

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **GREEN ELEMENTARY** SCHOOL

2018-19

37-68338-6039697

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: McClure, Sandra

Contact Person: McClure, Sandra

Position: Principal

Telephone Number: 619-460-5755

Address: 7030 Wandermere Dr, Green Elementary, San Diego, CA, 92119-2969,

E-mail Address: smcclure@sandi.net

The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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



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

2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Green Elementary
SITE CONTACT PERSON: Sandy McClure

DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)

PHONE: 619 460-5755 FAX: 619 465-8814 E-MAIL ADDRESS: smcclure@sandi.net

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

* Title I Schoolwide Programs (SWP) *

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

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

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

- English Learner Advisory Committee (ELAC) Date of presentation: MAY 1/19
- 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: 12/5
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/22/18 2/6/18

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.

Sandra McClure
Type/Print Name of School Principal

Sandy McClure 4/6/18
Signature of School Principal Date

Laura Kirsch
Type/Print Name of SSC Chairperson

Laura Kirsch _____
Signature of SSC Chairperson Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 4/11/18
Signature of Area Superintendent Date

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

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

Myron B. Green Elementary is an Academic and Athletic Magnet School in the San Carlos community of San Diego. We have a diverse community that includes approximately 500 students, and we are proud of our academic achievement, consistently scoring in the top ten percent on standardized achievement assessments (CST and SBAC). We offer regular, vigorous exercise in addition to rigorous academics to create a sound mind and sound body. We expect and deliver excellence in character development, education, and a healthy life-style. Superior academic instruction, physical education, a variety of fine arts experiences, and a multitude of after school activities including sports, and community building activities create students focused on being intelligent, healthy, well-rounded leaders of the future.

SCHOOL VISION AND REALITY

We are committed to preparing our students to compete in a 21st century global community through rigorous academic instruction. To be prepared for the 21st Century we believe all children need to develop competencies in:

1. Information Literacy and Computer Skills
2. Critical and Innovative Thinking
3. Collaborative Skills both locally and globally
4. Cultural Sensitivity and respect for others
5. High Expectations for Self and Others

CORE AND SUPPLEMENTAL SUPPORTS**TEACHER ALLOCATIONS:**

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

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

NURSE:

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

Enrollment/Days per Week

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

COUNSELOR

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

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

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Green Elementary did the following to include the community and staff into the decision-making:

1. Survey Instructional leadership team, School Site Council, Site Governance Team, and English Language Advisory Committee to identify site priorities for financial planning
2. Held a series of informational and feedback meetings to discuss budget priorities. These meetings included ILT, Staff, PTO, ELAC, SSC, and SGT.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Sandy McClure	Principal
Laura Kirsch	Teacher
Karen Harvey	Teacher
Brian Cox	Parent
Danielle Stephen	Parent
Jennifer Kostrinsky	Parent
Cesia Guizar	Other School Representative
Dan Arel	Parent
Peggy Dermody	Community Member
Jennifer Andrew	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 77% (approx. 54 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 78% (approx. 52 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 17 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 55% (approx. 11 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Calkins Reading and Writing Pre/Post Assessments

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

Teachers will meet by grade level/department to analyze DRA and Writing Pieces according to rubrics 6 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 76% (approx. 62 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 78% (approx. 47 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino students

By June 2019, 65% (approx. 16 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 56% (approx. 10 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course

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

Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Envision Quick Checks, ST Math Reports

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

Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

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

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

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

Other Assessments (Please Specify):

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

Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction.

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

By June 2019, at least 82% (approx. 62 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 88% (approx. 60 5th graders) will meet or exceed level 44 in DRA.

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

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

Other Assessments (Please Specify):

DRA

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

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

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

By June 2019, __100_% (approx. __400__ families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least __90_% (approx. __360__ families) will attend training on DRA, Writing, Reading and Math curriculum to increase the milestones necessary for meaningful graduation.

Targeted Population:

Parents of target students and target groups will be encouraged to attend events.

What data did you use to form these goals?:

Sign in sheets from events

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

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

Administration will identify specific audience and track attendance.

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

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

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

Universal Access to Strong Core Instructional Program (Tier 1)

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

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

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- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- ELST will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students (Power Hour).
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

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

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

How will you monitor these strategies/activities?:

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

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

Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

How will you monitor these strategies/activities?:

- *Attendance at cluster and site professional development
- *Grade level team meetings/PLC
- *Continue monitoring of student progress by administration, ILT and teachers

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

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

How will you monitor these strategies/activities?

