

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **PARADISE HILLS ELEMENTARY** SCHOOL

2020-21

37-68338-6040059
CDS Code

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

Principal: Oluwa, Skye

Contact Person: Oluwa, Skye

Position:

Telephone Number:

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

E-mail Address: soluwa@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Evaluation of LCFF and Title I Funded Actions and Activities
- 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: Paradise Hills Elementary

DUE: October 5, 2020

SITE CONTACT PERSON: Skye Oluwa

PHONE: 619-344-5200 FAX: 619-344-5249 E-MAIL ADDRESS: soluwa@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:

English Learner Advisory Committee (ELAC) Date of presentation: September 29, 2020

Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____

Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____

Site Governance Team (SGT) Date of presentation: _____

Other (list): ILT, Staff
9/28/2020

Date of presentation: 9/25/2020

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: 9/30/2020

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

Skye Oluwa

Type/Print Name of School Principal

Skye Oluwa 10/5/2020

Signature of School Principal / Date

Cassandra Plouvier

Type/Print Name of SSC Chairperson

Cassandra Plouvier

Signature of SSC Chairperson / Date

Mrs. Denise Serna-Arroyo

Type/Print Name of ELAC Chairperson

/Denise Serna-Arroyo / emailed approval 10/6/20

Signature of ELAC Chairperson / Date

LAMONT JACKSON

Type/Print Name of Area Superintendent

Lamont Jackson 10/7/20

Signature of Area Superintendent / Date

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

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

This School Plan for Student Achievement fulfills the requirements of the school wide Title I 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)**Budget Development**

At Paradise Hills Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to have all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit support. These included SGT, SSC, ELAC, PTA, and staff meetings held throughout the year. The final budget for the 2020-2021 school year was approved in February 2020.

Effectiveness of Activities and Strategies

In the spring of 2020, the staff and community met to discuss the activities and strategies implemented for the 2019-2020 school year. They also discussed the effectiveness and modifications needed for the 2020-2021 school year. The final SPSA was approved in October 2020.

- Instructional Leadership Team (ILT) met to create a grid identifying Activities/Actions/What is working /what is not/Modifications.
- ILT presented to staff members their initial thoughts and had staff add more ideas and suggestions.
- Principal presented and reviewed findings and suggestions to SSC.
- SSC had final approval.

RESOURCE INEQUITIES

Paradise Hills' root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site qualitative and quantitative data, and a review of the 2019-2020 SPSA. An analysis of the student groups (3rd - 5th) CAASPP results indicate overall growth in the area of Math and a slight decrease in the area of ELA. Due to COVID-19 and school closures statewide, there were no CAASPP or ELPAC assessments and the CHKS was not conducted. We are using the most up-to-date data that we have for this review and for establishing our goals for the 2020-2021 school year.

Overall, student proficiency in ELA has fluctuated by increasing or decreasing within 1.10 percent over the last three years. Overall, student proficiency in third grade has decreased from 44.44 percent three years ago to 37.04. That is a decrease in the proficiency of 7.4 percent over the last three years. Socioeconomically disadvantaged students have decreased proficiency each year since the 2016-2017 school year. Overall, the fourth grade ELA proficiency has fluctuated within 6 percent over the last three years. Socioeconomically disadvantaged and Hispanic students have been decreasing steadily in proficiency each year. Overall, the proficiency levels for fifth grade ELA have been increasing each year; they were at 43.33 percent three years ago to 56.76 percent the previous year. This is an increase of 13.43 percent.

Student performance in math has increased from 36.44 percent three years ago to 43.36 percent in 2019. This is an increase of 6.92 percent of students meeting math standards. Overall, the proficiency levels of fifth grade math have fluctuated over the past three years. The biggest influx is the increase in proficiency from two years ago of 19.60 percent to 42.85 the previous year. This is an increase of 23.25 percent. Although students have overall increased their proficiency, the following populations have seen a constant decrease in proficiency within the last three years: students with disabilities and English learners.

The school's overall data for the 2018-2019 school year indicates 45.5% of the students met or exceeded standards in ELA. This was a slight drop (1.27%) in the area of ELA from 2017-2018. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Language Learners and our students with disabilities. The data also indicates there is an achievement gap with students who are socioeconomically disadvantaged. Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. Because of this focus, there are inequities in the area of math and ELA. The overall school data indicates a small percentage growth from 2018 (37.14%) to 2019 (43.36%). This is a slight gain of 6.22% in math. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of the Common Core State Standards (teachers will participate in monthly full day release days), strengthening tier one instruction by integrating lesson studies and lesson design throughout the year for all classroom teachers and educational specialists, monitoring student progress through the administration of common formative and summative assessments, ensuring a guaranteed viable curriculum, vertical alignment, and progress monitoring student progress together as a grade level on a monthly basis.

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. While as a site, we are in the green and yellow, students with disabilities and socioeconomically disadvantaged students are in the red and orange respectively, for both categories. The office staff will work collaboratively and closely with the principal, school counselor, school psychologist, school nurse, and certificated staff to monitor attendance and social-emotional needs. There will be consistent home visits and communication with families to ensure that students are in school. In addition, there will be counseling services on campus four days a week to support students with social and emotional needs. The school community recognizes the importance of a positive, safe, collaborative, and inclusive school environment and will continue to provide professional development for both staff and families to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Skye Oluwa	Principal
Liza Lugo	Other School Personnel
Noemi Marin	Parent
Pamela McNutt	Parent
Rosemarie Bella	Teacher
Annie Sota	Teacher
Patti Steele	Teacher
Cassandra Plouvier	Parent
Jacqueline Glorioso	Parent
Rolando Regin	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

Implementation

Resources were allocated to fund the following:

School Counselor to run:

- Weekly 2nd Step lessons during Specials. Reached 10 classrooms per week.
- Weekly small group counseling (5-6 groups weekly)
- Weekly individual counseling sessions (see approximately 10 students)
- Peace Patrol Coordinator (recruiting students, monthly training and organized and led meetings)
- Student Council Co-Coordinator (organized student elections, planned and executed activities, organized and led monthly meetings)
- Safety Patrol School Contact (weekly meetings with Captain, monthly collaboration with School Resource Officer on student progress/needs, monthly squad meetings)
- Recess Duty
- Recess Committee Coordinator
- Attendance monitoring (monthly) (home visits as necessary, attendance letters, phone calls, student check-ins)
- Schoolwide Events (Bully Awareness, Red Ribbon Week, Kindness Challenge)
- Lunch Bunch (weekly)
- SST/504 Coordinator
- Monthly Character Trait lessons
- Coffee with the Counselor (monthly)
- BizTown Program (organized involvement in the program, taught all curriculum)

-School liaison for UPAC

PlayWorks was funded by Paradise Hills Elementary during the 2019-2020 school year. An optional Professional Development was offered for PlayWorks the Monday and Tuesday prior to report days in August for staff. There was a Recess Committee made up of the following committee members: school counselor, a noon duty staff, a special education technician, and the physical education coach. The committee planned and coordinated monthly games/activities, monitored equipment needs, assigned staff supervision areas on the blacktop, led schoolwide recess meet ups before and after recess, held monthly collaboration meetings with our assigned PlayWorks Coach.

Effectiveness

There was an overall increased effectiveness of adult supervision, as well as an increase in student participation at recess that led to an overall reduction of inappropriate behaviors. The site also has enough supplies to implement all programs. On our 2019-2020 SPSA, we had set goals around decreasing suspension rate and chronic absenteeism for all students and AMOs for suspension for Students with Disabilities, Hispanic or Latino, and Homeless/Foster Youth. While we do not have data from the 2019-2020 school year, the 2019 CA Dashboard is an update from the 2018 CA Dashboard that was used to set last year's goals. Based on the 2019 CA Dashboard data, we were able to meet some of our goals. For Suspension Rate we did not meet our All Student goal of less than 2% or that same percentage goal we set for our three student groups. We did see suspension rates drop for our Hispanic or Latino and Homeless/Foster Youth groups and our Students with Disabilities group maintained so there were some positives. For Chronic Absenteeism, we met our All Student goal of less than 10% by ending 2019 with 9.6%, a decrease of 1.8% but we did not meet our three AMOs for this indicator. Our Hispanic or Latino and English Learner groups did have declines in the number of chronically absent students in 2019 so that is positive.

***Major Differences**

At times, the school counselor would be pulled away to work on a crisis situation with a student and that would keep her from a regularly scheduled 2nd step lesson, group lesson, or individual counseling session, however, with 4 days on campus, counselor was usually able to make up the lessons at a later time in the week. Furthermore, all site buy in is needed to sustain the work.

Paradise Hills Elementary funded PlayWorks. There was to be multiple meetings with the PlayWorks staff in order to provide professional development and learning opportunities for the staff to implement the program with fidelity. However, with the closures of all school due to Covid-19, the final meeting was not held and the implementation of the program was ceased due to not being on campus and no longer having recess on campus due to Covid-19.

***Changes**

School counselor to include the following responsibilities:

- No Place for Hate program coordinator,
- South East Early Prevention Program support,
- School Newsletter

Furthermore, counselor will provide more needs assessments from students, parents, and teachers to ensure the programming of the school counseling program is meeting the needs of the students. Counselor will also perform empathy interviews in collaboration with admin and teaching staff. Paradise Hills Elementary funded PlayWorks. An optional Professional Development was offered for PlayWorks the Monday and Tuesday prior to report days in August for staff. There was a Recess Committee that the following members sat on: counselor, noon duty staff, special education technician, and the physical education teacher. The committee would plan and coordinate monthly games/activities, monitor equipment needs, assign staff supervision areas on the blacktop, lead schoolwide recess meet ups before and after recess, hold monthly collaboration meetings with our assigned PlayWorks Coach. While the games, collaboration of the committee, and recess were successful, previous administration was not pleased with the professionalism of PlayWorks staff. The agreement for this school year was not resigned. With that being said, ideals and outcomes of PlayWorks strategies were positive and will continue through staff implementation. The counselor will take the lead role with the recess committee.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease School Wide Suspension	2.4%	Less than 1.2%	Suspension	Annually
June 2021	TK-5	Decrease Chronic Absenteeism	9.5%	Less than 4.5%	Chronic Absenteeism	Annually

***Identified Need**

On the California Dashboard (2019), while Paradise Hills is in the green and yellow categories overall for absenteeism and suspension (respectively), we are in the red and orange for specific subgroups in the following indicators: Chronic Absenteeism and Suspension Rates. The overall chronic absenteeism rate is 9.6% of students.

Chronic Absenteeism Rates (subgroups):

Filipino: 5.7% - Orange

Homeless: 17.1% - Orange

Students with Disabilities: 20.5% - Red

According to the California Dashboard (2019), Paradise Hills Suspension Rate is 2.5% (students who were suspended at least one time).

Suspension Rates (subgroups):

Socioeconomically Disadvantaged: 3.2% - Orange

Students with Disabilities: 6.8% - Red

***Online Learning Implications**

- Some systems we have in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being are:
- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
 - Culturally Responsive Teaching and the Brain as a book study for all staff.

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger and Google Form that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*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	Students with Disabilities	Decrease suspension	6.8%	Less than 3%	Suspension	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension	3.2%	Less than 1%	Suspension	Annually
June 2021	TK-5	Students with Disabilities	Decrease Chronic Absenteeism	20.5%	Less than 10%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learner	Decrease Chronic Absenteeism	14.1%	Less than 7%	Chronic Absenteeism	Annually
June 2021	TK-5	Filipino	Decrease Chronic Absenteeism	5.7%	Less than 3%	Chronic Absenteeism	Annually
June 2021	TK-5	Homeless/Foster	Decrease Chronic Absenteeism	17.1%	Less than 5%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease Chronic Absenteeism	3.8%	Less than 2%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Decrease Suspension	7.7%	Less than 3%	Suspension	Annually
June 2021	TK-5	English Learner	Decrease Suspension	1%	Less than 1%	Suspension	Annually

Counseling Program

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

Unduplicated students (UPP = 82.55%)/All students will benefit from this strategy/activity at Paradise Hills Elementary in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, students with disabilities, English Learners, students who are considered socioeconomically disadvantaged, Filipino, and Homeless.

All students will benefit from this strategy/activity in the area of **suspensions**, specifically the following subgroups: students with disabilities and students considered socioeconomically disadvantaged.

Note: Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Counselor will monitor all students for attendance and suspension

***Strategy/Activity - Description**

Counselor: The counselor will provide additional supports in the area of social and emotional well-being. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, staff, parents, principal, office staff, nurse, health technicians, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The counselor will conduct home visits with a certificated or support staff member to ensure families receive the supports they need to get their children to school every day and on time. The counselor will also be an active member of the student discipline team / other committees as needed to support the positive school culture.

- Teaches 2nd Step
- Part of Attendance Review Team
- Small Group - Social/Emotional
- Individual Counseling Support
- Run RTI meeting
- Resources to Families
 - Coffee with Counselor - PD training
 - Youth and Transition Support
 - Home visits
 - Outside counseling support - UPAC/SAYSD/SEEP

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02291L	will be monitoring suspension and chronic absenteeism

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School Counselor				0229-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F02291M	will be monitoring suspension and chronic absenteeism
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Cultural / Equity Awareness

*Students to be served by this Strategy/Activity

Unduplicated students (UPP = 82.55%)/All students will benefit from this strategy/activity at Paradise Hills Elementary in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, students with disabilities, English Learners, students who are considered socioeconomically disadvantaged, Filipino, and Homeless.

All students will benefit from this strategy/activity in the area of **suspensions**, specifically the following subgroups: students with disabilities and students considered socioeconomically disadvantaged.

