THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT GREEN ELEMENTARY SCHOOL

2020-21

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
- ☒ 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.

San Diego Unified
SCHOOL DISTRICT

2020-21 School Plan for Student Achievement

Recommendations and Assurances

School Name: Green Elementary

DUE: October 5, 2020

Site Contact Person: Sandy McClre

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 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: 10/7/20
☐ 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: 10/7/20
☐ Other (list): _____	Date of presentation:

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/7/20

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

Sandra McClure
Type/Print Name of School Principal

Sandy McClure 10/8/20
Signature of School Principal / Date

Scott Lemler
Type/Print Name of SSC Chairperson

10/8/20
Signature of SSC Chairperson / Date

_____
Type/Print Name of ELAC Chairperson

_____
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 11/12/20
Signature of Area Superintendent / Date

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

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement represents a comprehensive site plan of a non-Title I school. Green Elementary is an Academic and Athletic Magnet school located in the eastern section of San Diego, California. We have approximately 500 students, and we are pleased to have an actively engaged community. We have an experienced and dedicated staff, averaging over 15 years of experience. We are committed to working together with our families and community, and building a safe collaborative culture to ensure our students the very best environment is our highest priority.

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)

Presented on Green Google Classroom on 10/4/20
Invited community input for plan through school messenger announcement on 10/3/20
Plan given to SSC members on 10/5/20 for preview
Plan presented, voted, and approved at SSC Meeting on 10/7/20
Plan presented to Area superintendent on 10/8/20

RESOURCE INEQUITIES

CAASP Results indicate African American Students Score -37% (44% vs. 77%) in ELA compared to whole school and -25% (55% vs. 80%) in Mathematics. Additional small group intervention needed (push-in hourly)/ teacher PD (teacher hrly.). All interventions will require use of supplies and copier for instructional materials.
Students with disabilities Score -42% (35% vs. 77%) in ELA compared to whole school and -46% (34% vs. 80%) in Mathematics. Additional small group intervention needed (push in hourly)/ teacher PD (teacher hrly.). All interventions will require use of supplies and copier for instructional materials.
EL student data for CAASP not available due to number of students tested/ Additional curriculum needed for ELD instruction (Supplies)/ teacher PD (teacher hrly). All interventions will require use of supplies and copier for instructional materials.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Emily Sawyer	Teacher
Alicia Watkin	Parent
Sandy McClure	Principal
Scott Lemler	Teacher
Karen Harvey	Teacher
Kim Deadrick	Parent
Danielle Stephen	Parent
Julianna Rozycki	Parent
Cesia Guizar	Other School Representative
Traci Lewis	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Our school continues to rank within the top 20% in the district for elementary school attendance. We are very effective at creating a welcoming and safe environment for our students. Overall, our students enjoy coming to school and try their hardest not to be absent. However, from 2018 to 2019 our percentage of chronically absent students increased from 4.9% to 6.0% as noted on the California Dashboard, which is of concern. Specifically of concern is our socioeconomically disadvantaged subgroup of students who increased by 3.9% to 12.3% chronically absent and our English Learners who increased 1% to 11.8% chronically absent. Supports will be put in place to specifically target these two subgroup metrics.
We do not have data for the CAASP for 2020 so we are moving the goals forward

***Major Differences**

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

The activities associated with this goal were faithfully executed until school switched to online learning. This year we have adapted all of our Social Emotional Learning/ No Place for Hate/Social Justice lessons to online learning.

***Changes**

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

This year we intensified our commitment to Social Emotional Learning by adopting the Second Step program in Kinder and TK, creating a Black Student Union, and adopted a school-wide commitment to Leader in Me curriculum, 7 Habits of Happy Kids.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	maintain 98% attendance rate	baseline	maintain 98%	Attendance	monthly
June 2021	TK-5	Meaningful Participation	52%	62%	CAL-SCHLS (CSPS)	yearly
June 2021	TK-5	Meaningful Participation	45%	60%	CAL-SCHLS (CHKS)	yearly

***Identified Need**

We looked at our chronic absentees (students with more than 20 attendance days of attendance codes per year, not including contracts and major illnesses like cancer) and determined that there are 6% of students in the school who fall into this category. This is an increase of 1.1% from the previous year.
Based on the CA Dashboard 2019 for Academic. Engagement: Chronic Absenteeism, our site is in the Orange Performance Level overall. Our socio-economically disadvantaged students have a 12.3% chronic absentee rate which indicates a red performance level overall. This is an increase of 3.9% from the year before. In addition, our English learners have an 11.8% chronic absentee rate, placing our school in the orange level on this indicator. Finally our students with disabilities have an 11.4% absentee rate.
In the Conditions and Climate: Suspension Rate indicator, our site is in the Blue Performance Level with a suspension rate of .2%. We are in the orange level for Students with Disabilities, indicating that we had a suspension rate of 1.4% for this group.
To support district-wide initiatives, we have ensured that we have goals for Black Youth (African American), English Learners, and Students with Disabilities.