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Student Study Team meeting with teachers, parents, support staff...etc.

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

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

How will you monitor these strategies/activities?

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website
- *Foundation meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: To increase student achievement on the CAASPP by 10% by providing extra small Math and ELA group for intense instruction.</p> <p>Identified Need:: Increase student achievement in both Math and ELA on the CAASPP</p> <p>Target Group:: African American, Hispanic, Special Ed., students below grade level</p> <p>Monitoring:: Quarterly monitoring meetings, semester and progress reports</p> <p>Personnel Responsible:: Principal, leaders, support staff</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: To increase student achievement on the CAASPP by 10% by providing extra small Math and ELA group for intense instruction.</p> <p>Identified Need:: Classroom support with push-in support</p> <p>Target Group:: African American, Hispanic, Special Ed., students below grade level</p> <p>Monitoring:: Quarterly monitoring meetings, semester and progress reports</p> <p>Personnel Responsible:: Principal, leaders, support staff</p>

Goal 3: Professional Development

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

Professional Development Goal:

Progress growth and monitoring

Identified Need::

Push in teacher support and instructional material

Target Group::

African American, Hispanic, Special Ed., students below grade level

Monitoring::

Quarterly monitoring meetings, semester and progress reports

Personnel Responsible::

Principal, leaders, support staff

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$5,991.00	\$5,991.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Improvement such as pencils, journals, charts and batteries to supplement core instruction.
Classroom Teacher Hrly		\$500.00	\$601.95	0131-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Improvement: Student support for academic needs such as tutoring.
Interprogram Svcs/Paper		\$4,870.00	\$4,870.00	0131-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Supports goals: Paper allows for written academic practice.
Pullout/Push in Hrly		\$6,000.00	\$7,223.40	0131-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Intervention: small group support for academic instruction of students identified as below grade level.
Classroom PARAS Hrly		\$2,500.00	\$3,210.25	0131-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Intervention: Small group support for intervention with reading skills (phonics and comprehension)