Note: Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Supplemental Instructional supplies to focus on:

- Read Aloud books for classrooms and library that have a variety of diversity themes
- Picture books to support counseling groups around loss, gender identity, divorce and other related themes

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N022931	Supplies		\$165.00	\$165.00	0229-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplemental supplies that will focus on promoting and teaching equity, diversity, and social/emotional well being
N0229AW	Supplies		\$2,911.00	\$2,911.00	0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental supplies that will focus on promoting and teaching equity, diversity, and social/emotional well being
	Supplies				0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	Supplemental supplies that will focus on promoting and teaching equity, diversity, and social/emotional well being

*Additional Supports for this Strategy/Activity

During the 2020-2021 school year, staff will partake in a book study utilizing Culturally Responsive Teaching and the Brain. Paradise Hills Elementary is also receiving additional support from the South Eastern Early Prevention Program for grades TK-3 and all families (funded by the central office). Staff will continue to implement PlayWorks, funded last school year by the site.

Professional Development / Professional Learning Community

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

All students will benefit from this strategy/activity at Paradise Hills Elementary in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, students with disabilities, English Learners, students who are considered socioeconomically disadvantaged, Filipino, and Homeless.

All students will benefit from this strategy/activity in the area of **suspensions**, specifically the following subgroups: students with disabilities and students considered socioeconomically disadvantaged.

Note: Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development and professional learning communities with support staff such as the school counselor, school psychologist, community partners to improve the following: attendance (reduce chronic absenteeism, rate, school culture (reduce suspension rate). This will support the efforts to close the achievement gap.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N022938	Prof&Curriclm Dev Vist Tchr		\$1,400.00	\$1,712.06	0229-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		safe, supportive, and collaborative school culture; decrease chronic absenteeism and suspension rates

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

On our 2019-2020 SPSA, we set ELA goals around student performance on CAASPP performance for all students as well as DRA 2 and Fountas and Pinnel performance for English Learners, Hispanic or Latino and Students with Disabilities groups. Due to COVID-19, no CAASPP testing was conducted and those goals will be moved forward. Due to school closure in March of 2020, data does not reflect a full year of learning. Students were held to a no harm grading policy. After school tutoring ceased upon closure of school, as well as PLC s.

Last year's Implementations - Effectiveness

- Two days where teachers looked at data to find trends and patterns in student learning, pinpoint strengths and areas of growth - Teachers were able to name strengths and areas of growth for each student they analyzed.
- Weekly PLCs to monitor student progress, modify tier 1 instruction and plan tier 2 small group instruction. - Teachers worked collaboratively to look at student progress and plan/modify instruction.
- Created a school goal centered on teachers' ability to analyze student data, provide focused feedback and create learning goals for students. - teachers could connect their work with school goal
- Provided focused lessons to support students' ability to create their own learning goals based on analyzing their own work - implemented student led conferences for the spring conferences with parents.
- Provided afterschool tutoring to provide additional tier 2 support in ELA - had 2 primary grade and two upper grade teachers
- Book study around data analysis and conferring with students - strengthen understanding of student analysis
- Purchasing Phonics curriculum to support TK-1 grade early literacy - Teacher worked together to support students with early literacy.
- Library assistant provided multiple read alouds to students.

This work expanded teacher's knowledge of small group intervention instruction. There was an increase in student engagement and interest in reading. However, there needs to be an increase in encouragement for students to read quality, complex texts at grade level, as well as modeling by teachers at or above grade level texts where comprehension and meaning making is the goal. A balanced literacy approach is necessary to meet students at their point of need. There is a need for growth in Tier 1 differentiated instruction. There is also a need for PLCs to vertically align their work. ILT was found to be ineffective which has caused the need for a full day meeting with new administration to strengthen the role of the ILT.

***Major Differences**

After school Tutoring - student attendance was not consistent

Data Dive - teachers only dove deep with 8 students per class

Implementation was only in grades TK-1st for the phonics program

The school did not have a school-wide common diagnostic, formative, or summative assessment in the area of ELA. The curriculum was not aligned from classroom to classroom, grade level to grade level. There was no guaranteed viable curriculum. Vertical alignment was absent. There was an emphasis on Tier 2 interventions, rather than strong Tier 1 instruction.

Remaining funds were used to purchase guided reading books for grade 1. Due to an inconsistent schedule of the library assistant, classrooms did not receive the read alouds as expected.

***Changes**

Changes for this year:

- Visiting Teachers to release classroom teachers from the classroom for professional development / collaboration in order to design lessons, analyze student work / data and improve instructional strategies, including education specialists
- Calibration of assessment knowledge, understanding of, and assessment of students
- Common formative / summative assessments
- Guaranteed Viable Curriculum - implementation
- Alignment 4TK-5
- Quality Tier 1 Instruction will be a focus
- Administration to provide understanding of PLC work using DuFour's tenets in order to implement with fidelity
- Purchase of quality guided reading texts.
- Implementation of true literacy block where small group instruction is required for all students as Tier 1 instruction.
- Administration to receive student data in order to monitor schoolwide achievement.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed standards	45.5%	50%	CAASPP ELA	annually
June 2021	K-2	Meet or Exceed Grade Level Expectations	baseline	+10%	Fountas and Pinnel	trimester
June 2021	3-5	meet or exceed grade level expectations	baseline	+10%	Fountas and Pinnel	trimester

***Identified Need**

The following data demonstrates the basis for our goals:

- K - 2nd Grade shows that 18.6% were reading at or above grade level on the Developmental Reading Assessment 2
- 3rd -5th Grade data shows 45% of students were meeting or exceeding standards on SBAC.
- 4.3% of English Language Learners in grades 3-5 were meeting or exceeding on 2019 SBAC.
- 8% of English Language Learners in grades K-2 were reading at or above grade level expectations on the Developmental Reading Assessment 2.
- 5.6% of Students with Disabilities in grades 3-5 were meeting or exceeding on 2019 SBAC.
- Students with Disabilities in grades 1-2 were 4% reading (3 out of 12 students) at or above grade level expectations on the Developmental Reading Assessment 2.
- 36.79% of 106 students considered socioeconomically disadvantaged students in grades 3-5 were meeting or exceeding on 2019 SBAC.

The school's overall data for the 2019 school year indicates that 45% of 3rd - 5th grade students met or exceeded standards in ELA. In the 2020 school year, CAASPP was canceled due to COVID-19. A further look into school site data found that 17% of 3rd - 5th grade students were at or above grade level in Fountas and Pinnel, while 18.7% of K - 2nd grade students were at or above grade level on the DRA. With that being said, data must be read with caution as formative and summative assessments were limited due to school closures in the spring of 2020. The district held a no harm grading policy. Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Language Learners and students with disabilities. The data also indicates that there is an achievement gap between students who are socioeconomically disadvantaged and students with disabilities. Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. This student group is addressed in the whole site goal.

While the 2019 CA Dashboard does not reflect the 2019-2020 school year, it is an update from last year. According to the updated dashboard, Paradise Hills in ins in the Orange Performance Level for Academic Engagement: English Language Arts at 15.2 points below standard, declined 5.8 points from 2018. We have no students in the red and three student groups in the orange: English Learner, Hispanic, and Socioeconomically Disadvantaged. In support of district initiatives, we are also including AMOs for Students with Disabilities and Black or African American student groups.

To continue to support student progress in ELA, professional development will focus on studying and gaining an in-depth understanding of the common core state standards, strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and administering common formative and common summative assessments that will be monitored on a monthly basis during professional learning communities.

Due to the school closures listed above, as well as online learning for the 2020-2021 school year, we will use the first three months of school to create a baseline, by enabling our online resources and assessments for all students.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-2	English Learner	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	K-5	Black or African American	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	3-5	English Learner	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	4-5	Hispanic or Latino	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	K-2	Students with Disabilities	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	3-5	Students with Disabilities	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	3-5	Socioeconomically Disadvantaged	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	K-2	Socioeconomically Disadvantaged	Grade Level proficiency	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	3-5	Socioeconomically Disadvantaged	increase percentage meeting or exceeding standards	36.8*	46.8%	CAASPP ELA	Annually
June 2021	3-5	English Learner	increase percentage meeting or exceeding standards	4.3*	14.3%	CAASPP ELA	Annually

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Hispanic or Latino	increase percentage meeting or exceeding standards	38.5*	48.5%	CAASPP ELA	Annually
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Professional Learning Community

*Students to be served by this Strategy/Activity

Unduplicated students (UPP = 82.55%)/All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged. Over 80% of Paradise Hills' population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- Monthly PLC - grade level, as well as cross grade level articulation will occur monthly in which teachers, including education specialists and school counselor will collaborate to analyze student work and adjust Tier 1 instruction. They will plan differentiated small groups for tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of teacher efficacy and teacher credibility through online learning
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning conferences to strengthen Tier 1 instruction

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, cross-classroom visits.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02291L	School Counselor	0.44000	\$38,311.68	\$55,239.12	0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		works with students to enable teachers to be released for PLC
F02291M	School Counselor	0.16000	\$13,931.52	\$20,086.95	0229-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income		works with students to enable teachers to be released for PLC
N02293T	Conference Local		\$500.00	\$500.00	0229-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		conference registration

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N02293U	Prof&Currielm Dev Vist Tchr		\$6,200.00	\$7,581.98	0229-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support closing the achievement gap / professional development
N02296W	Supplies		\$25,117.00	\$25,117.00	0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		support closing the achievement gap
	Prof&Currielm Dev Vist Tchr				0229-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N022938	professional learning communities
	Supplies				0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0229AW	professional learning books
	Supplies				0229-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N022931	professional learning books

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

Fisher, Frey, Hattie's Distance Learning Playbook - centrally provided by the district

Library Assistant

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

Unduplicated students (UPP = 82.55%)/All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged. Over 80% of Paradise Hills' population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Library Assistant provides additional literacy support by:

- Additional Read Alouds
- Helps students select appropriate reading level books
- Exposes students to different reading genres
- Selects books to increase our books catalog in our library

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02291K	Library Asst	0.17500	\$5,058.90	\$11,075.46	0229-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		Support additional library and literacy
Instructional Materials Support									
*Students to be served by this Strategy/Activity									
Unduplicated students (UPP = 82.55%)/All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged. Over 80% of Paradise Hills' population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.									
*Strategy/Activity - Description									
With a high unduplicated pupil percentage of 82.6%, the site understands that most of our population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit. Supplemental material to support our reading program. Guided reading is key to literacy instruction at the student's point of need. Appropriate, diverse texts are needed in order to engage students and enrich their exposure to high interest, low-level texts.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0229AW	supplemental literacy support
	Supplies				0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	supplemental literacy support
	Supplies				0229-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N022931	supplemental literacy support
*Additional Supports for this Strategy/Activity									
Licensed Web-based programs such as: Mystery Science - Supports Literacy, math and science centrally funded through the district									

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

On our 2019-2020 SPSA, we set ELA goals around student performance on CAASPP performance for all students as well as the site developed common assessment performance for English Learners and Hispanic or Latino groups. Due to COVID-19, no CAASPP testing was conducted and those goals will be moved forward. Due to school closure in March of 2020, data does not reflect a full year of learning. Students were held to a no harm grading policy.

Last year's Implementation - Effectiveness

- Two days where teacher looked at data to find trends and patterns in student learning, pinpoint strengths and areas of growth - Teachers were able to name strengths and areas of growth for each student they analyzed.
- Weekly PLCs to monitor student progress, modify Tier 1 instruction and plan Tier 2 small group instruction. - Teachers worked collaboratively to look at student progress and plan/modify instruction.
- Created a school goal centered around teachers ability to analyze student data, provide focused feedback and create learning goals for students. - teachers could connect their work with school goal
- Provided focused lessons to support students' ability to create their own learning goals based on analyzing their own work - implemented student led conferences for the spring conferences with parents.
- Provided afterschool tutoring to provide additional Tier 2 support in mathematics - had two primary grade and two upper grade teachers

*Major Differences

After school Tutoring - student attendance was not consistent
 Data Dive Days- teachers focused more on Literacy vs. mathematics
 Book studies and professional development was not as strong in mathematics

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The school did not have a school-wide common diagnostic, formative, or summative assessment in the area of math. The curriculum was not aligned from classroom to classroom, grade level to grade level. There was no guaranteed viable curriculum. Vertical alignment was absent. There was an emphasis on Tier 2 interventions, rather than strong Tier 1 instruction. Administration did not receive data as a way to measure student achievement.

*Changes

Common Curriculum will be used across the campus with lesson studies focusing on number talks, lesson study, and design. Grade levels will monitor student progress through meaningful, ongoing formative and summative assessments. Grade levels will plan and use said data to plan for student point of need.

Monthly PLC where the above will take place. Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, cross-classroom visits. Administration to receive student data in order to monitor schoolwide achievement.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed standards	43%	53%	CAASPP Math	Annually
June 2021	3-5	Meet or Exceed standards	43%	53%	End of Unit Assessments	Annually

*Identified Need

The following data demonstrates the basis for our goals:

- Of our **143** 3rd-5th grade students tested in CAASPP, **62** met or exceeded standard, which is **43%**.
- English Language Learners - Of our **23** 3rd-5th grade students tested in CAASPP, **1** met or exceeded standards, which is **4%**
- Students considered socioeconomically disadvantaged - Of our **106** 3rd-5th grade students tested in CAASPP, **36** met or exceeded standards, which is **34%**.
- Students with Disabilities: Of our **18** 3rd-5th grade students with disabilities, 2 students met or exceeded standards on CAASPP, which is **11%**.

On the 2019 CA Dashboard, Paradise Hills is in the Green Performance Color for the Academic Performance: Mathematics indicator at 11.4 points below standard, an increase of 14.4 points from 2018. There are no students in the Red or Orange Performance Levels. In support of district initiatives, we are also including AMOs for English Learners, Students with Disabilities, and Black or African American student groups.