***Online Learning Implications**

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.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

-Social-Emotional Learning and Restorative Justice Practices
-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
-Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
-Schools will continue wellness efforts via school wellness coordinators.
-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.
-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 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.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Students with Disabilities	Increase attendance	89%	95%	Attendance	monthly
June 2021	TK-5th	Socioeconomically Disadvantaged	Increase attendance	87.8%	94%	Attendance	monthly
June 2021	TK-5th	English Learner	Increase attendance	89%	95%	Attendance	monthly
June 2021	TK-5th	Students with Disabilities	Decrease chronic absenteeism	11.4%	8.4%	Chronic Absenteeism	monthly
June 2021	TK-5th	Socioeconomically Disadvantaged	Decrease chronic absenteeism	12.3%	9.3%	Chronic Absenteeism	monthly
June 2021	TK-5th	English Learner	Decrease chronic absenteeism	11.8%	8.8%	Chronic Absenteeism	monthly

Strategy/Activity 1

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

Specific focus on students with attendance 3 or more absences and/or students with 6 or more tardiness.

***Strategy/Activity - Description**

Counselor monitoring of attendance records.
Provide counseling on importance of attendance for identified students and families.

Provide community resources for families with transportation or other needs.
Offer attendance incentives and recognition.
Student leadership opportunities with mentor support
Teacher conferences for all parents
Family/School events- Family Read Day, Morning Courtyard, Junior Olympics, Holiday Sings

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

Morning Assembly Incentives (Be on time)
Weekly school messenger calls on upcoming events
Teacher Mentor for student leadership positions

Strategy/Activity 2

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

***Strategy/Activity - Description**

Monitor of Daily Attendance
Monitor CHKS Results
Monitor CSPS Results
School Counselor Supports with evidence based strategies
Monitor suspension rate

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01313D	Interprogram Svcs/Paper		$4,000.00	$4,000.00	0131-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		clerical supply needed to communicate with families

Goal 2 - English Language Arts

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Daily Guided Reading, shared reading, and independent reading
Reading instruction with focus on evidenced-based strategies including, word solving, fluency, monitoring, and comprehension
Daily instruction in Calkins Reading and Writing Curriculum
Daily Word Study Instruction
Additional Instructional time/RTI Small Group instruction for students reading 8-12 months or more below grade level
Use of graphic organizers and scaffolds for reading ,writing, and word study strategies
As a result of these interventions, we saw an increase in 1st and 2nd grade DRA scores (72% proficient to 78%) However, we saw that our 3rd grade scores dropped from 76% to 71% and 4th grade scores decreased from 79% to 76% in ELA SBAC scores. As a result of this analysis we will place a greater emphasis in our 3rd and 4th grade intervention supports.-

***Major Differences**

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

Limited budget to implement RTI for students identified below grade level

This activity was faithfully implemented as planned except for changes due to the transition to online learning. No CAASPP data was available for 2020 so we will carry those goals over.

***Changes**

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

Specific monitoring and intervention for African American students, Students with disabilities, and EL Students

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-3	Grade level reading	75%	85%	Fountas and Pinnel	3x yearly
June 2021	3-5	Grade level reading	75%	85%	FAST aReading	3x yearly
June 2021	K-5	Grade-level writing	60%	70%	Writing Samples	3x yearly
June 2021	3-5	Increase proficiency CAASPP ELA	77%	87%	CAASPP ELA	Yearly

***Identified Need**

CAASP Results in ELA 3rd-5th grade
DRA Results K-5th grade
FAST areading Results
As a result of these interventions, we saw an increase in 1st and 2nd grade DRA scores (72% proficient to 78%) However, we saw that our 3rd grade scores dropped from 76% to 71% and 4th grade scores decreased from 79% to 76% in ELA SBAC scores. As a result of this analysis we will place a greater emphasis in our 3rd and 4th grade intervention supports.-

***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
Professional development for educators
English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
Standards-Based Grading
Flexibility for teachers to provide both whole group, small group and individual instruction

Daily use of a variety of online tools and platforms, including Google Classroom, Seesaw, RAZ-Kids, EPIC, and FlipGrid
Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	English Learner	Increase DRA Proficiency	55%	70%	Fountas and Pinnel	3x yearly
June 2021	3rd-5th	Black or African American	Increase proficiency ELA CAASP	40%	55%	CAASPP ELA	yearly
June 2021	3rd-5th	Students with Disabilities	Increase proficiency ELA CAASP	35%	50%	CAASPP ELA	yearly

Strategy/Activity 1

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

African American Students
EL Students
Students with Disabilities

***Strategy/Activity - Description**

Admin Classroom observations and feedback, and teacher engagement in Professional Learning in Reading and Writing Strategies.
Side by side coaching with teacher and principal
Teachers will use the 2020/2021 District Adopted materials--Benchmark Curriculum in all classrooms TK-5th grade
Teachers will use Lucy Calkins Writing and Reading Curriculum in all classrooms TK-5th grade.
Teachers will engage in Grade-Level PLC monitoring/calibrating student writing, and this will be led and monitored by site administrator.
Identified students will receive targeted intervention/ Small Group Instruction in reading fluency and comprehension
Identified students will receive targeted intervention/ Small Group Instruction writing development, structure, and convention
Teachers will use online literacy supports, including RAZ-Kids and EPIC reading

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01313L	PullOut/Push in Hrly		$5,000.00	$6,114.50	0131-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		support students w/ interventions

Goal 3 - Mathematics

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Math Scores increased from 75% to 81% as shown on 2019 CAASP results
All teachers trained in Critical Concepts, Common Core Math Standards, and Mathematical Practices
Common Standards-based Curriculum in all classrooms with common grade-level planning
Use of manipulatives
Guided and Independent time for practice/mastery of concepts
Use of technology to enhance conceptual understanding

***Major Differences**

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

Limited funds to purchase additional manipulatives and math enrichment activities
This activity was faithfully implemented as planned except for changes due to the transition to online learning. No CAASPP data was available for 2020 so we will carry those goals over.