APPENDICES

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

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

APPENDIX A

DATA REPORTS

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

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	248	69.4	233	74.2	206	74.8	5.4	0.6	249	67.1	232	74.6	206	73.8	6.7	-0.8
Female	112	68.8	112	74.1	98	72.4	3.6	-1.7	112	58.9	110	68.2	98	65.3	6.4	-2.9
Male	136	69.9	121	74.4	108	76.9	7.0	2.5	137	73.7	122	80.3	108	81.5	7.8	1.2
African American	24	41.7	26	57.7	17	47.1	5.4	-10.6	25	24.0	24	50.0	17	47.1	23.1	-2.9
Asian	5	-	4	-	3	-	-	-	5	-	5	-	3	-	-	-
Filipino	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Hispanic	69	52.2	68	60.3	53	62.3	10.1	2.0	69	58.0	68	55.9	53	60.4	2.4	4.5
Indochinese	1	-	4	-	4	-	-	-	1	-	4	-	4	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	113	85.8	101	85.1	100	85.0	-0.8	-0.1	113	83.2	101	91.1	100	83.0	-0.2	-8.1
Multiracial	32	68.8	29	79.3	27	74.1	5.3	-5.2	32	59.4	29	72.4	27	74.1	14.7	1.7
English Learner	22	27.3	20	35.0	4	-	-	-	22	22.7	21	42.9	4	-	-	-
English-Speaking	226	73.5	213	77.9	202	75.7	2.2	-2.2	227	71.4	211	77.7	202	74.8	3.4	-2.9
Reclassified†	17	58.8	9	-	17	76.5	17.7	-	17	64.7	9	-	17	70.6	5.9	-
Initially Eng. Speaking	209	74.6	204	77.5	185	75.7	1.1	-1.8	210	71.9	202	77.2	185	75.1	3.2	-2.1
Econ. Disadv.*	95	44.2	90	57.8	71	59.2	15.0	1.4	96	42.7	88	61.4	71	63.4	20.7	2.0
Non-Econ. Disadv.	153	85.0	143	84.6	135	83.0	-2.0	-1.6	153	82.4	144	82.6	135	79.3	-3.1	-3.3
Gifted	97	84.5	92	87.0	81	97.5	13.0	10.5	97	88.7	92	93.5	81	95.1	6.4	1.6
Not Gifted	151	59.6	141	66.0	125	60.0	0.4	-6.0	152	53.3	140	62.1	125	60.0	6.7	-2.1
With Disabilities	37	21.6	33	33.3	26	19.2	-2.4	-14.1	38	23.7	31	32.3	26	15.4	-8.3	-16.9
WO Disabilities	211	77.7	200	81.0	180	82.8	5.1	1.8	211	74.9	201	81.1	180	82.2	7.3	1.1
Homeless	1	-	2	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Military	17	58.8	10	50.0	8	-	-	-	17	64.7	10	70.0	8	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	69	75.4	73	76.7	71	74.6	-0.8	-2.1	69	75.4	73	74.0	71	81.7	6.3	7.7
Female	28	67.9	42	78.6	29	72.4	4.5	-6.2	28	64.3	42	71.4	29	75.9	11.6	4.5
Male	41	80.5	31	74.2	42	76.2	-4.3	2.0	41	82.9	31	77.4	42	85.7	2.8	8.3
African American	5	-	8	-	6	-	-	-	5	-	8	-	6	-	-	-
Asian	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	14	50.0	23	65.2	16	62.5	12.5	-2.7	14	57.1	23	60.9	16	62.5	5.4	1.6
Indochinese	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Native American	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	35	91.4	31	83.9	40	82.5	-8.9	-1.4	35	91.4	31	87.1	40	87.5	-3.9	0.4
Multiracial	13	69.2	7	-	5	-	-	-	13	69.2	7	-	5	-	-	-
English Learner	9	-	8	-	2	-	-	-	9	-	8	-	2	-	-	-
English-Speaking	60	81.7	65	80.0	69	75.4	-6.3	-4.6	60	81.7	65	75.4	69	82.6	0.9	7.2
Reclassified†	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Initially Eng. Speaking	59	81.4	65	80.0	69	75.4	-6.0	-4.6	59	81.4	65	75.4	69	82.6	1.2	7.2
Econ. Disadv.*	26	50.0	26	69.2	23	60.9	10.9	-8.3	26	53.8	26	69.2	23	69.6	15.8	0.4
Non-Econ. Disadv.	43	90.7	47	80.9	48	81.3	-9.4	0.4	43	88.4	47	76.6	48	87.5	-0.9	10.9
Gifted	25	88.0	29	89.7	25	100.0	12.0	10.3	25	92.0	29	96.6	25	100.0	8.0	3.4
Not Gifted	44	68.2	44	68.2	46	60.9	-7.3	-7.3	44	65.9	44	59.1	46	71.7	5.8	12.6
With Disabilities	10	30.0	9	-	7	-	-	-	10	30.0	9	-	7	-	-	-
WO Disabilities	59	83.1	64	79.7	64	81.3	-1.8	1.6	59	83.1	64	81.3	64	89.1	6.0	7.8
Homeless	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	4	-	2	-	3	-	-	-	4	-	0	-	3	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	88	61.4	67	71.6	70	72.9	11.5	1.3	89	60.7	67	76.1	70	62.9	2.2	-13.2
Female	42	64.3	28	60.7	41	73.2	8.9	12.5	42	57.1	27	63.0	41	58.5	1.4	-4.5
Male	46	58.7	39	79.5	29	72.4	13.7	-7.1	47	63.8	40	85.0	29	69.0	5.2	-16.0
African American	13	46.2	5	-	7	-	-	-	14	21.4	4	-	7	-	-	-
Asian	2	-	0	-	1	-	-	-	2	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	25	40.0	18	38.9	20	70.0	30.0	31.1	25	48.0	18	50.0	20	65.0	17.0	15.0
Indochinese	0	-	2	-	2	-	-	-	0	-	2	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	38	81.6	31	90.3	30	80.0	-1.6	-10.3	38	86.8	31	93.5	30	70.0	-16.8	-23.5
Multiracial	10	70.0	11	90.9	10	60.0	-10.0	-30.9	10	50.0	11	81.8	10	50.0	0.0	-31.8
English Learner	8	-	8	-	1	-	-	-	8	-	9	-	1	-	-	-
English-Speaking	80	65.0	59	78.0	69	73.9	8.9	-4.1	81	64.2	58	82.8	69	63.8	-0.4	-19.0
Reclassified†	8	-	1	-	7	-	-	-	8	-	1	-	7	-	-	-
Initially Eng. Speaking	72	66.7	58	77.6	62	72.6	5.9	-5.0	73	65.8	57	82.5	62	59.7	-6.1	-22.8
Econ. Disadv.*	35	37.1	28	50.0	24	58.3	21.2	8.3	36	36.1	27	59.3	24	58.3	22.2	-1.0
Non-Econ. Disadv.	53	77.4	39	87.2	46	80.4	3.0	-6.8	53	77.4	40	87.5	46	65.2	-12.2	-22.3
Gifted	33	72.7	23	91.3	28	96.4	23.7	5.1	33	75.8	23	100.0	28	85.7	9.9	-14.3
Not Gifted	55	54.5	44	61.4	42	57.1	2.6	-4.3	56	51.8	44	63.6	42	47.6	-4.2	-16.0
With Disabilities	12	25.0	10	10.0	9	-	-	-	13	30.8	9	-	9	-	-	-
WO Disabilities	76	67.1	57	82.5	61	82.0	14.9	-0.5	76	65.8	58	84.5	61	70.5	4.7	-14.0
Homeless	1	-	2	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	7	-	2	-	3	-	-	-	7	-	2	-	3	-	-	-