Based on the data, we need to continue to focus on improving student achievement and closing the achievement gap specifically with our English Language Learners and students with disabilities. The data also indicates that there is an achievement gap between students who are socioeconomically

disadvantaged and students with disabilities. Over 80% of Paradise Hills' student population is considered socioeconomically disadvantaged. This group is addressed in the schoolwide goal.

To continue to support student progress in math, professional development will focus on studying and gaining an in-depth understanding of the common core state standards, strengthening tier one instruction by integrating lesson studies and lesson design throughout the school year for all classroom teachers and Education Specialists, and administering common formative and common summative assessments that will be monitored on a monthly basis during professional learning communities.

Due to the school closures listed above, as well as online learning for the 2020-2021 school year, we will use the first three months of school to create a baseline, by enabling our online resources and assessments for all students.

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

***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	English Learner	Increase ability to solve real life scenario word problems with age appropriate mathematical strategies	NA	80%	Site Developed Common Assessments	monthly
June 2021	TK-5	Hispanic or Latino	Increase ability to solve real life scenario word problems with age appropriate mathematical strategies	NA	80%	Site Developed Common Assessments	monthly

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Students with Disabilities	Increase ability to solve real life scenario word problems with age appropriate mathematical strategies	baseline	+10%	Site Developed Common Assessments	monthly
June 2021	TK-5	Black or African American	Increase ability to solve real life scenario word problems with age appropriate mathematical strategies	baseline	+10%	Site Developed Common Assessments	monthly

Professional Development

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged. Over 80% of Paradise Hills' population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

*Strategy/Activity - Description

Professional Development:

- Mathematical Mindset, Math workshop and number talks
- PLC focusing on conferring in math to give different access points for mathematicians and purposeful math talks
- Math conferences targeted to 4th-5th grade
- book study on best practices for mathematics

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Conference Local	0229-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : N02293T	support teacher learning for best practices in mathematics
	Prof&Curriclm Dev Vist Tch	0229-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02293U	PLC and lesson study release time for teachers to look at lesson design and implementation of research based instructional strategies
	Supplies	0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	supplemental instructional materials for mathematics and professional learning books for teachers
	Supplies	0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0229AW	supplemental instructional materials for mathematics and professional learning books for teachers

Professional Learning Community

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

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: English Learners, students with disabilities, and students who are considered socioeconomically disadvantaged. Over 80% of Paradise Hills' population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

Professional Learning communities
 - Teacher collaboration to analyze student work and common formative assessments, adjust Tier 1 instruction, and plan differentiated small groups for Tier 2 intervention instruction.
 Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross-classroom visits.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0229-30106-00-1192- 1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02293U	support closing the achievement gap

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

Last year's Implementation - Effectiveness:

- PLC time for teachers - Targeted Eng. Lang. Learners to plan supportive lessons to enable students' private think time before sharing out, sentence frames to scaffold learning and other research based strategies.
- QTel strategies embedded in all content lessons - students had opportunities to Think Pair Share, 3 Reads for different access point to information, front loading curriculum, sentence frames to practice language structures and collaborative work
- Robust classroom libraries - Supported students at all levels of literacy from at grade level to below grade level along with different genres and topics.
- English Support Assistant - Supported students with tier 2 intervention for new comers and longer term ELs
- After school Tutoring - 1 class was designated as a tier 2 intervention for students that were identified as potential Long Term English Language Learners

The EL assistant was knowledgeable in ELD and provided students with quality lessons. Upper grades received Tier 2 small group ELD. Due to school closures in March of 2020, data does not reflect a full year of learning. Furthermore, summative ELPAC was suspended as a state. Students were held to a no harm grading policy regardless of participation.

*Major Differences

Attendance with some students of the students during school time and after school. Often times, groups were cancelled due to EL assistant taking on unrelated tasks leaving an inconsistent schedule for students. There was a lack in consistency.

***Changes**

- Learning cycle around English Language Learners with support of the Office of Language Acquisition.
- Shorter cycles of intervention that target strategic goals based on Language Levels
- Unpacking of new ELD standards and district provided curriculum to support teachers with research based instructional strategies
- EL Assistant to coordinate and plan with administrator. EL Assistant will participate in professional development and professional learning communities regarding English Learners
- EL Assistant to collaborate with and support classroom teachers by researching and ensuring they have appropriate instructional materials to support struggling students.
- Classroom walkthroughs will be conducted to show evidence of integrated and designated ELD.
- Classroom teachers will adjust lessons and instructional practices as needed to support student learning. Common formative assessments will be created based on standards / curriculum. Setting language goals and targets will be a common practice in PLCs.
- The goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered US, attendance, or any other circumstances; we would like to see all students making annual expected growth.
- Vertical alignment of guaranteed viable curriculum
- Teachers to teach Tier 1 ELD and EL assistant to provide supplemental support.

***Integrated English Language Development**

- QTel strategies will continue to be embedded in all content areas with sentence frames to scaffold learning
- 3 Read strategies will be purposefully planned to support different levels of accessibility into lessons
- Benchmark curriculum includes strategies for teachers to use as necessary for appropriate integration of ELD
- English Learners will be closely monitored for growth on assessments
- During grade level collaboration, the agenda will include time for discussion about and planning for integrated ELD.
- Learning Cycle centered around ELD instruction will be held for 4 weeks

***Designated English Language Development**

- QTel strategies will continue to be embedded in all content areas with sentence frames to scaffold learning
- 3 Read strategies will be purposefully structured to support different levels accessibility into the lesson
- Benchmark Advance curriculum
- English Learners will be closely monitored for growth on assessments
- During grade level collaboration, the agenda will include time for discussion about and planning for integrated and designated ELD.
- Learning Cycle centered around ELD instruction will be held for 4 weeks
- Daily schedules will reflect 30 minutes of uninterrupted ELD daily.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	meet and exceed standards in ELA	4%	25%	CAASPP ELA	Annually
June 2021	1-2	English Learner	meet grade level expectations	24%	50%	DRA 2	Annually
June 2021	3-5	English Learner	meet grade level expectations	4.2%*	14.2%	CAASPP Math	Annually
June 2021	TK-5	English Learner	Increase ability to solve real life scenario word problems with age appropriate mathematical strategies	baseline	+10%	Site Developed Common Assessments	Monthly

***Identified Need**

Due to significant changes in the scale score ranges for the ELPAC we cannot do a year to year comparison. The CDE recommends using 18-19 as a baseline (not 17-18). Summative ELPAC for the 2019-2020 school year was canceled due to Covid-19. There is no new data.

English Learners make up approximately 20% of the overall student population. According to the CA dashboard, English Learner students are performing 36.8 points below standards in ELA and 26 points below standards in math. Furthermore, according to the CA Dashboard, 51.3% of English Learners are making progress towards English Language Proficiency according to the progress indicator. Approximately 20% of English Learners are regressing in their English language acquisition. We will be closely monitoring EL student achievement.

According to the K-5 Summative ELPAC data, there are eight students performing at Level 4 (well developed), 21 students performing at Level 3 (moderately developed), and 22 students performing at Level 2 (somewhat developed), and 12 students performing at Level 1 (minimally developed).

The following data shows the percentage of student who performed at the expected level of proficiency on the 18-19 summative ELPAC:

- In Grade 1, 50% (6/12) of ELs tested at Level 3 or above. One student fell below expected proficiency.
- In Grade 2, 30% (3/10) of ELs tested at Level 3 or above. Three students fell below expected proficiency.
- In Grade 3, 33% (4/12) of ELs tested at Level 3 or above. Three students fell below expected proficiency.
- In Grade 4, 36% (4/11) of ELs tested at Level 3 or above. One student fell below expected proficiency.
- In Grade 5, 65% (7/11) of ELs tested at Level 3 or above. Two student fell below expected proficiency.

At Risk English Language Learners

- In Grade 4, 63% (7/11)
- In Grade 5, 63% (7/11)

Reclassification

Data shows that we were able to reclassify 96% (27/28 students) of our eligible candidates for reclassification in 18-19. On the 2018-2019 SBA data, we had 23 ELs and 30 RFEP take the test in ELA. Our data shows a decline in both groups:

- Decline of 9.3% in ELs between 2018-2019 from 13.6% to 4.3% meeting or exceeding standards
- Decline of 8.3% in RFEP between 2018-2019 from 58.3% to 50% meeting or exceeding standards

This data supports our need to focus on our Reclassified and English Language Learners, especially our New Comers.

Due to the school closures listed above, as well as online learning for the 2020-2021 school year, we will use the first three months of school to create a baseline, by enabling our online resources and assessments for all students.

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-2	English Learner	Meet Grade Level Expectation	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	3-5	English Learner	Meet Grade Level Expectation	baseline	+10%	Fountas and Pinnel	Quarterly
June 2021	2-5	English Learner	Reclassify	89%	95%	Summative ELPAC	annually

Professional Learning

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

Unduplicated students (UPP = 82.55%)/All students at the school will benefit from this strategy/activity, specifically English Language Learners, as well as Reclassified students.

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit. Furthermore, according to the CA Dashboard, 51.3% of English Learners are making progress towards English Language Proficiency according to the progress indicator. Approximately 20% of English Learners are regressing in their English language acquisition. We will be closely monitoring EL student achievement in professional learning communities.

Professional Learning

- Monthly PLC - grade level, as well as cross grade level articulation will occur monthly in which teachers, including education specialists and school counselor will collaborate to analyze student work and make adjustments to dELD, as well as iELD Tier 1 instruction. They will plan differentiated small groups for Tier 2 intervention instruction as needed for English Learners.
 - Professional Book Study - Strengthen teacher's understanding of teacher efficacy and teacher credibility through online learning
 - ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to to work on the following to improve instructional practices: lesson design, lesson studies, cross classroom visits.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor	0229-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Low-Income	Goal 2 - English Language Arts Ref Id : F02291M	Provide Release time so teachers may participate in PLC to look at student data and make adjustments to tier 1 and tier 2 instruction for EL learners
	School Counselor	0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02291L	Provide Release time so teachers may participate in PLC to look at student data and make adjustments to tier 1 and tier 2 instruction for EL learners
	Prof&Curriclm Dev Vist Tchr	0229-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02293U	Visiting teacher to support lesson study, and deep data dives so teaches can work collaboratively

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	0229-30100-00-1192- 1000-1110-01000- 0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N022938	Visiting teacher to support lesson study, and deep data dives so teaches can work collaboratively
Supplies	0229-30106-00-4301- 1000-1110-01000- 0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	supplemental instructional supplies to support EL learners
Supplies	0229-30100-00-4301- 1000-1110-01000- 0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0229AW	supplemental instructional supplies to support EL learners

EL Coordinator

*Students to be served by this Strategy/Activity

Unduplicated students (UPP = 82.55%)/All students at the school will benefit from this strategy/activity, specifically English Language Learners, as well as Reclassified students.

*Strategy/Activity - Description

ESL Assistant provides additional EL support by :

- working with small groups of EL students in targeted 4 - 6 week cycles
- reinforces reading, writing, listening and speaking areas of EL instruction
- provides additional data to teachers for additional analysis of student progress
- sit in on RTI team to inform progress towards student goal
- ensure teachers have instructional materials to support students at their point of need

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02291N	ESL Asst	0.17500	\$5,297.25	\$11,393.10	0229-09800-00-2101- 1000-4760-01000-3104	LCFF Intervention Support	English Learners, Low-Income		provides small group pull out support with Tier 2 intervention for EL students
F02291O	ESL Asst	0.20000	\$6,054.00	\$13,020.71	0229-30100-00-2101- 1000-4760-01000-0000	Title I Basic Program	[no data]		provides small group pull out support with Tier 2 intervention for EL students

After School Tutoring

*Students to be served by this Strategy/Activity

Serves all ELs and Reclassified students, specifically those at risk for becoming a long term English learner

*Strategy/Activity - Description									
<p>After School Tutoring focused on EL development</p> <ul style="list-style-type: none"> - 4 week cycles - 2 days a week - Specific targeted goals - pre and post tests to show progress toward goals - Small strategic group focused on Tier 2 interventions 									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0229BX	Classroom Teacher Hrly		\$2,300.00	\$2,812.67	0229-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		supporting closing the achievement gap
N0229BY	Classroom Teacher Hrly		\$2,000.00	\$2,445.80	0229-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		supporting closing the achievement gap
	Supplies				0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	supplemental instructional materials to support Tier 2 interventions for English Learners
	Supplies				0229-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0229AW	supplemental instructional materials to support Tier 2 interventions for English Learners
Software License									
*Students to be served by this Strategy/Activity									
All students at this school will benefit from this strategy / activity, specifically English Learner students.									
*Strategy/Activity - Description									
<p>Funding has been allocated to purchase license and fees for software and / or online learning reading resources. Each classroom teacher will either select RAZ-KIDS or Scholastic News to support student learning in literacy. RAZ-KIDS: Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction. Scholastic News: Important news stories to build non-fiction reading skills, increase content are knowledge and inspire a love of learning.</p>									

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0229BV	Software License		\$2,000.00	\$2,000.00	0229-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		support closing the achievement gap

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

Monies were funded in order to purchase professional books and other instructional supplies to support students with disabilities. This was to allow students with disabilities support to access grade level content standards. Staff members used this to front load content knowledge to provide scaffolds in the classroom. Furthermore, money was set aside to allow special education staff to hold special education professional learning committees in which IEPs and progress reports were reviewed and discussed. With school closures in March of 2020 due to Covid-19, monthly PLCs for special education staff changed focus to operational tasks.