***Changes**

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

Monitoring and assessment to determine need for small group intervention instruction

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	score proficient	78%	85%	FAST aMath	3x yearly
June 2021	TK-5th	score 3 or 4 in Number Concept	76%	85%	Site Developed Common Assessments	3x yearly
June 2021	3rd-5th	score proficient	80%	85%	CAASPP Math	yearly

***Identified Need**

African American students scored 55% achievement as compared to the whole school achievement of 80% on the 2019 Math CAASP results
Students with disabilities scored 35% achievement as compared to the whole school achievement of 80% on the 2019 Math CAASP results
EL students in grades 3rd-5th score 60% as compared to the whole school achievement of 78% on the June 2019 Math FAST assessment

***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
-Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Increase FAST assessment results	60%	75%	FAST aMath	3x yearly
June 2021	3rd-5th	Black or African American	Increase CAASP Proficiency	55%	70%	CAASPP Math	yearly

June 2021	3rd-5th	Students with Disabilities	Increase CAASP Proficiency	35%	50%	CAASPP Math	yearly

Strategy/Activity 1

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

Teacher PD in Math Critical Concepts, Common Core Standards, and Mathematical Practices
Small group intervention for students not proficient in number sense and algebra/geometry thinking
Use of manipulatives
Scaffolded lessons, step by step models
Extended time for partner talk in mathematical reasoning

***Strategy/Activity - Description**

Small group intervention for struggling students in number sense and mathematical reasoning
Teacher PD in Math Critical Concepts, Common Core Standards, and Mathematical Practices
Scaffolded materials to exemplify concepts
Use of manipulatives for concrete understanding
Use of online learning tools, including ST Math

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0131N	Supplies		$5,133.00	$5,133.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		support curriculum

Goal 4- Supporting English Learners

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

ELPAC Assessment of all EL Students and monitoring of progress throughout the year
Daily ELD lessons for all EL Students
Use of visuals and Manipulatives to support content standards-based learning
Frequent opportunities for student talk and partner work
Activating prior knowledge
Language skills taught across the curriculum

***Major Differences**

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

Limited funds to provide teacher support in ELPAC assessment and monitoring
This activity was faithfully implemented as planned except for difference caused by the transition to online learning. We have no CAASPP data from 2020 so the CAASPP goals are carried over from last year.

***Changes**

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

Use of District provided curriculum for daily ELD instruction

***Integrated English Language Development**

Teachers engage in Professional Development for implementation of ELD lessons
Teachers will actively participate in Professional Development for language supports and scaffolds across the curricular areas
Classroom schedules with specific ELD instructional times noted
Classroom walkthroughs to evaluate ELD instruction followed by feedback to ensure daily ELD instruction is taking place

***Designated English Language Development**

Professional development for specific ELD instruction
Classroom walkthroughs to show evidence of ELD instruction
Designated ELD schedules ensure all English Learners receive 30 minutes of daily designated ELD instruction.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	English Learner	Increase FAST Math Proficiency	60%	75%	Other (Describe in Objective)	3x yearly
June 2021	TK-5th	English Learner	Increase DRA Proficiency	55%	70%	Fountas and Pinnel	3x yearly

***Identified Need**

DRA Data collected reflects EL students as 60% proficient as compared to whole school proficiency achievement of 75% proficient
Math FAST Data reflects EL students as 62% proficient as compared to whole school proficiency of 81% proficiency of non EL 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.
-Online professional development modules with iELD (integrated English Language)
The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1st-5th	English Learner	Increase percent of EL students reclassified	85%	95%	Summative ELPAC	yearly

Strategy/Activity 1

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

All students will benefit from the below strategies with specific intention to support our EL students
Professional learning with ELD lesson studies
Classroom observations and coaching
Supplemental materials for EL
Small group review/preview for new content concepts
Intervention instruction for students not proficient in ELA and/or Mathematics

***Strategy/Activity - Description**

The strategies/activities below address the findings of the needs assessment and the annual review of performance data.
Professional learning with ELD lesson studies
Classroom observations and coaching
Supplemental materials for EL
Small group review/preview instruction for new content concepts
Intervention instruction for students not proficient in ELA and/or math
Language scaffolds and supports used throughout the day
Partner talk opportunities used throughout the day

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01316O	Classroom Teacher Hrly		$1,500.00	$1,834.35	0131-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners		LPAC assessment

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

Push in/ pull out teacher support hourly for intervention and ELPAC testing designated in discretionary funds

Strategy/Activity 2

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

Professional learning in ELD lesson studies
Supplemental Materials for EL
Classroom Observations and coaching

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Basis for establishing this goal is a discrepancy in achievement on the CAASP ELA assessment. 35% of Students with disabilities were proficient as compared to the whole school achievement proficiency of 75%.

***Major Differences**

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

This activity was faithfully implemented as planned except for difference caused by the transition to online learning. We have no CAASPP data from 2020 so the CAASPP goals are carried over from last year.