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

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



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

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	91	72.5	93	74.2	65	76.9	4.4	2.7	91	67.0	92	73.9	65	76.9	9.9	3.0
Female	42	73.8	42	78.6	28	71.4	-2.4	-7.2	42	57.1	41	68.3	28	64.3	7.2	-4.0
Male	49	71.4	51	70.6	37	81.1	9.7	10.5	49	75.5	51	78.4	37	86.5	11.0	8.1
African American	6	-	13	69.2	4	-	-	-	6	-	12	50.0	4	-	-	-
Asian	2	-	3	-	0	-	-	-	2	-	3	-	0	-	-	-
Filipino	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Hispanic	30	63.3	27	70.4	17	52.9	-10.4	-17.5	30	66.7	27	55.6	17	52.9	-13.8	-2.7
Indochinese	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	40	85.0	39	82.1	30	93.3	8.3	11.2	40	72.5	39	92.3	30	90.0	17.5	-2.3
Multiracial	9	-	11	63.6	12	83.3	-	19.7	9	-	11	72.7	12	83.3	-	10.6
English Learner	5	-	4	-	1	-	-	-	5	-	4	-	1	-	-	-
English-Speaking	86	75.6	89	76.4	64	78.1	2.5	1.7	86	70.9	88	76.1	64	78.1	7.2	2.0
Reclassified†	8	-	8	-	10	70.0	-	-	8	-	8	-	10	50.0	-	-
Initially Eng. Speaking	78	76.9	81	75.3	54	79.6	2.7	4.3	78	70.5	80	75.0	54	83.3	12.8	8.3
Econ. Disadv.*	34	47.1	36	55.6	24	58.3	11.2	2.7	34	41.2	35	57.1	24	62.5	21.3	5.4
Non-Econ. Disadv.	57	87.7	57	86.0	41	87.8	0.1	1.8	57	82.5	57	84.2	41	85.4	2.9	1.2
Gifted	39	92.3	40	82.5	28	96.4	4.1	13.9	39	97.4	40	87.5	28	100.0	2.6	12.5
Not Gifted	52	57.7	53	67.9	37	62.2	4.5	-5.7	52	44.2	52	63.5	37	59.5	15.3	-4.0
With Disabilities	15	13.3	14	35.7	10	30.0	16.7	-5.7	15	13.3	13	46.2	10	20.0	6.7	-26.2
WO Disabilities	76	84.2	79	81.0	55	85.5	1.3	4.5	76	77.6	79	78.5	55	87.3	9.7	8.8
Homeless	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	6	-	2	-	-	-	6	-	6	-	2	-	-	-

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

APPENDIX B

**PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS**



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

Green Elementary
PARENT INVOLVEMENT POLICY 2018-19

Green Elementary has developed a written parental involvement policy with input from parents. *School Site Council meets monthly throughout the year to develop and revise policy. It is given to staff and parents each year and all are encouraged to participate.*

It has distributed the policy to all parents.

Sent home at start of year and is posted on our website.