*Major Differences

With school closures in March of 2020, special education meetings changed focus. Rather than analyzing student data and progress monitoring, staff discussed how to offer services through the online setting. Furthermore, front-loading content did not occur with the limited amount of screen time students and staff were expected to take on during the initial phase of online learning due to school closures.

*Changes

It is critical for education specialists to be at the table when students are being discussed, especially students with disabilities. We must plan together, analyze data together, and collaborate. Therefore, education specialists will participate in professional learning communities with general education teachers. Furthermore, para educators will attend training with either the education specialists and/or administrator. It is imperative para educators are familiar with curriculum, standards and resources being utilized with students.

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	On progress to Meet or Exceed IEP Goals	unknown	80%	Progress Reports on IEP Goals	Quarterly	
*Identified Need							
<p>Case manager, classroom teacher, principal and related services will work together to identify and monitor IEP.</p> <ul style="list-style-type: none"> • 11% of students with disabilities met or exceeded standard in ELA on CAASPP. • 11% of students with disabilities met or exceeded standard in Math on CAASPP. • 0% of students with disabilities which are also English Language Learners met or exceeded standard in ELA on CAASPP. • 0% of students with disabilities which are also English Language Learners met or exceeded standard in Math on CAASPP. <p>Due to school closures in March of 2020, students were held to harmless grading policy. New data is not available for CAASPP and limited data is available from site assessments. We will utilize the first three months to retrieve baselines.</p>							
*Online Learning Implications							
<p>-Implementation of IEP Services in Online Learning Setting</p> <p>-Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).</p> <p>-All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes</p> <p>-The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.</p> <p>-All staff will be working as a team to support all students to accelerate their learning.</p>							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	On progress to meet IEP goals	baseline	+10%	Progress Reports on IEP Goals	Quarterly
Monitoring							
*Students to be served by this Strategy/Activity							
All students at the school will benefit from this activity / strategy, specifically students with disabilities.							
*Strategy/Activity - Description							
<p>Monitoring:</p> <p>- Monthly Special Ed. Meeting</p>							

- Attend IEP meetings
- Review Progress Reports
- Seek additional support from central office
- Differentiate for EL students with special needs during PLCs
- Waiver for EL students with special needs as an alternative to reclassification

Strategy/Activity 2

*Students to be served by this Strategy/Activity

All students at the school will benefit from this activity / strategy, specifically students with disabilities.

*Strategy/Activity - Description

Funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide quality professional development. Curriculum to support students' ability to access grade level content standards back in the classroom by providing scaffolds and front-loading content knowledge.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies	0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	Support closing the achievement gap

Para educator Training

*Students to be served by this Strategy/Activity

All students at the school will benefit from this activity / strategy, specifically students with disabilities.

*Strategy/Activity - Description

Para educators who provide direct support to students with disabilities will attend monthly professional development with certificated staff. Para educators will attend professional development (specifically related to special education) that will be facilitated by an education specialist or the administrator throughout the school year.

Professional Development

*Students to be served by this Strategy/Activity

All students will benefit from this activity / strategy, specifically students with disabilities.

*Strategy/Activity - Description									
<p>Visiting teachers are essential for classroom teachers and education specialists to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson studies, lesson design, co-teaching, and cross-classroom visits.</p> <p>Education specialists will be a part of the monthly PLC release days in order to provide collaborative knowledge for students with disabilities.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0229-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N02293U	Support closing the achievement gap / professional development
Software									
*Students to be served by this Strategy/Activity									
<p>All students will benefit from this strategy / activity, specifically students with disabilities.</p>									
*Strategy/Activity - Description									
<p>Each classroom teacher will select either RAZ-KIDS or Scholastic News to support student learning in literacy.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Software License				0229-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 4- Supporting English Learners Ref Id : N0229BV	Support closing the achievement gap.

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-5	African American	decrease student suspension rate	7.7%	3%	Suspensions (Classroom and School)	annually

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

- ✓ 1. Beginning in the Fall of 2020, Paradise Hills Elementary’s selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In the 2020-21 school year, Paradise Hills Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. [Paradise Hills Elementary 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. Paradise Hills Elementary 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, Paradise Hills Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at Paradise Hills Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

According to the California Dashboard, Black or African American Youth at Paradise Hills Elementary had a suspension rate of 7.7%. We can do better.

*Online Learning Implications						
<p>-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.</p> <p>-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk. Our counseling center, teachers, related services providers, classified staff, and administrator will conduct empathy interviews in order to decipher family's needs. We can then provide wraparound services that best suit family's needs.</p>						
Black Student Union						
*Students to be served by this Strategy/Activity						
This strategy will address Black Youth specifically.						
*Strategy/Activity - Description						
Paradise Hills Elementary will provide Black Youth a space to hear each other, speak, and be comfortable. This will be provided through the creation of a Black Student Union.						
*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor	0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02291L	provide social emotional learning to small groups and whole groups, leading anti-racist book study
*Additional Supports for this Strategy/Activity						
Outside community connections to provide support to counselor / administration to run BSU.						
Family Support						
*Students to be served by this Strategy/Activity						
Black youth will specifically be supported by this strategy / activity.						
*Strategy/Activity - Description						
Site equity team will convene. The site equity team will reach out and conduct empathy interviews to families and students who are Black / African American. Administration has not seen the practice of asking what our families need at our site. The first step is to offer the space and listen. The second is to ask how we can do better.						
*Additional Supports for this Strategy/Activity						
Community connections to support in this effort to guide us in this process - SDCOE webinars (free of cost) and SDUSD Family Engagement Department.						

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

In order for parents to be involved, parents often request childcare support when we are physically on campus, as well as translation. This allows our parents to receive training so they can directly support their children at home and at school. In the online learning setting, parents request technology support and assistance.

In order to promote parent involvement we provided:

- Parent communication
 - School messages via School Messenger
 - Social Media - Facebook and Instagram
 - marquee, flyers
- Assemblies recognizing students achievements
- Student Led Conferences
- School Wide Activities for student and parents
- Parent trainings

Parents appreciated translation at parent events and allowed them to be actively engaged. They appreciated visuals through use of charting and other supplies purchased to engage parents. Parents also appreciated the light refreshments, helping them to attend. Prior to school closures, guest speakers had been brought in from the Family Engagement Department within SDUSD. Therefore, monies had not been used for teacher hourly to plan and prepare training for parents. Due to school closures in March of 2020, the site relied heavily on electronic means of communication. In person trainings ceased at that point.

*Major Differences

- Difficulty communicating with parents with incorrect contact numbers
- Information sent home is not reaching parents due to not checking backpacks

- Times of assemblies during work hours
- Childcare and translation was provided for parent trainings and meetings, however, the number of parents who attended the trainings/meetings and utilized this support was minimal.
- With school closures in March of 2020, we had to adjust and create virtual spaces for parents to receive support and training. This included Zoom meetings, however, lack of technology or internet services inhibited families from joining. Furthermore, lack of virtual translation during these said meetings was an inhibitor for family participation.
- Student led conferences did not occur in the spring as parent teacher conferences were cancelled with school closures in March.

***Changes**

- Have meetings at varied hours to reach working parents
- Create a Google form regarding training interest
- Provide food, daycare, and translation
- utilize School DoJo
- SEEP services
- Incorporate Family Friday
- Classroom teachers and staff will make an effort to directly contact and connect with families to invite and encourage them to attend trainings and meetings. All staff will collaborate to increase parent awareness on the importance of parent involvement and academic achievement.
- Empathy interviews

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	Increase Parent Involvement at our site	38%	50%	CAL - SCHLS (CSPS)
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions.	36% (strongly agree)	50%	CAL - SCHLS (CSPS)

***Identified Need**

With school closures and online learning, we were unable to get a baseline for parent participation in such things as spring open house. There were no parent -teacher conferences held in the spring due to school closure in March of 2020. Therefore, no baseline is available. We know that we need to improve parent participation in both meetings and trainings in order to increase the home-school relationships. According to the CA Parent Survey, 15% of parents are involved on a committee, while 85% have attended a school event. We would like to increase participation across the board. Furthermore, according to the CA Parent Survey, 36% of parents completing the survey strongly agreed that the site sought parent engagement prior to making decisions for the site. We would like to see this increase through parent engagement, allowing leadership and voice to come from parents.

***Online Learning Implications**

- A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.
- All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.
- Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.
- District is also supplying families with training on SEL, Wellness, Health and Safety.
 - These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.
 - These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.
- For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.
 - This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.
- Training for parents and other caregivers
- Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Parents will participate on ELAC or other school committee	15%	25%	Committee Attendance

Welcoming

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

All families will be served

***Strategy/Activity - Description**

- To promote parent involvement:
- creating a welcoming environment where parents are heard and feel safe to get involved
 - communicate through social media to reach all parents
 - Communication is also in Spanish
 - Have parents take leadership roles at school to get other parents involved

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02291S	Inservice supplies		\$300.00	\$300.00	0229-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		light refreshments for family events
	Other Support Prsnl PARAS Hrly				0229-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 7 - Family Engagement Ref Id : N022989	translation services
Parent Training									
*Families to be served by this Strategy/Activity									
All families will be served									
*Strategy/Activity - Description									
Parent Training: Coffee with the Counselor - targeting topics that are important to parents' interest ELAC training for new board members Translation provided to give access to all stakeholders Literacy and Math Nights to support parent knowledge of current strategies taught in class.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale		
N022989	Other Support Prsnl PARAS Hrly	\$200.00	\$265.58	0229-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]	translation services to allow parents to understand presentations		
N0229BU	Supplies	\$1,063.00	\$1,063.00	0229-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]	supplies in order to provide parents with necessary handouts, mailings, and information regarding their child's school and family opportunities		
N0229BZ	Non Clsrm Tchr Hrly	\$1.00	\$1.21	0229-30103-00-1957-2495-0000-01000-0000	Title I Parent Involvement	[no data]	translation services to allow parents to understand presentations		
*Additional Supports for this Strategy/Activity									
South Eastern Early Prevention parenting classes (funded directly from the district's mental health office)									
Home/School Communication									
*Families to be served by this Strategy/Activity									
All families and students will benefit from this strategy / activity.									

***Strategy/Activity - Description**

Allocate funds for School/Home Communication. Postage is necessary in order to consistently inform parents of individual or school wide matters. This will keep our parents informed and supportive of the work at school.

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

SchoolMessenger, School DoJo, email, phone calls will also be utilized.

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

Last year's Implementations - Effectiveness

- Two days where teacher looked at data to find trends and patterns in student learning, pinpoint strengths and areas of growth - Teachers were able to name strengths and areas of growth for each student they analyzed.
- Weekly PLCs to monitor student progress modify tier 1 instruction and plan tier 2 small group instruction. - Teachers worked collaboratively to look at student progress and plan/modify instruction.
- Created a school goal centered on teachers' ability to analyze student data, provide focused feedback and create learning goals for students. - teachers could connect their work with school goal
- Provided focused lessons to support students' ability to create their own learning goals based on analyzing their own work - implemented student led conferences for the spring conferences with parents.
- Book study around data analysis and conferring with students - strengthen understanding of student analysis

*Major Differences

After school Tutoring - student attendance was not consistent

Data Dive - teachers only dove deep with 8 students per class

Not all certificated staff had the opportunity to participate in data dives, lesson studies, or discussions around student assessments.

Furthermore, due to school closures, PLCs were not continued, as they would have been in the brick and mortar setting. Student grades were held harmless. Electronic DRAs were not available for teacher use.

***Changes**

Changes for this year:

- Monthly PLCs in order to monitor student data based on common formative assessments and in turn design lessons based on student need
- guaranteed viable curriculum
- Focus on quality tier one
- Education specialists to be a part of PLCs and data dives.
- Co-teaching model

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	increase meet and exceed standards	37%	45%	CAASPP ELA	Annually
June 2021	5	increase meet and exceed standards	56.8%	63%	CAASPP ELA	Annually
June 2021	3	Meet or exceed grade level expectations	baseline	+10%	Grade 3 ELA Reading	trimester
June 2021	5	Meet or exceed grade level expectations	baseline	+10%	Grade 5 ELA Reading	trimester

***Identified Need**

The following data demonstrates the basis for our goals:

3rd -5th Grade data shows 45% of students were meeting or exceeding standards on CAASPP

English Language Learners in grades 3-5 were 4.3% out of 23 students were meeting or exceeding standards on 2019 CAASPP

Students with Disabilities in grades 3-5 were 5.6% out of 18 students were meeting or exceeding standards on 2019 CAASPP

Students considered socioeconomically disadvantaged in grades 3-5 were 36% of 106 students were meeting or exceeding standards on 2019 CAASPP

Due to the school closures listed above, as well as online learning for the 2020-2021 school year, we will use the first three months of school to create a baseline, by enabling our online resources and assessments for all students.

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and promotion. Working collectively, the counselor, administrator, school nurse, school psychologist, and office staff will connect with families and ensure they are receiving support they need.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd Grade	English Learner	meet or exceed grade level expectations	baseline	+10%	Grade 3 ELA Reading	trimester
June 2021	5th Grade	English Learner	meet or exceed grade level expectations	baseline	+10%	Grade 5 ELA Reading	trimester

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd Grade	Students with Disabilities	On progress to meet IEP goals in literacy	baseline	80%	Other (Describe in Objective)	trimester
June 2021	5th Grade	Students with Disabilities	On progress to meet IEP goals in literacy	baseline	80%	Other (Describe in Objective)	trimester
June 2021	3rd Grade	Hispanic or Latino	meet or exceed grade level expectations	baseline	+10%	Grade 3 ELA Reading	trimester
June 2021	5th Grade	Hispanic or Latino	Meet or exceed grade level expectation	baseline	+10%	Grade 5 ELA Reading	trimester
June 2021	3rd grade	Black or African American	Meet or exceed grade level expectation	baseline	+10%	Grade 3 ELA Reading	trimester
June 2021	5th grade	Black or African American	Meet or exceed grade level expectation	baseline	+10%	Grade 5 ELA Reading	trimester

PLC/PD

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy / activity in the area of ELA, specifically for the following grade levels: 3rd and 5th Grade students.