***Changes**

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

Monitoring and assessment to determine need for small group intervention instruction

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Increase DRA Proficiency	35%	50%	Fountas and Pinnel	3x yearly
June 2021	TK-5	Increase % Meeting IEP Annual Goals	72%	82%	Progress Reports on IEP Goals	3x yearly
June 2021	3-5	Increase % students met and exceeded standard on ELA SBA	35%	50%	Other (Describe in Objective)	annually
June 2021	3-5	Increase % students met and exceeded standard on Math SBA	35%	50%	Other (Describe in Objective)	annually

***Identified Need**

Basis for establishing this goal is a discrepancy in achievement on the CAASP ELA assessment. 35% of Students with disabilities were proficient as compared to the whole school achievement proficiency of 75%. Basis for establishing this goal is also a discrepancy on the CAASP Math assessment, 35% of students with disabilities were proficient as compared to 80% of whole school proficiency in CAASP mathematics.

***Online Learning Implications**

Implementation of IEP Services in Online Learning Setting
-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).
-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
-The integrated team will consist of general education teachers, educational specialists, related services providers and para educators.
-All staff will be working as a team to support all students to accelerate their learning

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Students with Disabilities	Increase proficiency on DRA	38%	50%	Fountas and Pinnel	3x yearly

June 2021	TK-5th	Students with Disabilities	Increase proficiency on annual IEP goals	72%	82%	Progress Reports on IEP Goals	3x yearly
June 2021	TK-5	Students with Disabilities	Meet IEP Goals	76%	80%	Progress Reports on IEP Goals	3x yearly

Strategy/Activity 1

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

Students with disabilities who have an IEP

***Strategy/Activity - Description**

Use of evidenced based strategies and curriculum specific to individual student's IEP Goals
Use of special factors to support IEP students including extended time, preferential seating, use of graphic organizers
Adequate paraprofessional and teacher supports in the least restrictive environment
Monitoring of progress towards goals
Annual meetings with meaningful IEP team participation

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013181	Classroom PARAS Hrly		$450.00	$597.57	0131-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	Low-Income		small group instruction/interventions

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	Black Students	Decrease number of students receiving 1's or 2's on report cards	11 students	8 students	Grades	3x's Yearly
June 2021	3-5	Black Students	Increase ELA CAASSP proficiency	40%	50%	Grades	annually
June 2021	3-5	Black Students	Increase Math CAASSP proficiency	55%	65%	Grades	annually

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Green Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Green Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Green 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. Green 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 goal.

5. In the 2020-21 school year, Green Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Green Elementary is to maintain or increase the percentage of diverse educators from current year to the following school year.
7. Green Elementary will continue to sponsor a Black Student Union group

***Identified Need**

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

At our site, the Black Youth student group has been traditionally a smaller population group. We might also have students who are identifying as Two or More Races so they are not specifically being linked to Black Youth achievement. In support of the current district-wide initiative, we are going to start specifically looking at the students at our site who identify as Black Youth and track their academic success as measured by grades and performance on both site and state-assessments (when available). We will also track their referrals and suspensions when that is applicable to on-site learning. After this year of data collection, we will be better able to set goals for this specific group in future years.

Based on a review of our CAASSP data our Black Youth are performing 37% below the school wide average of 77% proficiency in ELA and 25% below the school wide average of 80% proficiency in math.

***Online Learning Implications**

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.
-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.
-Culturally Responsive-Sustaining Practices

Strategy/Activity 1

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

All students will benefit specifically BY.

***Strategy/Activity - Description**

We will track the academic success of our Black Youth as measured by grades and performance on both site and state-assessments (when available). We will also track referrals and suspensions when that is applicable to on-site learning.

To support ELA growth:
- Admin Classroom observations and feedback, and teacher engagement in Professional Learning in Reading and Writing Strategies.
- Side by side coaching with teacher and principal
- Teachers will use the 2020/2021 District Adopted materials--Benchmark Curriculum in all classrooms TK-5th grade
- Teachers will use Lucy Calkins Writing and Reading Curriculum in all classrooms TK-5th grade.
- Teachers will engage in Grade-Level PLC monitoring/calibrating student writing, and this will be led and monitored by site administrator.
- Identified students will receive targeted intervention/ Small Group Instruction in reading fluency and comprehension
- Identified students will receive targeted intervention/ Small Group Instruction writing development, structure, and convention
- Teachers will use online literacy supports, including RAZ-Kids and EPIC reading

To support Math growth:
- Small group intervention for struggling students in number sense and mathematical reasoning
- Teacher PD in Math Critical Concepts, Common Core Standards, and Mathematical Practices
- Scaffolded materials to exemplify concepts
- Use of manipulatives for concrete understanding
- Use of online learning tools, including ST Math

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013182	Prof&Curriclm Dev Vist Tchr		$500.00	$611.45	0131-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	Low-Income		teacher training to plan meaningful lessons

Goal 7 - Family Engagement

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Full Parent Participation on site SSC
Full Parent Participation on site ELAC
Full parent participation in site PTO
Weekly phone call/email from principal to all parents
Daily morning assembly
Family Read day 3 times yearly
Parent conference 2 times yearly
Back to School Night within first week of school attendance
Whole School Celebrations, including Open House, Holiday Sings, Junior Olympics, Gecko Pride Awards, Family Lunch and Recess Days
Principal's Chats throughout the year

***Major Differences**

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

Limited funds to provide materials for family events

***Changes**

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

Monitor parent participation at events to ensure activities are supporting parent involvement and engagement

No changes will be made to the overarching processes of parent involvement; although, the specific activities change from year to year. When we transitioned to online learning meetings changed from being in-person to being online.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent sense of welcomed input	52%	67%	CAL - SCHLS (CSPS)

***Identified Need**

CSPS revealed only 52% of parents surveyed responded with "strongly agrees" when asked if school allows input and welcomes' parents' contributions.

