly	--	--	30106-1157	Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher. In addition, our EDRP exists to target Tier 2 and 3 students.	Approx. 75 at-risk students are positively impacted in EDRP. Students making progress.		
Contracted Svcs > \$25K	--	--	30106-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to	Allows teachers to participate in much needed PLC work around student-centered classrooms.		

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.</p>			
--	--	--	--	--	--	--	--

Note/Reminders (optional):

Goal 6 – Family Engagement

Strategy/Activity 1

***Strategy/Activity – Description**

NHE has monthly Family Fridays and Coffee with the Principal where a wide variety of topics are covered, and community organizations/resources are invited to speak. Topics presented at Family Fridays throughout the year could include:

- Title 1 Presentation
- Home/School Compact
- The importance of daily attendance
- Schoolwide Academic Performance
- Safety Plan
- Nutrition, Health and Wellness
- Visiting Cluster Middle and High Schools

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$1,000.00	30103-4301	Basic supplies, duplicating costs, mailings, binders, etc...	Costs of communicating with parents.	N/A	N/A
Supplies		\$861.00	30103-4301	light refreshments, meeting supplies	Properly hydrated parents are a must.	N/A	N/A
School Counselor - Alabanza, Florence	--	--	30100-1210	The school's District Counselor will continue to support students' social and emotional well-	Working well. Daily average keeps rising and chronically absent are decreasing. Character Ed	N/A	N/A

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				being as well as coordinating school and local services when appropriate to increase parent engagement	program is thriving. Zero suspensions.		
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Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

We have funded the district's Art Education Program to release classroom teachers for 9 half-days of PLC for the 2019-20 school year. This considerable investment will give classroom teachers and certificated support staff the opportunity to plan collaboratively with colleagues in analyzing student data, identify student instructional need, and adjust instruction accordingly.

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Contracted Svcs > \$25K	--	--	30106-5100	The investment in AEP will provide students access to three Art domains while classroom teachers will use this opportunity to plan for instruction (integrated and designated) in PLC's. Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results	Allows teachers to participate in much needed PLC work around student-centered classrooms.	N/A	N/A

Normal Heights Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				of assessments to plan instruction, monitor student progress, and adjust instruction accordingly.			
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Note/Reminders (optional):

What are my leadership strategies in service of the goals?