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- Monthly PLC - grade level, as well as cross grade level articulation will occur monthly in which teachers, including education specialists and school counselor will collaborate to analyze student work and adjust Tier 1 instruction. They will plan differentiated small groups for Tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of teacher efficacy and teacher credibility through online learning
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning conferences to strengthen Tier 1 instruction

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following to improve instructional practices: lesson design, lesson studies, and cross-classroom visits.

Paradise Hills Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	School Counselor				0229-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F02291L	teach social emotional learning and assist in small group whole group counseling
	Prof&Curriclm Dev Vist Tchr				0229-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02293U	support closing the achievement gap and professional development

Supplies

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

All students at the school will benefit from this strategy / activity in the area of ELA, specifically for the following grade levels: 3rd and 5th Grade students.

***Strategy/Activity - Description**

Allocate funds to purchase instructional supplies. Proper instructional supplies, engaging texts, guided read texts, and ethnically and diverse books are critical for students to be engaged in the love of learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0229-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N02296W	Support closing the achievement gap and increase promotion / graduation goals

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

Integrating Priorities and Strategies:

First, there is no learning without relationships. With that being said, it is my duty to build trust in order to move not only student achievement forward, but to build teacher capacity. This work will be done by providing the time and space to engage staff in conversations that must be had. We will do the work of looking in the mirror to reflect on our own beliefs, biases, and implications that that has on our practices in the classrooms and at the school. We will identify root causes and focus on what is in our sphere of control. We will highlight pockets of excellence, focusing on strengths, and improving upon those. This will be facilitated through professional learning communities and professional development where teachers will learn to look critically at student data in PLC, monitoring meetings, and grade level meetings. Administration will help to narrow the instructional practice to directly align with the needs of the students based on approximations and what students are controlling. Through the work of our PLCs, teachers will set specific goals for students and create instructional strategies to reach those goals. Within that, administration will coach and facilitate teachers work in lesson studies, lesson design, modeling, and cross class visits. Administration will provide necessary resources, time, and feedback. Daily walkthroughs will occur to ensure we are teaching quality tier one instruction and incorporating a daily balanced literacy framework. Administration will also closely monitor student data and focus on growth for all students.

Leadership Actions:

Administration will focus on creating the collaborative, trusting, risk-taking environment where we step outside of our comfort zones in order to create impact. Staff will lean into their discomfort in this trusting relationship in order to grow and find their leadership voices. Administration will conduct focused walkthroughs, provide specific feedback regarding instruction and student engagement and relationship building. Administration will also monitor implementation of the guaranteed viable curriculum, strong tier one instruction, specific instructional strategies, and formative and summative assessments. Furthermore, administration will reflect and grow through regular meetings with the triad to monitor growth towards school progress. Planning and facilitating professional development using this strategic plan will be a focus.

Online Implications:

Paradise Hills Elementary has a tiered system to support families and ensure engagement in online learning. Weekly, our office staff and administrator meet to look over attendance reports and absences. On Wednesdays, our attendance teams commence in order to decipher further action needed to ensure connections are made with students and families. On a daily basis, our teachers take attendance. Our attendance clerk ensures each teacher takes

attendance for the day. For students who are absent, she sends out the Google Form to capture the reason for the absence (if it has not been completed yet). The Google form is also on our Virtual Office Website for parents to access. If there is no response, the data is placed in a Google Sheet. Teachers then follow up with families and emergency contacts. The attendance team reviews this data on Wednesdays. We make follow up phone calls, emails, and home visits as necessary. If needed, we reach out to district personnel for assistance.

Staff are actively engaged in a book study around Fisher, Frey, and Hattie's Distance Learning Playbook. The Instructional Leadership Team is studying the book, deciphering what and how to move forward with the contents in the modules. Staff are sharing their best practices. Classified staff is also being led through this same professional development. Furthermore, administration is modeling how to build relationships in weekly bulletins, personal emails, video messages, USPS mail, and phone calls to staff.

Families are notified of distributions via School Messenger (email and voicemail), Class and School DoJo messages; in classroom Zoom meetings, in Google Classrooms, emails, social media, and in video messages. We allow parents multiple opportunities (not only days, but also times) to pick up school supplies, devices, materials. We provide these communications in English and Spanish. When we know of families lacking internet services, we as a district provide Hotspots.

The specific leadership I will take on during distance learning is availability, clear, frequent, and consistent communication, and leveraging the leadership voices of those who are knowledgeable. I will do daily focused virtual walkthroughs providing specific feedback regarding instruction, relationship building, and student engagement. I will virtually co-plan, co-teach, and model as needed. I will coach targeted teachers to improve and strengthen best practices. Through virtual meetings and virtual video messages, we will debrief lessons and move towards next steps.

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**

Paradise Hills Budget Summary

DESCRIPTION

AMOUNT

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

\$ 77,825.35

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

\$ 0

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

\$ 157,690.64

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)	\$37,144.78
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$37,144.78

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)	\$42,720.51
[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): \$ 42,720.51

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 157,690.64

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Paradise Hills Elementary	09800 LCFF Intervention Support	ESL Asst	2101	Classroom PARAS	0.1750	\$ 5,297.25	
		ESL Asst	3000			\$ 6,095.85	
		Library Asst	2231	Other Support Prsnl PARAS	0.1750	\$ 5,058.90	
		Library Asst	3000			\$ 6,016.56	
		School Counselor	1210	Counselor	0.1600	\$ 13,931.52	
		School Counselor	3000			\$ 6,155.43	
			4301	Supplies		\$ 165.00	
	09800 LCFF Intervention Support Total					0.5100	\$ 42,720.51
	30100 Title I Basic Program		ESL Asst	2101	Classroom PARAS	0.2000	\$ 6,054.00
			ESL Asst	3000			\$ 6,966.71
			School Counselor	1210	Counselor	0.4400	\$ 38,311.68
			School Counselor	3000			\$ 16,927.44
				1157	Classroom Teacher Hrly		\$ 2,300.00
				1192	Prof&Curriclm Dev Vist Tchr		\$ 1,400.00
				3000			\$ 824.73
				4301	Supplies		\$ 2,911.00
				5209	Conference Local		\$ 500.00
			30100 Title I Basic Program Total				
	30103 Title I Parent Involvement			1957	Non Clsrm Tchr Hrly		\$ 1.00
				2281	Other Support Prsnl PARAS Hrly		\$ 200.00
			3000			\$ 65.79	
			4301	Supplies		\$ 1,063.00	
			4304	Inservice supplies		\$ 300.00	
30103 Title I Parent Involvement Total						\$ 1,629.79	
30106 Title I Supplmnt Prog Imprvmnt			1157	Classroom Teacher Hrly		\$ 2,000.00	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 6,200.00	
			3000			\$ 1,827.78	
			4301	Supplies		\$ 25,117.00	
			5841	Software License		\$ 2,000.00	
30106 Title I Supplmnt Prog Imprvmnt Total						\$ 37,144.78	
Grand Total					1.1500	\$ 157,690.64	

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Paradise Hills Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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

Paradise Hills Elementary has developed a written Title I parent & family engagement policy with input from Title I parents. In preparation for the upcoming school year the policy is reviewed and updated during a spring public meeting of the School Site Council, to which all interested parties are invited.

The policy is disseminated to parents of Title I students during the annual Title I parent meeting and is posted on the school website.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parental involvement in the Title I program

The school provides parents of Title I students with timely information about Title I programs and 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 through:

- New parent orientations
- Parent Handbook
- Back-to-school/curriculum meetings
- Monthly newsletters
- Electronic communications
- Advisory group meetings
- Family Fridays
- Parent-Teacher/administrator conferences
- Chats with the Counselor/Principal

To involve parents in the Title I, Part A programs, the following practices have been established:

- 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 through the ongoing monitoring of the School Plan for Student Achievement through School Site Council and the English Language Advisory Committee.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- The Title I Parent Meeting is held within the month of October to inform parents of their rights to be involved in Title I decisions and how to be involved in the shared-decision making process at Paradise Hills Elementary.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- The school offers a variety of scheduled meeting times for Title I parents, in both English and Spanish. 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 through the above-mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Back-to-school/curriculum meetings
- Advisory group meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

- New parent orientations
- Parent Handbook
- Back-to-school/curriculum meetings
- Monthly newsletters
- Electronic communications
- Advisory group meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences
- Chat with the Counselor/Principal

The school provides parents of Title I, Part A 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- The school offers a variety of scheduled meeting times for Title I parents, in both English and Spanish. 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 through the above-mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Principal/Parent Meetings
- Parent-Teacher/administrator conferences
- Seeking opportunities for parent trainings & workshops
- Chat with the Counselor/Principal

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Hold parent-teacher conferences as it relates to the individual child's achievement.
 - Schedule Parent Conferences to take place in fall and spring of the school year.)
 - All parents will be asked to attend fall and spring conferences.
 - Teachers will schedule parent conferences/meetings as the need arises.
- Back to School night
 - Parents are informed about curriculum, formative and summative assessments used, Common Core State Standards
- Annual individual assessment results provided by the Research and Reporting Department.
 - Information provided in multiple languages
- Provide parents with frequent reports on their child's progress.
 - Provide tri-yearly report cards to monitor academic progress.
 - Provide achievement results for the site level assessments such as the WRAP (K-1), DRA or Fountas and Pinnell (Grade TK-5) and literacy and math concept assessments
 - Provide daily/weekly behavior contract reports as needed.
 - Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
 - Schedule Individual Education Plan (IEP) or Multi-Tiered Systems of Support (MTSS) meetings when appropriate.
 - Parents receive results of quizzes and tests so they can monitor their child's progress.
 - Check-ins via SchoolMessenger/ Dojo /Email or as determined by classroom Teacher

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Parent Training
 - Bullying
 - Homework

- Reading
- Social Emotional Learning
- Chat with the Counselor and Principal
- Spanish Translation

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Advisory group meetings
- Staff meetings
- Professional Development
- Collaboration with Counseling Department and School Psychology
- Collaboration with outside services

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- Library Center
- Chat with the Counselor and Principal
- Monthly Newsletter from the Counselor, Nurse, and Principal
- Weekly School DoJo Messages - encourage attendance at Monday morning assembly, Chats with the Counselor and Principal, South Eastern Early Prevention Program parent participation
- Communication sent in English and Spanish

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Communication provided in English and Spanish
- Bilingual office staff
- Acronyms written out completely
- Translation provided
- Monthly newsletters
- Automated phone messages
- Event reminders via flyers
- Electronic communications

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Parent-Teacher/administrator conferences
- Seeking opportunities for parent trainings & workshops
- Responding to ideas
- Offering space to communicate
- Connecting families with necessary resources

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- Interpretations of all meetings, translation of information and school reports
- Americans with Disabilities Act compliant facilities
- Collaboration with Youth in Transition services

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- Family Fridays
- Advisory group committee and general meetings
- Parent-Teacher/administrator conferences

This policy was adopted by Paradise Hills Elementary on September 30, 2020 and will be in effect for the period of 2020-2021 academic year (until October 2021).

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 2, 2020.

Skye Oluwa

Signature of authorized official here

October 2, 2020

ACHIEVEMENT

APPENDIX C**SCHOOL PARENT COMPACT**



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

PARADISE HILLS ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

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

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

The school convenes an annual meeting to inform parents and families regarding their right to be involved. This coincides with Back to School Night in the fall.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- Hold parent-teacher conferences as it relates to the individual child's achievement.
 - Schedule Parent Conferences to take place in fall and spring of the school year.)
 - All parents will be asked to attend fall and spring conferences.
 - Teachers will schedule parent conferences/meetings as the need arises.
- Back to School night
 - Parents are informed about curriculum, formative and summative assessments used, Common Core State Standards
- Annual individual assessment results provided by the Research and Reporting Department.
 - Information provided in multiple languages
- Provide parents with frequent reports on their child's progress.
 - Provide tri-yearly report cards to monitor academic progress.
 - Provide achievement results for the site level assessments such as the WRAP (K-1), DRA or Fountas and Pinnell (Grade TK-5) and literacy and math concept assessments
 - Provide daily/weekly behavior contract reports as needed.
 - Learning Contracts to be created for students identified as being at-risk of not meeting grade-level standards.
 - Schedule Individual Education Plan (IEP) or Multi-Tiered Systems of Support (MTSS) meetings when appropriate.
 - Parents receive results of quizzes and tests so they can monitor their child's progress.
 - Check-ins via SchoolMessenger/ Dojo /Email or as determined by classroom Teacher

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Parent Training
 - Bullying
 - Homework
 - Reading
 - Social Emotional Learning
- Chat with the Counselor and Principal
- Spanish Translation

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- Advisory group meetings
- Staff meetings Professional Development
- Collaboration with Counseling Department and School Psychology
- Collaboration with outside services

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- Library Center
- Chat with the Counselor and Principal
- Monthly Newsletter from the Counselor, Nurse, and Principal
- Weekly School DoJo Messages - encourage attendance at Monday morning assembly, Chats with the Counselor and Principal, South Eastern Early Prevention Program parent participation
- Communication sent in English and Spanish

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- Communication provided in English and Spanish
- Bilingual office staff
- Acronyms written out completely
- Translation provided
- Monthly newsletters
- Automated phone messages
- Event reminders via flyers
- Electronic communications

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- Back-to-school/curriculum meetings
- Advisory group committee and general meetings
- Family Fridays
- Parent-Teacher/administrator conferences
- Seeking opportunities for parent trainings & workshops
- Responding to ideas
- Offering space to communicate
- Connecting families with necessary resources

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- Interpretations of all meetings, translation of information and school reports
- Americans with Disabilities Act compliant facilities
- Collaboration with Youth in Transition services

This Compact was adopted by Paradise Hills Elementary on September 30, 2020 and will be in effect for the period of 2020-2021 academic year (until October 2021).