***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 advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Volunteers	Increase participation at school meetings and conferences	64%	75%	Meeting Attendance
June 2021	SSC	Increase the participation at school SSC meetings	7 participants	9 participants	Meeting Attendance

June 2021	ELAC	Increase the participation at school ELAC meetings	12 participants	16 participants	Meeting Attendance

Strategy/Activity 1

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

All families will benefit.

***Strategy/Activity - Description**

Creating a safe and welcoming environment for parents through the opportunities below
Increased use of School Messenger from 4 to 6 times monthly to notify events and activities
Additional Parent School events including Coffee with the Counselor, Science Fair, and SDSU Aztec Partner Events

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N013130	Classroom PARAS Hrly		$450.00	$597.57	0131-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		support families

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

All classrooms will provide daily reading instruction through guided reading, shared readings, and independent book conferences
Leveled libraries in every classroom
Students appropriately matched with reading level material for in class and home reading
Monthly monitoring of students reading level
Explicit instruction given daily on reading strategies

***Major Differences**

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

Limited funds to purchase additional reading books for classroom and school libraries
Due to the school closure in the spring of 2020, we were unable to test students on the DRA at the end of the year. Therefore, we are carrying over our goals.

***Changes**

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

Monitoring of students' DRA progress to determine number of students needing intervention

The only difference between our original plan and the actual implementation was that our RTI meetings had to be moved online due to the school closure forced by the COVID-19 pandemic. There is no categorical budget to support RTI.
Due to the school closure in the spring of 2020 we were unable to test students on the DRA at the end of the year. Therefore, we are carrying over our goals.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase CAASP ELA Proficiency	71%	81%	CAASPP ELA	yearly
June 2021	3rd	Increase DRA Proficiency	75%	83%	Grade 3 ELA Reading	3x yearly

***Identified Need**

Review of CAASP and DRA proficiency achievement in 3rd grade

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	English Learner	Increase DRA Achievement	54%	65%	Grade 3 ELA Reading	3x yearly
June 2021	3rd	Black or African American	Increase DRA Achievement	60%	70%	Grade 3 ELA Reading	3x yearly
June 2021	3rd	Students with Disabilities	Increase DRA Achievement	35%	50%	Grade 3 ELA Reading	3x yearly

Strategy/Activity 1

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

EL Students , Students with disabilities, and African American students will have monitoring of DRA scores on a monthly basis
6 week intervention groups will be provided for students who are not proficient in reading fluency and reading comprehension
Additional guided reading time that includes evidence based reading strategies
Access to Read Naturally and other evidenced-based curricular programs
School and Home Access to RAZ kids and EPIC reading
School and Home Access to Leveled readers specific to the students' reading levels

***Strategy/Activity - Description**

Intervention for students not proficient in reading with evidenced based strategies
Access to leveled books specific to individual reading level

Daily guided, independent, and shared reading
Access to RAZ kids at home and school
Monthly monitoring of DRA level
Access to Read Naturally and other evidenced-based reading 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
N013180	Prof&Curriclm Dev Vist Tchr		$1,000.00	$1,222.90	0131-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PD for new curriculum

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

Primetime after school reading tutoring provided

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. How will you foster a culture of STEAM?
Green Elementary will continue to provide a variety of curriculum and events to support STEAM. This includes an art consultant, assemblies, Mystery Science Curriculum, Science-Based Field Trips, Art Day partnership with Henry High, Standards-based curriculum in Mathematics taught daily.
Provide weekly instruction for STEAM
Communicate STEAM events and opportunities for student participation
Host 3-4 performing arts events for student performance
Purchase yearly assemblies with STEAM focus
Ensure all 5th Grade students have access to weekly Instrumental Music
2. How will you build capacity to ensure fidelity and sustainability of STEAM?
Provide teachers with professional development for STEAM instruction, curriculum, and strategies
Provide release time for teachers to attend STEAM events
Participate in Cluster-Wide STEAM activities and events
3. How will you support teachers in implementing STEAM lessons a minimum of 4 hours a week?
Provide standards-based curriculum in STEAM
Provide resource teacher and staff development support for STEAM
Provide student technology through individual student devices used daily in classrooms
Provide teacher with technical support to maintain and service student devices
Purchase additional standards-based curriculum, including Mystery Science

Monitor Schedules to ensure time for STEAM instruction Provide weekly lessons in music for all students Use funds to provide an art consultant

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

How will you integrate the priorities and strategies outlined in your SPSA? What specific leadership actions will you take to meet or exceed your SPSA goals?

Monitoring Student Learning and Providing Support
The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.
-Monitor student reading levels during reporting periods.
-Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
-Ensure that reteach and reassessment opportunities are provided to students.
-Ensure that all students have access to rigorous and standards based lessons.

