

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **GREEN ELEMENTARY** SCHOOL

**2014-16**

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:** Ferguson, Bruce

**Contact Person:** Ferguson, Bruce

**Position:** Principal

**Telephone Number:**

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

**E-mail Address:** bferguson@sandi.net

**The following items are included:**

- ☒ Recommendations and Assurances
- ☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☒ Home/School Compact

**Board Approval: June 23, 2015**



**SAN DIEGO UNIFIED SCHOOL DISTRICT**

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



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Attachment 2  
Modification of SPSASan Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCESSCHOOL NAME: Green Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Bruce Ferguson

PHONE: 619-460-5755

FAX: 619-582-7853

E-MAIL ADDRESS: bferguson@sandi.net

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

- ☒ Quality Education Investment Act (QEIA)    ☒ Title 1 Schoolwide Programs (SWP)    ☒ Program Improvement (PI)
- ☐ Y1   ☐ Y2   ☐ Y3   ☐ Y4   ☐ Y5   ☐ Y5+

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

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

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

- ☒ English Learner Advisory Committee (ELAC)    Date of presentation: 3-10-15
- ☐ Community Advisory Committee for Special Education Programs (CAC)    Date of presentation: \_\_\_\_\_
- ☒ Gifted and Talented Education Program Advisory Committee (GATE)    Date of presentation: 3-10-15
- ☒ Site Governance Team (SGT)    Date of presentation: 3-10-15
- ☐ Other (list): \_\_\_\_\_    Date of presentation: \_\_\_\_\_
4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
  5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
  6. The site plan or revisions to the site plan were adopted by the SSC on: 3-10-15

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

Bruce Ferguson  
Type/Print Name of School Principal[Signature]  
Signature of School Principal3-10-15  
DateJennifer Mouniemne  
Type/Print Name of SSC Chairperson[Signature]  
Signature of SSC Chairperson3-10-15  
DateSofia Freire  
Type/Print Name of Area Superintendent[Signature]  
Signature of Area Superintendent3/13/15  
DateSubmit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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## SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

### INTRODUCTION

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

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

### SCHOOL VISION AND REALITY

Green Elementary is an academic and athletic magnet school dedicated to developing life long learners who lead successful, healthy, physically lives in the 21st century and who are achieving grade level standards on the CAASPP.

### CORE AND SUPPLEMENTAL SUPPORTS

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

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

### 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

### HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment Days Per Week

375-1511

2

**PROFESSIONAL DEVELOPMENT**

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

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

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

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

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

## SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Bruce Ferguson	Principal
Irene Delgado	Teacher
Susan Barrett	Teacher
Melissa Wilson	Parent
Therese Frerichs	Parent
Tracy Crippen	Parent
Dedra Patterson	Other School Representative
Melissa Moreno	Parent
Jennifer Andrew	Teacher
Tracy Dahlkamp	Parent

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/15/2016, 87 % of Green Elementary Students will achieve a meet grade level standards on CAASPP (Smarter Balanced) in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/15/2016, 77 % of Green Elementary Hispanic or Latino, Students will achieve a meet grade level standards on CAASPP (Smarter Balanced) in English/Language Arts

\* By 06/15/2016, 70 % of Green Elementary Black or African American, Students will achieve a meet grade level standards in CAASPP (Smarter Balanced) in English/Language Arts

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

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

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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

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

## Area 2: Mathematics

### Mathematics SMART Goal:

\* By 06/15/2016, 90 % of Green Elementary Students will meet or exceed meet grade level standards on CAASP in Mathematics

### Closing the Gap SMART Goal:

\* By 06/15/2016, 84 % of Green Elementary Hispanic or Latino, Students will meet or exceed meet grade level standards on CAASP in Mathematics

\* By 06/15/2016, 80 % of Green Elementary Black or African American, Students will meet or exceed meet grade level standards on CAASP in Mathematics

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

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

### Other Assessments (Please Specify):

### Progress and Growth Monitoring:

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



### Area 3: English Learner

#### English Learner SMART Goal:

\* By 06/15/2016, 65 % of Green Elementary English Learner will meet or exceed meet one years growth or meet grade level standards on CAASP in California English Language Development Test

#### Closing the Gap SMART Goal:

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

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

#### Other Assessments (Please Specify):

#### Progress and Growth Monitoring:

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

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

\* By 06/15/2016, 85 % of Green Elementary Grade 03, Students will meet or exceed be at level 38/P in DRA

**Closing the Gap SMART Goal:**

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

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

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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

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

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

\* By 06/15/2016, 80 % of Green Elementary Parents/Guardians will achieve a attend at least 2 school events to support their child's learning in Parent and Community Engagement

**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:**

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

## BUDGET: Resources Aligned to Area Goals

**Core Program:** Edit the core program for your site

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

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

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 CELDT 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. 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.

## SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
PullOut/Push in Hrly	-	\$8,800.00	0131-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, LCFF 1, LCFF 2	Push in/ pull out student for struggling students with a focus on English Learner
Supplies	-	\$523.00	0131-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Interprogram Svcs/Paper	-	\$500.00	0131-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Paper for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Postage Expense	-	\$400.00	0131-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	03, 05, LCFF 2	Postage to increase home/ school communication with parents to support their students
Interprogram Svcs/Paper	-	\$611.00	0131-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 05, LCFF 1, LCFF 2, LCFF 3	Paper for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Inservice supplies	-	\$200.00	0131-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	03, 05	Inservice supplies for parent involvement activities that promote strategies for student achievement

### Local Control Funding Formula Goals

#### 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?

#### Intervention Support Goal:

To increase student achievement on the CAASPP by 10% by providing extra small Math and ELA group for intense instruction.