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2020.

Skye Oluwa

October 2, 2020

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

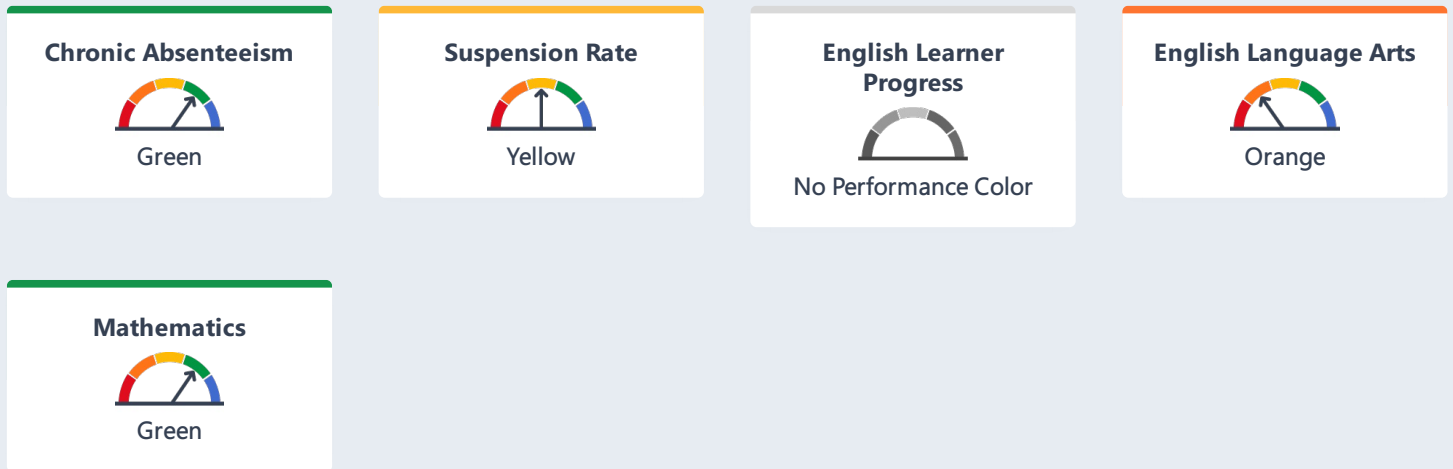
Reclassification data results can be requested from the school site.

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.

Paradise Hills Elementary

Explore the performance of Paradise Hills Elementary under California's Accountability System.

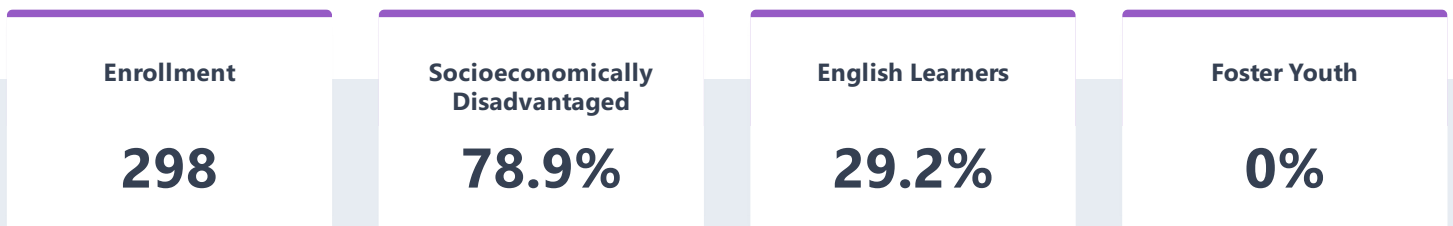


School Details

NAME Paradise Hills Elementary	ADDRESS 5816 Alleghany Street San Diego, CA 92139-1799	WEBSITE N/A	GRADES SERVED K-5
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Student Population

Explore information about this school's student population.



Academic Performance

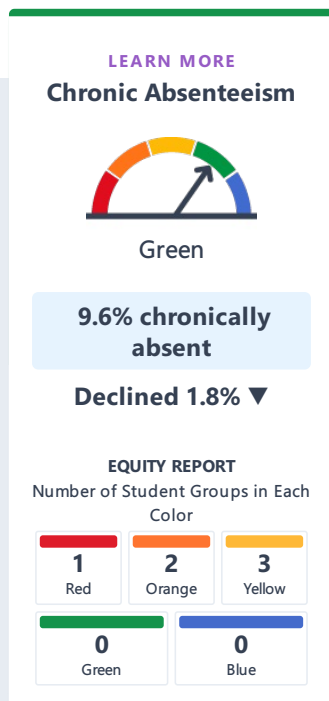
View Student Assessment Results and other aspects of school performance.



PARADISE HILLS 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

2.5% suspended at least once

Maintained 0.1%

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	1 Orange	0 Yellow
3 Green	1 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



Orange

15.2 points below standard

Declined 5.8 Points ▼

Number of Students: 134

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

18.8 points above standard

Declined 21.7 Points ▼

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

25.6 points below standard

Declined 18.7 Points ▼

Number of Students: 18

Two or More Races



No Performance Color

51.5 points above standard

Increased 19 Points ▲

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

93.9 points below standard

Maintained 1.4 Points

Number of Students: 17

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Orange

36.8 points below standard

Declined 10.7 Points ▼

Number of Students: 52

Hispanic



Orange

29 points below standard

Declined 7.8 Points ▼

Number of Students: 88

Socioeconomically Disadvantaged



Orange

30.7 points below standard

Declined 6.1 Points ▼

Number of Students: 102

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 11.9 points below standard

9.4 points below standard

15.2 points below standard

English Language Arts Data Comparisons: English Learners

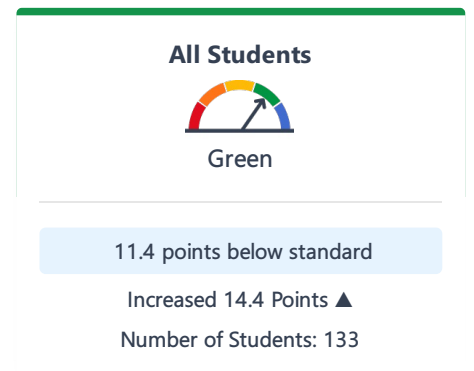
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
78.5 points below standard	6.2 points below standard	8.1 points below standard
Declined 28 Points ▼	Declined 4.5 Points ▼	Declined 5.8 Points ▼
Number of Students: 22	Number of Students: 30	Number of Students: 76

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.



Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>English Learners</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>Hispanic</p>	 <p>Blue</p> <p>No Students</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Filipino</p> <p>Foster Youth</p>

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

6 points above standard

Declined 21.3 Points ▼

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

16.4 points below standard

Increased 11.8 Points ▲

Number of Students: 18

Two or More Races



No Performance Color

33.5 points above standard

Increased 41.6 Points ▲

Number of Students: 11

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

64.1 points below standard

Increased 37.8 Points ▲

Number of Students: 17

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Yellow

26 points below standard

Increased 14.3 Points ▲

Number of Students: 52

Socioeconomically Disadvantaged



Yellow

27.6 points below standard

Increased 12.8 Points ▲

Number of Students: 101

Hispanic



Green

22.1 points below standard

Increased 14.1 Points ▲

Number of Students: 87

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	21.4 points below standard	25.7 points below standard	11.4 points below 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	Reclassified English Learners	English Only
63.6 points below standard	1.6 points above standard	5.3 points below standard
Declined 10.5 Points ▼	Increased 29 Points ▲	Increased 15.8 Points ▲
Number of Students: 22	Number of Students: 30	Number of Students: 75

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.

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.

[LEARN MORE](#)

English Learner Progress

51.3% making progress towards English language proficiency

Number of EL Students: 39

Performance Level
Medium

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



Green

9.6% chronically absent

Declined 1.8% ▼

Number of Students: 314

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

Filipino

Homeless



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Foster Youth

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: 0

African American



No Performance Color

3.8% chronically absent

Declined 10.4% ▼

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

0% chronically absent

Declined 9.5% ▼

Number of Students: 21

White



No Performance Color

15.8% chronically absent

Increased 8.4% ▲

Number of Students: 19

Students with Disabilities



Red

20.5% chronically absent

Increased 11.4% ▲

Number of Students: 44

Filipino



Orange

5.7% chronically absent

Increased 5.7% ▲

Number of Students: 35

Homeless



Orange

17.1% chronically absent

Increased 6.4% ▲

Number of Students: 41

English Learners



Yellow

14.1% chronically absent

Declined 1.6% ▼

Number of Students: 92

Hispanic



Yellow

10.6% chronically absent

Declined 2.3% ▼

Number of Students: 207

Socioeconomically Disadvantaged



Yellow

11.6% chronically absent

Declined 0.6% ▼

Number of Students: 241

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

2.5% suspended at least once

Maintained 0.1%

Number of Students: 326

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

Students with Disabilities



Orange

Socioeconomically Disadvantaged



Yellow

No Students



Green

English Learners

Hispanic

Homeless



Blue

Filipino



No Performance Color

African American

American Indian

Foster Youth

Two or More Races

Pacific Islander

White



African American



No Performance Color

7.7% suspended at least once

Increased 0.5% ▲

Number of Students: 26

American Indian



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: 2

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 22

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

White



No Performance Color

4.5% suspended at least once

Increased 4.5% ▲

Number of Students: 22

Students with Disabilities



Red

6.8% suspended at least once

Maintained 0.2%

Number of Students: 44

Socioeconomically Disadvantaged



Orange

3.2% suspended at least once

Increased 0.6% ▲

Number of Students: 249

English Learners



Green

1% suspended at least once

Maintained 0.1%

Number of Students: 97

Hispanic



Green

2.3% suspended at least once

Declined 0.4% ▼

Number of Students: 215

Homeless



Green

2.3% suspended at least once

Declined 1.7% ▼

Number of Students: 43

Filipino



Blue

0% suspended at least once

Maintained 0%

Number of Students: 35



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	127	49.6	120	44.2	116	45.7	139	46.8	143	45.5	-4.1	-1.3	126	31.7	122	38.5	118	36.4	140	37.1	143	43.4	11.7	6.3
Female	70	58.6	64	53.1	60	48.3	71	53.5	69	46.4	-12.2	-7.1	70	31.4	66	39.4	60	35.0	72	38.9	68	45.6	14.2	6.7
Male	57	38.6	56	33.9	56	42.9	68	39.7	74	44.6	6.0	4.9	56	32.1	56	37.5	58	37.9	68	35.3	75	41.3	9.2	6.0
African American	8	-	8	42.3	5	-	12	41.7	11	45.5	-	3.8	8	-	8	-	5	-	12	33.3	11	45.5	-	12.2
Asian**	0	-	0	76.9	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	21	61.9	14	64.3	14	71.4	13	76.9	19	52.6	-9.3	-24.3	21	57.1	14	57.1	14	57.1	13	61.5	19	42.1	-15.0	-19.4
Hispanic	86	43.0	82	36.6	83	37.3	91	36.3	91	38.5	-4.5	2.2	85	21.2	84	28.6	85	29.4	92	31.5	91	36.3	15.1	4.8
Indochinese**	1	-	1	69.2	0	-	0	-	-	-	-	-	1	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	4	-	1	47.6	0	-	0	-	1	-	-	-	4	-	1	-	0	-	0	-	1	-	-	-
White	1	-	2	94.3	2	-	8	-	7	-	-	-	1	-	2	-	2	-	8	-	7	-	-	-
Multiracial	6	-	12	66.7	12	66.7	14	78.6	13	69.2	-	-9.4	6	-	12	75.0	12	50.0	14	28.6	13	69.2	-	40.6
English Learner	30	20.0	24	12.5	19	10.5	22	13.6	23	4.3	-15.7	-9.3	29	17.2	27	14.8	21	19.0	23	13.0	24	4.2	-13.0	-8.8
English-Speaking	97	58.8	96	52.1	97	52.6	117	53.0	120	53.3	-5.5	0.3	97	36.1	95	45.3	97	40.2	117	41.9	119	51.3	15.2	9.4
Reclassified†	30	73.3	19	63.2	26	53.8	24	58.3	30	50.0	-23.3	-8.3	30	40.0	19	57.9	26	34.6	24	45.8	30	43.3	3.3	-2.5
Initially Eng. Speaking	67	52.2	77	49.4	71	52.1	93	51.6	90	54.4	2.2	2.8	67	34.3	76	42.1	71	42.3	93	40.9	89	53.9	19.6	13.0
Econ. Disadv.*	127	49.6	107	43.0	96	41.7	106	38.7	106	36.8	-12.8	-1.9	126	31.7	109	36.7	96	33.3	107	29.9	106	33.0	1.3	3.1
Non-Econ. Disadv.	0	-	13	53.8	20	65.0	33	72.7	37	70.3	-	-2.4	0	-	13	53.8	22	50.0	33	60.6	37	73.0	-	12.4
Gifted	40	75.0	28	71.4	20	70.0	17	82.4	15	80.0	5.0	-2.4	40	65.0	28	67.9	20	60.0	17	70.6	15	86.7	21.7	16.1
Not Gifted	87	37.9	92	35.9	96	40.6	122	41.8	128	41.4	3.5	-0.4	86	16.3	94	29.8	98	31.6	123	32.5	128	38.3	22.0	5.8
With Disabilities	17	0.0	16	6.3	0	-	0	-	18	5.6	5.6	-	16	0.0	16	0.0	20	10.0	22	9.1	18	11.1	11.1	2.0
WO Disabilities	110	57.3	104	50.0	96	55.2	117	55.6	125	51.2	-6.1	-4.4	110	36.4	106	44.3	98	41.8	118	42.4	125	48.0	11.6	5.6
Homeless	7	-	9	66.7	8	-	17	41.2	22	36.4	-	-4.8	7	-	9	-	8	-	17	35.3	22	36.4	-	1.1
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	11	72.7	18	61.1	11	72.7	17	64.7	13	84.6	11.9	19.9	11	36.4	18	50.0	11	45.5	17	52.9	13	76.9	40.5	24.0