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at **Green Elementary** the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.
 - *Website, Morning assemblies, Monday Message, Back to School Night, PTO Meeting*
- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. *Morning Assembly, Back to School Night, SSC/SGT Meeting, PTO, Open House, trimester conferences, classroom communication.*
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's programs and the parental involvement policy. ****Monthly SSC/SGT, Monthly ELAC Meeting, PTO, Conference with teachers, DAC**
- The school provides parents of students with timely information about the schools programs. *Yearly data reports, Monday Message, Morning Assembly, PTO, ELAC*
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *Back to School Night, Parent/Teacher Conferences, PTO, SSSC, Report Cards*
- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.
SST's, Conferences, IEP's, 504's, RTI, Annual Review SSC/SGT

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District
Office of Accountability
Monitoring and Accountability Reporting Department

GREEN ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

Green Elementary and the parents of the students participating in activities, services, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

Green Elementary will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Universal Access for All Students

- High Expectations for all
- Monthly Teacher Collaboration/Teacher Planning Time
- Data Driven Instruction- Instruction aligned to grade level standards; timely use common assessments to track student progress in meeting standards
- Monitoring Student Progress
- Standards-based Curriculum and Instruction (Lucy Calkins Reading & Writing, Units)
- Ongoing Professional Learning and focus on Common Core Standards
- Use of charts/graphic organizers and GATE Icons (Depth of Knowledge, Complexity, Acceleration, Novelty)
- Ongoing communication between home and school

Strategic Support for Students not Meeting Standards

- Creating Systems of Intervention- EL Support, After School Reading/Math via Prime Time
- Targeted Supports and Materials
- Intensive small group and 1-on-1 support from site resource teachers
- Computer intervention support in both ELA and Math

Intensive Intervention

- Targeted instruction addressed in meeting student learning needs
- Specialized Academic Instruction- Special Ed services

2. Hold parent-teacher conferences (annually or bi-annually) during which this compact will be discussed as it relates to the individual child's achievement.
3. Provide parents with periodic reports on their child's progress.

Parents will be provided with a Standards Based Report Card each tri-mester.

4. Provide parents reasonable access to staff.

Parents may access teachers, before school and after school, through e-mail and by phone as needed throughout the school year.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents have the opportunity to volunteer and participate in their child's education by attending field trips, social activities, volunteering in the classroom and other school-related events. They may also participate on the PTO, School Site Council, School Governance Team, ELAC, Gecko Grind, morning assemblies and other informal and formal meetings.

PARENT RESPONSIBILITIES

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of screen time my child watches.
- Volunteering in my child's classroom.
- Attending student conferences and progress meetings
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Optional additional provisions

STUDENT RESPONSIBILITIES

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

- Do my homework every day and ask for help when I need it.
- Read grade-level daily minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Come to school prepared to learn
- Uphold the Gecko Pledge

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Green Elementary	09800	1157	Classroom Teacher Hrly			\$ 500.00
		1159	PullOut/Push in Hrly			\$ 6,000.00
		2151	Classroom PARAS Hrly			\$ 2,500.00
		3000	Employee Benefits			\$ 2,035.60
		4301	Supplies			\$ 5,991.00
		5733	Interprogram Svcs/Paper			\$ 4,870.00
	09800 Total					\$ 21,896.60

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Green Elementary

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The school uses clearly articulated strategies for maximizing instruction. All classrooms use Calkins Read and Writing program, Envision Math curriculum. All teachers use the Calkins Standards Based Rubric for Reading and Writing as well as the DRA and Envision check point assessments. Science is an area of focus for improving continuity
CLOSING THE ACHIEVEMENT GAP	The school has clearly articulated measurable goals. We supplement instruction with additional small group work, after school tutoring, and RTI support. Our students with disabilities receive appropriate modifications and accommodations, but our SWD are targeted with the greatest needs for improvement.
PROFESSIONAL DEVELOPMENT	Green has clear goals for professional development. Our teachers work in grade-level pd's 1-2 times every month. Teachers use their time together to analyze student achievement through their common writing and math assessments and data. Our Instructional Leadership Team gives input for areas of focus for PD.
GRADUATION/PROMOTION	Our school has goals for the promotion of our students. Our curriculum is linked to common core standards and aligned to rubrics to inform instruction and promotion standards. IEP goals are set with grade-level standards, and staff is focused on supporting all students to meet goals.
PARENT ENGAGEMENT	Green has clearly articulated goals for parent engagement that are expressly stated in our SPSA. Are families and community are engaged in decision making through our SSC, PTO, ELAC, and meetings throughout the year. We have a clearly stated wellness policy that involves our families, and we host multiple events throughout the year to promote family involvement.