#### Identified Need:

Increase student achievement in both Math and ELA on the CAASPP

#### 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

#### Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

#### Classroom Support Goal:

To increase student achievement on the CAASPP by 10% by providing extra small Math and ELA group for intense instruction.

#### Identified Need:

Classroom support with push-in support

#### 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

#### 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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Paper	-	\$1,000.00	0131-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Paper for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
PullOut/Push in Hrly	-	\$10,000.00	0131-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Push in/ pull out student for struggling students with a focus on English Learner
Software License	-	\$5,000.00	0131-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Software License to support targeted instruction for EL students
Supplies	-	\$1,353.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)

## APPENDICES

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

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



**APPENDIX A**

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



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*Green Elementary*

**TITLE I PARENT INVOLVEMENT POLICY**

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

- **Green Elementary** has developed a written Title I parental involvement policy with input from Title I parents. Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

It has distributed the policy to parents of Title I students.

- The policy is sent home with students informing parent/community of all meetings of interest.

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

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at **Green Elem** the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - These monthly meetings will be scheduled by the school in a variety of language groups.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - Principal's Chat
  - Evening Parent Meetings
- 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. \*\*
  - Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) during monthly meeting.
- The school provides parents of Title I students with timely information about Title I programs.
  - Shared with parents through a variety of vehicles, such as: Monday Night Messages, Scene at Green, and Monthly Calendars.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - Conferencing with teachers.
  - Back to School Night/Open House
  - Providing information about school and district resources for student academic improvement.
- 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
  - Conferencing with teachers
  - Parent meeting
  - Back to School Night/Open House

### **School-Parent Compact**

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

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

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the policy. The policy is sent home with students informing parent/community of all meetings of interest.

### **Building Capacity for Involvement**

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children
  - SSC Meetings, Back to School Night/Open House, Parent Meetings
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Providing information about school and district resources for student academic improvement.
  - Conferencing with teachers.
  - Providing training programs to help parents support and work with their children at home and at school.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - Professional Development
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - The parent center is used to advertise parent meetings and training sessions offered at Green Elementary, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - Every attempt is made to communicate with parents in their primary language.
- The school provides support for parental involvement activities requested by Title I parents.
  - During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

**Accessibility**

***Green Elem*** provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- English Learner parent meetings
- SSC monthly meetings
- Conferencing with teachers
- Back to School Night/Open House

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

*(Provided by the School Site)*



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

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**GREEN ELEMENTARY SCHOOL**

**HOME/SCHOOL COMPACT**

*Green Elementary* and the parents of the students participating in activities, services, and programs funded by Title I, 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 2015-2016.

**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 (Units of Inquiry, Envision Math)
- Ongoing Professional Learning and focus on Common Core Standards
- Use of charts/graphic organizers and GATE Icons
- Ongoing communication between home and school

**Strategic Support for Students not Meeting Standards**

- Creating Systems of Intervention- EL Support, Push-In Support, After School Reading/Math via Prime Time
- Targeted Supports and Materials
- Intensive small group and 1-on-1 support.
- 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 (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

3. Provide parents with frequent 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 PTA, School Site Council, School Governance Team, Principal's Chat 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 television my child watches.
- Volunteering in my child's classroom.
- 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 at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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



San Diego Unified School District				
Site: 0131 Green Elementary				
As of Date 04-20-2015				
Extended Summary				
	<b>30100 Title I Basic Program</b>		<b>30103 Title I Parent Involvement</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>12,546.00</b>		<b>1,211.00</b>
		<b>12,546.00</b>		<b>1,211.00</b>
		-		-
1159 PullOut/Push in Hrly		8,800.00		-
1192 Prof&Curriclm Dev Vist Tchr		1,200.00		-
Employee Benefits		1,523.00		-
4301 Supplies		523.00		-
4304 Inservice supplies		-		200.00
5733 Interprogram Svcs/Paper		500.00		611.00
5920 Postage Expense		-		400.00

**APPENDIX D****2014-15 SPSA ADDENDUM**

**Green**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/15/15, 87% of Green Elementary students will meet grade level standards on CAASPP in English/Language Arts
<b>Mathematics</b>	By 06/15/15, 90% of Green Elementary students will meet grade level standards on CAASPP in Mathematics
<b>English Language Development</b>	By 06/15/15 65% of Green Elementary English Learners will meet one years growth or meet grade level standards on CAASP in California English Language Development Test
<b>Graduation/Promotion Rate</b>	By 06/15/15 85% of Green Elementary Grade 3 students will be at level 38/P in DRA
<b>Parent Involvement and Community Engagement</b>	By 06/15/15 80% of Green Elementary Parents/Guardians will attend at least 2 school events to support their child's learning in Parent and Community Engagement

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.</b>
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\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>	<b>Rationale</b>
		<b>6,088.00</b>		<b>926.00</b>	
1159 PullOut/Push in Hrly		4,963.00	-		As a Tier I program Power Hour allows for 5 extra teacher to assist each grade level by providing intense student support.
Employee Benefits		625.34	-		Employees who provide Power Hour
4301 Supplies		250.00	-		Power Hour teachers use paper and other materials for Power Hour
4304 Inservice supplies		-		450.00	Communication
5733 Interprogram Svcs/Paper		250.00		226.00	Send Communication home via US mail
<b>5920 Postage Expense</b>		<b>-</b>		<b>250.00</b>	Postage to increase home/ school communication with parents to support their students

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

## APPENDIX E

School Name: Green Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Enter Total Allocation: Resource 30100	\$12,546.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$12,546.00
10% allocation needed for PD	\$1,254.60

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

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

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	Visiting teachers will provide release time for classroom teachers to work on Comon Core standards for implementation of curriculum.	\$1,200.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	3000	Benefits releated to hourly visiting teacher expenses	\$161.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$1,361.00
10 % allocation has been met			<b>YES</b>