* 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
Paradise Hills
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	36	36.1	54	38.9	36	44.4	51	51.0	54	37.0	0.9	-14.0	35	37.1	56	48.2	37	43.2	51	49.0	53	41.5	4.4	-7.5
Female	22	36.4	26	50.0	13	46.2	33	54.5	22	36.4	0.0	-18.1	22	36.4	28	53.6	13	46.2	33	51.5	21	47.6	11.2	-3.9
Male	14	35.7	28	28.6	23	43.5	18	44.4	32	37.5	1.8	-6.9	13	38.5	28	42.9	24	41.7	18	44.4	32	37.5	-1.0	-6.9
African American	0	-	5	42.3	1	-	4	-	5	-	-	-	0	-	5	-	1	-	4	-	5	-	-	-
Asian**	0	-	0	76.9	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	6	-	3	64.3	6	-	6	-	7	-	-	-	6	-	3	-	6	-	6	-	7	-	-	-
Hispanic	24	29.2	36	30.6	25	32.0	30	40.0	34	32.4	3.2	-7.6	23	30.4	38	36.8	26	34.6	30	36.7	33	36.4	6.0	-0.3
Indochinese**	1	-	0	69.2	0	-	0	-	-	-	-	-	1	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	3	-	0	47.6	0	-	0	-	1	-	-	-	3	-	0	-	0	-	0	-	1	-	-	-
White	0	-	2	94.3	1	-	6	-	2	-	-	-	0	-	2	-	1	-	6	-	2	-	-	-
Multiracial	2	-	8	66.7	3	-	5	-	4	-	-	-	2	-	8	-	3	-	5	-	4	-	-	-
English Learner	12	16.7	11	18.2	9	-	10	20.0	9	-	-	-	11	18.2	13	30.8	10	30.0	10	20.0	9	-	-	-
English-Speaking	24	45.8	43	44.2	27	51.9	41	58.5	45	44.4	-1.4	-14.1	24	45.8	43	53.5	27	48.1	41	56.1	44	50.0	4.2	-6.1
Reclassified†	4	-	2	63.2	8	-	5	-	12	33.3	-	-	4	-	2	-	8	-	5	-	12	41.7	-	-
Initially Eng. Speaking	20	40.0	41	41.5	19	47.4	36	58.3	33	48.5	8.5	-9.8	20	40.0	41	51.2	19	47.4	36	58.3	32	53.1	13.1	-5.2
Econ. Disadv.*	36	36.1	46	34.8	29	41.4	37	37.8	43	32.6	-3.5	-5.2	35	37.1	48	43.8	29	37.9	37	37.8	42	35.7	-1.4	-2.1
Non-Econ. Disadv.	0	-	8	53.8	7	-	14	85.7	11	54.5	-	-31.2	0	-	8	-	8	-	14	78.6	11	63.6	-	-15.0
Gifted	9	-	9	71.4	7	-	2	-	8	-	-	-	9	-	9	-	7	-	2	-	8	-	-	-
Not Gifted	27	25.9	45	35.6	29	37.9	49	49.0	46	30.4	4.5	-18.6	26	30.8	47	42.6	30	36.7	49	46.9	45	33.3	2.5	-13.6
With Disabilities	7	-	9	6.3	0	-	0	-	18	5.6	-	-	6	-	9	-	8	-	22	9.1	8	-	-	-
WO Disabilities	29	44.8	45	44.4	28	57.1	45	57.8	46	43.5	-1.3	-14.3	29	44.8	47	57.4	29	48.3	45	55.6	45	46.7	1.9	-8.9
Homeless	1	-	5	66.7	8	-	10	50.0	22	36.4	-	-13.6	1	-	5	-	8	-	10	40.0	8	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	12	58.3	3	-	8	-	5	-	-	-	3	-	12	58.3	3	-	8	-	5	-	-	-

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

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

** 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
Paradise Hills
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	41	61.0	30	40.0	50	48.0	38	42.1	52	46.2	-14.8	4.1	41	34.1	30	23.3	50	38.0	38	44.7	53	39.6	5.5	-5.1
Female	23	69.6	20	40.0	28	53.6	14	35.7	31	45.2	-24.4	9.5	23	26.1	20	25.0	28	32.1	14	42.9	31	41.9	15.8	-1.0
Male	18	50.0	10	40.0	22	40.9	24	45.8	21	47.6	-2.4	1.8	18	44.4	10	20.0	22	45.5	24	45.8	22	36.4	-8.0	-9.4
African American	4	-	0	42.3	4	-	2	-	2	-	-	-	4	-	0	-	4	-	2	-	2	-	-	-
Asian**	0	-	0	76.9	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	5	-	5	64.3	3	-	4	-	8	-	-	-	5	-	5	-	3	-	4	-	8	-	-	-
Hispanic	29	51.7	21	38.1	36	41.7	28	32.1	31	35.5	-16.2	3.4	29	20.7	21	14.3	36	33.3	28	42.9	32	28.1	7.4	-14.8
Indochinese**	0	-	1	69.2	0	-	0	-	-	-	-	-	0	-	1	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	47.6	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	0	-	0	94.3	1	-	1	-	5	-	-	-	0	-	0	-	1	-	1	-	5	-	-	-
Multiracial	3	-	2	66.7	6	-	3	-	6	-	-	-	3	-	2	-	6	-	3	-	6	-	-	-
English Learner	9	-	9	18.2	4	-	8	-	8	-	-	-	9	-	10	0.0	4	-	8	-	9	-	-	-
English-Speaking	32	68.8	21	52.4	46	52.2	30	50.0	44	52.3	-16.5	2.3	32	37.5	20	35.0	46	39.1	30	53.3	44	47.7	10.2	-5.6
Reclassified†	10	50.0	5	63.2	9	-	9	-	6	-	-	-	10	40.0	5	-	9	-	9	-	6	-	-	-
Initially Eng. Speaking	22	77.3	16	43.8	37	54.1	21	42.9	38	50.0	-27.3	7.1	22	36.4	15	26.7	37	40.5	21	47.6	38	50.0	13.6	2.4
Econ. Disadv.*	41	61.0	28	42.9	39	41.0	29	37.9	35	31.4	-29.6	-6.5	41	34.1	28	25.0	39	33.3	29	37.9	36	22.2	-11.9	-15.7
Non-Econ. Disadv.	0	-	13	53.8	11	72.7	9	-	17	76.5	-	-	0	-	2	-	11	54.5	9	-	17	76.5	-	-
Gifted	13	92.3	7	71.4	7	-	8	-	1	-	-	-	13	84.6	7	-	7	-	8	-	1	-	-	-
Not Gifted	28	46.4	23	34.8	43	46.5	30	33.3	51	45.1	-1.3	11.8	28	10.7	23	17.4	43	34.9	30	33.3	52	38.5	27.8	5.2
With Disabilities	2	-	16	6.3	0	-	0	-	18	5.6	-	-	2	-	6	-	20	10.0	8	-	18	11.1	-	-
WO Disabilities	39	64.1	24	50.0	42	57.1	30	53.3	49	49.0	-15.1	-4.3	39	35.9	24	29.2	42	45.2	30	50.0	50	42.0	6.1	-8.0
Homeless	4	-	9	66.7	5	-	17	41.2	11	54.5	-	13.3	4	-	1	-	5	-	17	35.3	11	54.5	-	19.2
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	0	58.3	8	-	3	-	4	-	-	-	4	-	1	-	8	-	3	-	4	-	-	-

* 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
Paradise Hills
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	50	50.0	36	55.6	30	43.3	50	46.0	37	56.8	6.8	10.8	50	26.0	36	36.1	31	25.8	51	19.6	37	51.4	25.4	31.8
Female	25	68.0	18	72.2	19	42.1	24	62.5	16	62.5	-5.5	0.0	25	32.0	18	33.3	19	31.6	25	20.0	16	50.0	18.0	30.0
Male	25	32.0	18	38.9	11	45.5	26	30.8	21	52.4	20.4	21.6	25	20.0	18	38.9	12	16.7	26	19.2	21	52.4	32.4	33.2
African American	4	-	3	42.3	0	-	6	-	4	-	-	-	4	-	3	-	0	-	6	-	4	-	-	-
Asian**	0	-	0	76.9	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	10	70.0	6	64.3	5	-	3	-	4	-	-	-	10	50.0	6	-	5	-	3	-	4	-	-	-
Hispanic	33	45.5	25	44.0	22	36.4	33	36.4	26	50.0	4.5	13.6	33	15.2	25	28.0	23	17.4	34	17.6	26	46.2	31.0	28.6
Indochinese**	0	-	0	69.2	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	47.6	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	1	-	0	94.3	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Multiracial	1	-	2	66.7	3	-	6	-	3	-	-	-	1	-	2	-	3	-	6	-	3	-	-	-
English Learner	9	-	4	18.2	6	-	4	-	6	-	-	-	9	-	4	-	7	-	5	-	6	-	-	-
English-Speaking	41	58.5	32	62.5	24	54.2	46	50.0	31	67.7	9.2	17.7	41	29.3	32	40.6	24	33.3	46	21.7	31	58.1	28.8	36.4
Reclassified†	16	87.5	12	50.0	9	-	10	50.0	12	58.3	-29.2	8.3	16	31.3	12	50.0	9	-	10	30.0	12	50.0	18.7	20.0
Initially Eng. Speaking	25	40.0	20	70.0	15	53.3	36	50.0	19	73.7	33.7	23.7	25	28.0	20	35.0	15	40.0	36	19.4	19	63.2	35.2	43.8
Econ. Disadv.*	50	50.0	33	54.5	28	42.9	40	40.0	28	50.0	0.0	10.0	50	26.0	33	36.4	28	28.6	41	17.1	28	42.9	16.9	25.8
Non-Econ. Disadv.	0	-	3	53.8	2	-	10	70.0	9	-	-	-	0	-	3	-	22	50.0	10	30.0	9	-	-	-
Gifted	18	66.7	12	91.7	6	-	7	-	6	-	-	-	18	55.6	12	75.0	6	-	7	-	6	-	-	-
Not Gifted	32	40.6	24	37.5	24	33.3	43	39.5	31	51.6	11.0	12.1	32	9.4	24	16.7	25	20.0	44	15.9	31	45.2	35.8	29.3
With Disabilities	8	-	16	6.3	0	-	0	-	7	-	-	-	8	-	1	-	20	10.0	22	9.1	7	-	-	-
WO Disabilities	42	59.5	35	57.1	26	50.0	42	54.8	30	66.7	7.2	11.9	42	31.0	35	37.1	27	29.6	43	23.3	30	60.0	29.0	36.7
Homeless	2	-	3	66.7	8	-	5	-	3	-	-	-	2	-	3	-	8	-	5	-	3	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	5	58.3	0	-	6	-	4	-	-	-	4	-	5	-	0	-	6	-	4	-	-	-

* 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**2019-20 SPSA EVALUATION OF LCFF AND TITLE I
FUNDED ACTIONS AND ACTIVITIES**



Paradise Hills Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: PARADISE HILLS 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**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Counselor:

- Teaches 2nd Step
- Part of Attendance Review Team
- Small Group - Social/Emotional
- Individual Counseling Support
- Run RTI meeting
- Resources to Families
- Coffee with Counselor - PD training
- Youth and Transition Support
- Home visits
- Outside counseling support - UPAC/SAYSD

***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.
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Paradise Hills Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

School Counselor - NEW POSN, SBB2511715	0.20000	\$24,804.75	09800-1210	Will be monitoring suspension and chronic absenteeism.	Outstanding counselor: Trainings in communication, internet safety...; Social/emotional support effective	More work needed to address chronic absenteeism and to maintain safe orderly playground	Counselor will take the lead on the recess committee.
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Supplemental Instructional supplies to focus on:

- Read Aloud books for classroom and library that have a variety of diversity themes
- Picture books to support counseling groups around loss, gender identity, divorce and other related themes

***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	Supplemental instructional supplies that focus on promoting and teaching of diversity and social/emotional themes			

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze student work and make adjustments to tier 1 instruction and plan differentiated small groups for tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies

*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		\$656.00	09800-4301	Professional Learning books	Expanded teacher knowledge of small group interventions.	Not yet fully implemented/realized	More administrative support for implementation
School Counselor - NEW POSN, SBB2511715	--	--	09800-1210	works with students to enable teachers to be released for PLC			

Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Paradise Hills Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Library Assistant provides additional literacy support by :

- Additional Read Alouds
- Helps students select appropriate reading level books
- Exposes students to different reading genres
- Selects books to increase our books catalog in our library

*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.
Library Asst - Victa, Florabel	0.17500	\$10,825.36	09800-2231	Support additional library and literacy	Enhanced student interest and engagement in reading	Need to encourage students to read quality, complex texts	Continue consistency of schedule

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Supplemental material to support our 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:

Paradise Hills Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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	Supplemental literacy support			

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze specific ELs' student work and make adjustments to Designated EL instruction and plan differentiated small groups for tier 2 intervention instruction for Reclassified students that are not making progress.

- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies with a lens on the English Language Learner

- ILT - Continuously reviewing EL student outcomes and making adjustments to teacher professional learning

- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies for English Language Learners

***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 - NEW POSN, SBB2511715	--	--	09800-1210	Provide release time so teachers may participate in PLC to look at student data and make adjustments to tier 1 and 2 instruction for EL learners			

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

ESL Assistant provides additional EL support by :

- working with small groups of EL students in targeted 4 - 6 week cycles
- reinforces reading, writing, listening and speaking areas of EL instruction
- provides additional data to teachers for additional analysis of student progress
- may sit in on RTI team to inform progress towards student goal

***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.
ESL Asst - Victa, Florabel	0.10000	\$6,316.43	09800-2101	Provides small group pull out support with tier 2 intervention for EL students	ESL Assist. Very skilled & knowledgeable in ELD. Provides students w/quality lessons	Consistency of daily lessons	Shelter Florabel's time

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 2

*Strategy/Activity - Description

Parent Training:

Coffee with the Counselor - targeting topics that are important to parents's interest

ELAC training for new board members

Translation provided to give access to all stakeholders

Literacy and Math Nights to support parent knowledge of current strategies taught in class.

*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 - NEW POSN, SBB2511715	--	--	09800-1210	Plan and facilitate Coffee with the Counselor			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze student work and make adjustments to tier 1 instruction and plan differentiated small groups for tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies

***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 - NEW POSN, SBB2511715	--	--	09800-1210	Works with students so teachers may be released to analyze data and plan next steps/adjust instruction for tier 1 as well as tier 2 interventions for			



Paradise Hills Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

struggling
students

Note/Reminders (optional):

What are my leadership strategies in service of the goals?



Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: PARADISE HILLS 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**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Counselor:

- Teaches 2nd Step
- Part of Attendance Review Team
- Small Group - Social/Emotional
- Individual Counseling Support
- Run RTI meeting
- Resources to Families
- Coffee with Counselor - PD training
- Youth and Transition Support
- Home visits
- Outside counseling support - UPAC/SAYSD

***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.
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Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor - NEW POSN, SBB2511715	0.40000	\$49,609.48	30100-1210	Will be monitoring suspension and chronic absenteeism.	The 2 nd step lessons, small group and individual counseling support behavioral referrals are down by 80%	We still need to address chronic absenteeism	Counselor will work more closely with nurse and administration on parent follow up.
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

School will implement Playworks in order to promote engaging, inclusive, collaborative and safe play. It will teach all students to resolve conflicts and create a safe environment. All students will have a sense of belonging and want to contribute in the classrooms. They will feel safe and come to school ready to learn

***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.
Prof&Curriclm DevHrlyClstrmTch r		\$2,782.05	30106-1170	Teachers will be trained to implement Playworks	Increased effectiveness of adult supervision, increase in student engagement, drastic reduction in inappropriate behaviors	Need whole staff buy-in to sustain the program	Counselor will take the lead with the recess committee
Supplies		\$12,053.00	30106-4301	Instructional Supplies to support	Site has adequate supplies to implement all programs		

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs > \$25K	\$10,000.00	30106-5100	implement Playworks Playworks Contract	Monthly visit provides new training
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Supplemental Instructional supplies to focus on:

- Read Aloud books for classroom and library that have a variety of diversity themes
- Picture books to support counseling groups around loss, gender identity, divorce and other related themes

***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	--	--	30100-4301	Supplemental instructional supplies that focus on promoting and teaching of diversity and social/emotional themes	Teachers have the instructional materials necessary for promoting appreciation of diversity; we have a culture of kindness		We'll maintain a focus on kindness, problem solving, and respect

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Supplemental instructional supplies that focus on promoting and teaching of diversity and social/emotional themes	Teachers have the instructional materials necessary for promoting appreciation of diversity; we have a culture of kindness	We'll maintain a focus on kindness, problem solving, and respect
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Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze student work and make adjustments to tier 1 instruction and plan differentiated small groups for tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies

***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.
Prof&Curriclm DevHrlyClsrmTchr		\$2,782.05	30100-1170	ILT		ILT is ineffective at this time	Full-day meeting with new principal to strengthen role of ILT
Prof&Curriclm Dev Vist Tchr		\$1,733.90	30100-1192	PLC	PLCs support alignment of instruction	Need for vertical alignment of interventions & small gr. Instr.	
Supplies		\$4,816.00	30100-4301	Professional Learning books	Teachers have greater knowledge of effective data analysis		

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Travel Conference		\$1.00	30100-5207	Conference Registration	Stronger instructional practice in writing		
Conference Local		\$1,999.00	30100-5209	Conference Registration			(Have not attended yet)
Prof&Curriclm Dev Vist Tchr		\$7,565.24	30106-1192	PLC	PLCs support alignment of instruction	Need for growth in Tier 1 differentiated instruction	Need to include SpEd teachers
Travel Conference		\$3,999.00	30106-5207	Conference Registration	Participants strengthened writing instruction	Only a couple of teachers attended	Remaining funds shifted to purchase GR books for Gr. 1
Conference Local		\$1.00	30106-5209	Conference Registration			
School Counselor - NEW POSN, SBB2511715	--	--	30100-1210	works with students to enable teachers to be released for PLC			
Supplies	--	--	30106-4301	Professional Books			

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Supplemental material to support our 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.

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30100-4301	Supplemental literacy support			
Supplies	--	--	30106-4301	Supplemental literacy support			

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

- After School Tutoring focused on Literacy
- 4 week cycles
- 2 days a week
- Specific targeted goals
- pre and post tests to show progress toward goals
- Small strategic group focused on tier 2 and for some 3 intervention

***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.
Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	Teacher Pay for after school tutoring			
Prof&Curriclm DevHrlyClsrmTch r	--	--	30106-1170	Teacher Pay for after school tutoring			



Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Supplemental instructional supplies for after school tier 2/3 intervention
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Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Professional Development:

- Mathematical Mindset, Math workshop and number talks
- PLC focusing on conferring in math to give different access points for mathematicians and purposeful math talks
- Math conferences targeted to 4th-5th grade
- book study on best practices for mathematics

***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.
Conference Local	--	--	30100-5209	Support teacher learning for best practices in mathematics			
Conference Local	--	--	30106-5209	Support teacher learning for best practices in mathematics			
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	PLC and Lesson study release time for teachers to look at lesson design and implementation of research based			

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30100-4301	instructional strategies supplemental instructional material for mathematics and professional learning book for teachers
Supplies	--	--	30106-4301	supplemental instructional material for mathematics and professional learning book for teachers
Travel Conference	--	--	30106-5207	[no data]
Travel Conference	--	--	30100-5207	[no data]

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

- After School Tutoring focused on mathematics:
- 4 week cycles
 - 2 days a week
 - Specific targeted goals
 - pre and post tests to show progress toward goals
 - Small strategic group focused on tier 2 and for some 3 intervention

***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.

Paradise Hills Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	Teacher hourly for After school tutoring			
Prof&Curriclm DevHrlyClsrmTch r	--	--	30106-1170	Teacher hourly for After school tutoring			
Supplies	--	--	30106-4301	Supplemental instructional supplies to support after school math tier 2 intervention			

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze specific ELs' student work and make adjustments to Designated EL instruction and plan differentiated small groups for tier 2 intervention instruction for Reclassified students that are not making progress.

- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies with a lens on the English Language Learner

- ILT - Continuously reviewing EL student outcomes and making adjustments to teacher professional learning

- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies for English Language Learners

***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 - NEW POSN, SBB2511715	--	--	30100-1210	Provide release time so teachers may participate in PLC to look at student data and make adjustments to tier 1 and 2 instruction for EL learners			

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting teacher to support Lesson Study and Deep Data Dives so teachers can work collaboratively and learn from each other by looking at student work and each other's practice to support EL learners
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teacher to support Lesson Study and Deep Data Dives so teachers can work collaboratively and learn from each other by looking at student work and each other's practice to support EL learners
Supplies	--	--	30100-4301	Supplemental instructional supplies to support EL Learners
Supplies	--	--	30106-4301	Supplemental instructional supplies to

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

support EL
Learners

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

ESL Assistant provides additional EL support by :

- working with small groups of EL students in targeted 4 - 6 week cycles
- reinforces reading, writing, listening and speaking areas of EL instruction
- provides additional data to teachers for additional analysis of student progress
- may sit in on RTI team to inform progress towards student goal

***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.
ESL Asst - Victa, Florabel	0.20000	\$12,632.89	30100-2101	Provides small group pull out support with tier 2 intervention for EL students	Upper grade ELs are provided Tier 2 small group ELD	Groups are cancelled sometimes due to Florabel taking on unrelated tasks	Shelter time with students so that they receive daily ELD

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

After School Tutoring focused on EL development
- 4 week cycles

Paradise Hills Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- 2 days a week
- Specific targeted goals
- pre and post tests to show progress toward goals
- Small strategic group focused on tier 2 and for some 3 intervention

***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.
Prof&Curriclm DevHrlyClstrmTch	--	--	30100-1170	Teacher pay for after school tutoring			
Supplies	--	--	30100-4301	Supplemental instructional supplies to support tier 2 intervention for EL and reclassified students.			
Supplies	--	--	30106-4301	Supplemental instructional supplies to support tier 2 intervention for EL and reclassified students.			

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Monitoring:

- Monthly Special Ed. Meeting
- Attend IEP meetings
- Review Progress Reports
- Seek additional support from central office (COURT)
- Differentiate for EL students with special needs during PLCs
- Waiver for EL students with special needs as an alternative to reclassification

***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.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Sp. ED PLC			
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	SP ED PLC			

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

Curriculum to support students' ability to access grade level content standards back int the classroom by providing scaffolds and front-loading content knowledge.

***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.

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30100-4301	Professional Books and other Instructional Supplies to support students with disabilities			
Supplies	--	--	30106-4301	Professional Books and other Instructional Supplies to support students with disabilities			

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

To promote parent involvement:

- creating a welcoming environment where parents are heard and feel safe to get involved
- communicate through social media to reach all parents
- Communication is also held in Spanish
- Have parents take leadership roles at school to get other students involved

*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		\$295.00	30103-4301	Materials to support parent communication	Parents receive all communication in Eng. & Span.		
Inservice supplies		\$300.00	30103-4304	Light refreshments	Family Friendly & supportive environment		

Note/Reminders (optional):

Strategy/Activity 2

*Strategy/Activity - Description

Parent Training:

Coffee with the Counselor - targeting topics that are important to parents's interest

ELAC training for new board members

Translation provided to give access to all stakeholders

Literacy and Math Nights to support parent knowledge of current strategies taught in class.

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*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.
Prof&Curriclm DevHrlyClstrmTch r		\$667.44	30103-1170	Hourly pay for certificated staff planning and delivering training	None	This has not yet taken place.	We've brought in guest speakers from Ballard Cntr.
Other Support Prsnl PARAS Hrly		\$261.58	30103-2281	Translation and child care for parents so they can attend trainings	Parents really appreciate this and actively engage.		
Supplies	--	--	30103-4301	Instructional material to support training	We have chart paper, etc. for visual supports		
Inservice supplies	--	--	30103-4304	Lite coffee and lite snacks for training	Helps to keep parents attending		
School Counselor - NEW POSN, SBB2511715	--	--	30100-1210	Plan and facilitate Coffee with the Counselor			

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

With a high unduplicated pupil percentage of 82.6%, the site understands that most of our student population faces additional challenges when aiming for academic success. With the needs of these students in mind, the site has developed plans for professional development and related classroom and intervention supports for the primary benefit of these students, though all students at Paradise Hills will benefit.

Professional Learning

- 23 Weeks PLC - teacher collaboration to analyze student work and make adjustments to tier 1 instruction and plan differentiated small groups for tier 2 intervention instruction.
- Professional Book Study - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies
- ILT - Continuously reviewing student outcomes and making adjustments to teacher professional learning
- Professional Learning Conferences - Strengthen teacher's understanding of Research Based Tier 1 and 2 Instructional strategies

***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 - NEW POSN, SBB2511715	--	--	30100-1210	Works with students so teachers may be released to analyze data and plan next steps/adjust instruction for tier 1 as well as tier 2 interventions for			

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	struggling students visiting teachers so classroom teachers have an opportunity to analyze student data and adjust tier 1 instruction as well as tier 2 interventions for struggling students
Conference Local	--	--	30100-5209	Works with students so teachers may be released to analyze data and plan next steps/adjust instruction for tier 1 as well as tier 2 interventions for struggling students
Supplies	--	--	30100-4301	Supplemental instructional supplies to support tier 1 instruction and tier 2 instruction for struggling learners

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Supplemental instructional supplies to support tier 1 instruction and tier 2 instruction for struggling learners
Travel Conference	--	--	30106-5207	Works with students so teachers may be released to analyze data and plan next steps/adjust instruction for tier 1 as well as tier 2 interventions for struggling students

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

- After School Tutoring focused on Literacy
- 4 week cycles
 - 2 days a week
 - Specific targeted goals
 - pre and post tests to show progress toward goals
 - Small strategic group focused on tier 2 and for some 3 intervention

***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:

Paradise Hills Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Prof&Curriclm DevHrlyClsrmTch r	--	--	30100-1170	After school tutoring to support at risk student with tier 2/3 support			
Prof&Curriclm DevHrlyClsrmTch r	--	--	30106-1170	After school tutoring to support at risk student with tier 2/3 support			
Supplies	--	--	30100-4301	Supplemental instructional supplies to support tier 2/3 instruction for struggling students			
Supplies	--	--	30106-4301	Supplemental instructional supplies to support tier 2/3 instruction for struggling students			

Note/Reminders (optional):

What are my leadership strategies in service of the goals?