Targeted Professional Learning and Implementation
The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.
The site administrator will:
-Use data from classroom observations and common assessments to inform professional learning opportunities.
-Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
-Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
-Promote positive and productive relationships with staff, students, parents and community
Provide specific PD time classroom teachers for ELD instruction, and small group intervention and strategies
Monitor Schedules to ensure daily ELD instruction and sufficient minutes for standards-based Math/ELA instruction
Provide Common Core Curriculum and materials to teachers for ELD Curriculum, Math instruction, and ELA

Allocate resources for ELPAC testing/ monitoring
Monthly progress monitoring for African American Students, Students with disabilities, and EL Students
Additional small group instruction for African American Students, Students with disabilities, and EL Students
Provide Weekly Communication on school events, parent participation opportunities, Calendar Items including SSC Meeting, ELAC Meetings and Parent conferences
Host monthly family engagement activities including Back to School Night, Family Reading Day, Daily Morning Assemblies, Monthly Parent Coffees, Winter Concerts, Spring Art Fair, Gecko Olympics, and Open House.
Monitor all IEP's, 504's and participate at all meetings with family input and related services provided.
Monitor classroom placements for all African American Students, Students with Disabilities, and EL students.
Identify and utilize District Resources to support African American Students, Students with Disabilities, and EL Students.

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:

APPENDIX A

BUDGET SUMMARY

Green ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
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)	$ 20,111.34

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)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0

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)	$20,111.34
[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): $ 20,111.34

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $20,111.34

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Green Elementary	**09800 LCFF Intervention Support**		**1157**	Classroom Teacher Hrly		$ 1,500.00
			1159	PullOut/Push in Hrly		$ 5,000.00
			1192	Prof&Curriclm Dev Vist Tchr		$ 1,500.00
			2151	Classroom PARAS Hrly		$ 900.00
			3000			$ 2,078.34
			4301	Supplies		$ 5,133.00
			5733	Interprogram Svcs/Paper		$ 4,000.00
	09800 LCFF Intervention Support Total					**$ 20,111.34**
Grand Total						**$ 20,111.34**

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

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

Green Elementary
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Green Elementary has developed a written parent and family engagement policy with input from parents. ***Our 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 and guardians.
It is sent home at the start of the school year, emailed through school messenger and is posted on our website

This policy describes the means for carrying out 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 is 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])?

To involve parents 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. Add details about the annual meetings in the box below:

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. Add details about the meetings in the box below:

Morning Assembly, Back to School Night, SSC/SGT Meeting, PTO, Open House, trimester conferences, classroom communication, evening Principal's Chat

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. How does the school involve parents?

Monthly SSC/SGT, Monthly ELAC Meeting, Monthly PTO, Conference with teachers, DAC

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

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. How does the school provide the information?

Back to School Night, Parent/Teacher Conferences, PTO, SSC, Report Cards

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

SST's, Conferences, IEP's, 504's, RTI, Annual Review SSC/SGT

The school engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Through open discussions during SSC meetings, Back to School Night and Parent/Teacher Conferences

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Back to School Night, Parent/Teacher Conferences, Principal's Chat, PTO meetings

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Ongoing Professional Development, involvement in PTO, Parent/Teacher conferences, involvement in school/PTO activities

The school coordinates and integrates 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.

School wide Morning assemblies, Principal's Chat, Parent Resource Board

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Spanish translation in documents, other languages as needed, Bilingual staff available as well

The school provides support for parental involvement activities requested by parents.

Via our PTO, ELAC, SSC and Student Council

The school provides opportunities for the participation of all 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).

This policy was adopted by Green Elementary on October 7th, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students on, or before: October 9th, 2020.

Sandy McClure

Signature of Authorized Official here

Type date approved.

APPENDIX C

SCHOOL PARENT COMPACT

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

GREEN ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT 2020-21

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 2020-2021

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

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
- CSPS 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.

SCHOOL PERFORMANCE OVERVIEW

Green Elementary

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

Chronic Absenteeism

Orange

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Blue

Mathematics

Blue

School Details

NAME
Green Elementary

ADDRESS
7030 Wandermere Place
San Diego, CA 92119-2969

WEBSITE
http://sandi.net/green

GRADES SERVED
K-5

GREEN ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment

454

Socioeconomically Disadvantaged

33.5%

English Learners

7.5%

Foster Youth

0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Blue

63.9 points above standard

Maintained 1.4 Points

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
3 Green	0 Blue	

LEARN MORE

Mathematics

Blue

63.1 points above standard

Increased 14.7 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0 Red	0 Orange	0 Yellow
0 Green	3 Blue	

LEARN MORE

English Learner Progress

66.7% making progress towards English language proficiency

Number of EL Students: 12

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

GREEN ELEMENTARY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

6% chronically absent

Increased 1.1% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	2 Orange	1 Yellow
3 Green	0 Blue	

GREEN ELEMENTARY

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0.2% suspended at least once

Maintained 0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	1	1
Red	Orange	Yellow

0	5
Green	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

Blue

63.9 points above standard

Maintained 1.4 Points

Number of Students: 201

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

- Hispanic
- Socioeconomically Disadvantaged
- White

Blue

No Students

No Performance Color

- African American
- American Indian
- Asian
- English Learners
- Filipino
- Homeless
- Two or More Races
- Pacific Islander
- Students with Disabilities

African American

No Performance Color

9.3 points below standard

Declined 43.3 Points ▼

Number of Students: 19

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

82.2 points above standard

No Data

Number of Students: 11

English Learners

No Performance Color

35.5 points above standard

Increased 16.4 Points ▲

Number of Students: 19

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

70.2 points above standard

Increased 13.4 Points ▲

Number of Students: 20

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

37.7 points below standard

Increased 20.6 Points ▲

Number of Students: 34

Hispanic

Green

34.7 points above standard

Increased 9 Points ▲

Number of Students: 49

Socioeconomically Disadvantaged

Green

38.6 points above standard

Increased 9.9 Points ▲

Number of Students: 72

White

Green

87.4 points above standard

Declined 3 Points ▼

Number of Students: 98

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	48.1 points above standard	62.5 points above standard	63.9 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	65.3 points above standard
No Data	No Data	Maintained -0.2 Points
Number of Students: 9	Number of Students: 10	Number of Students: 176

Mathematics

All Students

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

All Students

Blue

63.1 points above standard

Increased 14.7 Points ▲

Number of Students: 201

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

No Students

Blue

Hispanic

Socioeconomically Disadvantaged

White

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

African American

No Performance Color

15.7 points above standard

Increased 4.5 Points ▲

Number of Students: 19

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

96.5 points above standard

No Data

Number of Students: 11

English Learners

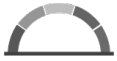
No Performance Color

46.1 points above standard

Increased 13.9 Points ▲

Number of Students: 19

Filipino

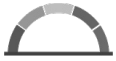


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

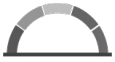


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



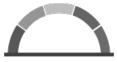
No Performance Color

76.4 points above standard

Increased 25.9 Points ▲

Number of Students: 20

Pacific Islander

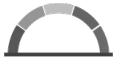


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

23.9 points below standard

Increased 24.8 Points ▲

Number of Students: 34

Hispanic

Blue

36 points above standard

Increased 12.3 Points ▲

Number of Students: 49

Socioeconomically Disadvantaged

Blue

40.6 points above standard

Increased 24.5 Points ▲

Number of Students: 72

White

Blue

77.8 points above standard

Increased 9.9 Points ▲

Number of Students: 98

Distance From Standard (Mathematics)

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

	2017	2018	2019
All Students	49 points above standard	48.5 points above standard	63.1 points above standard

Mathematics Data Comparisons: English Learners

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

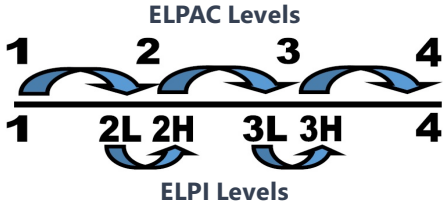
Current English Learners	Reclassified English Learners	English Only
No Data	No Data	62.3 points above standard
No Data	No Data	Increased 13.7 Points ▲
Number of Students: 9	Number of Students: 10	Number of Students: 176

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 Eng-lish 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

66.7% making progress towards English language proficiency

Number of EL Students: 12

Performance Level

Very High

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	8.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	25%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	66.6%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students

Orange

6% chronically absent

Increased 1.1% ▲

Number of Students: 463

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

Socioeconomically Disadvantaged

Orange

English Learners

White

Yellow

Students with Disabilities

Green

African American

Hispanic

Two or More Races

Blue

No Students

No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 23

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless

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: 3

Socioeconomically Disadvantaged

Red

12.3% chronically absent

Increased 3.9% ▲

Number of Students: 154

English Learners

Orange

11.8% chronically absent

Increased 1% ▲

Number of Students: 34

White

Orange

6.5% chronically absent

Increased 2.6% ▲

Number of Students: 232

Students with Disabilities

Yellow

11.4% chronically absent

Declined 1.5% ▼

Number of Students: 70

African American

Green

2.6% chronically absent

Maintained 0.1%

Number of Students: 38

Hispanic

Green

9.7% chronically absent

Declined 1.9% ▼

Number of Students: 113

Two or More Races

Green

2.1% chronically absent

Increased 2.1% ▲

Number of Students: 48

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

Blue

0.2% suspended at least once

Maintained 0.2%

Number of Students: 464

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups

Red

No Students

Orange

Students with Disabilities

Yellow

Hispanic

Green

No Students

Blue

- African American
- English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- White

No Performance Color

- American Indian
- Asian
- Filipino
- Homeless
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 23

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

Orange

1.4% suspended at least once

Increased 1.4% ▲

Number of Students: 71

Hispanic

Yellow

0.9% suspended at least once

Increased 0.9% ▲

Number of Students: 113

African American

Blue

0% suspended at least once

Maintained 0%

Number of Students: 38

English Learners

Blue

0% suspended at least once

Maintained 0%

Number of Students: 34

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 48

Socioeconomically Disadvantaged

Blue

0% suspended at least once

Maintained 0%

Number of Students: 155

White

Blue

0% suspended at least once

Maintained 0%

Number of Students: 233

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.1%	N/A	0.2%

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	248	69.4	233	74.2	206	74.8	214	78.5	206	77.2	7.8	-1.3	249	67.1	232	74.6	206	73.8	214	74.3	206	80.6	13.5	6.3
Female	112	68.8	112	74.1	98	72.4	106	84.0	92	81.5	12.7	-2.5	112	58.9	110	68.2	98	65.3	106	72.6	92	79.3	20.4	6.7
Male	136	69.9	121	74.4	108	76.9	108	73.1	114	73.7	3.8	0.6	137	73.7	122	80.3	108	81.5	108	75.9	114	81.6	7.9	5.7
African American	24	41.7	26	57.7	17	47.1	24	70.8	20	40.0	-1.7	-30.8	25	24.0	24	50.0	17	47.1	24	50.0	20	55.0	31.0	5.0
Asian**	5	-	4	-	3	-	4	-	12	83.3	-	-	5	-	5	-	3	-	4	-	12	83.3	-	-
Filipino	2	-	0	-	1	-	1	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Hispanic	69	52.2	68	60.3	53	62.3	60	65.0	50	68.0	15.8	3.0	69	58.0	68	55.9	53	60.4	60	61.7	50	70.0	12.0	8.3
Indochinese**	1	-	4	-	4	-	4	-	-	-	-	-	1	-	4	-	4	-	4	-	-	-	-	-
Native American	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
White	113	85.8	101	85.1	100	85.0	94	88.3	100	86.0	0.2	-2.3	113	83.2	101	91.1	100	83.0	94	86.2	100	87.0	3.8	0.8
Multiracial	32	68.8	29	79.3	27	74.1	26	76.9	20	85.0	16.2	8.1	32	59.4	29	72.4	27	74.1	26	73.1	20	95.0	35.6	21.9
English Learner	22	27.3	20	35.0	4	-	9	-	9	-	-	-	22	22.7	21	42.9	4	-	9	-	9	-	-	-
English-Speaking	226	73.5	213	77.9	202	75.7	205	80.0	197	79.2	5.7	-0.8	227	71.4	211	77.7	202	74.8	205	75.6	197	81.7	10.3	6.1
Reclassified†	17	58.8	9	-	17	76.5	9	-	12	100.0	41.2	-	17	64.7	9	-	17	70.6	9	-	12	100.0	35.3	-
Initially Eng. Speaking	209	74.6	204	77.5	185	75.7	196	79.6	185	77.8	3.2	-1.8	210	71.9	202	77.2	185	75.1	196	74.5	185	80.5	8.6	6.0
Econ. Disadv.*	95	44.2	90	57.8	71	59.2	76	63.2	72	66.7	22.5	3.5	96	42.7	88	61.4	71	63.4	76	59.2	72	72.2	29.5	13.0
Non-Econ. Disadv.	153	85.0	143	84.6	135	83.0	138	87.0	134	82.8	-2.2	-4.2	153	82.4	144	82.6	135	79.3	138	82.6	134	85.1	2.7	2.5
Gifted	97	84.5	92	87.0	81	97.5	55	90.9	51	96.1	11.6	5.2	97	88.7	92	93.5	81	95.1	55	94.5	51	100.0	11.3	5.5
Not Gifted	151	59.6	141	66.0	125	60.0	159	74.2	155	71.0	11.4	-3.2	152	53.3	140	62.1	125	60.0	159	67.3	155	74.2	20.9	6.9
With Disabilities	37	21.6	33	33.3	26	19.2	29	20.7	32	37.5	15.9	16.8	38	23.7	31	32.3	26	15.4	29	13.8	32	37.5	13.8	23.7
WO Disabilities	211	77.7	200	81.0	180	82.8	185	87.6	174	84.5	6.8	-3.1	211	74.9	201	81.1	180	82.2	185	83.8	174	88.5	13.6	4.7
Homeless	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	0	-	1	-	-	-
Foster	2	-	2	-	0	-	1	-	0	-	-	-	2	-	2	-	0	-	1	-	0	-	-	-
Military	17	58.8	10	50.0	8	-	7	-	3	-	-	-	17	64.7	10	70.0	8	-	7	-	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.

** 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
Green
Grade 3

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	69	75.4	73	76.7	71	74.6	78	76.9	63	71.4	-4.0	-5.5	69	75.4	73	74.0	71	81.7	78	75.6	63	81.0	5.6	5.4
Female	28	67.9	42	78.6	29	72.4	37	78.4	29	82.8	14.9	4.4	28	64.3	42	71.4	29	75.9	37	73.0	29	86.2	21.9	13.2
Male	41	80.5	31	74.2	42	76.2	41	75.6	34	61.8	-18.7	-13.8	41	82.9	31	77.4	42	85.7	41	78.0	34	76.5	-6.4	-1.5
African American	5	-	8	-	6	-	7	-	6	-	-	-	5	-	8	-	6	-	7	-	6	-	-	-
Asian**	1	-	1	-	2	-	0	-	5	-	-	-	1	-	1	-	2	-	0	-	5	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	14	50.0	23	65.2	16	62.5	24	54.2	11	90.9	40.9	36.7	14	57.1	23	60.9	16	62.5	24	50.0	11	90.9	33.8	40.9
Indochinese**	1	-	2	-	0	-	2	-	-	-	-	-	1	-	2	-	0	-	2	-	-	-	-	-
Native American	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	35	91.4	31	83.9	40	82.5	33	90.9	30	76.7	-14.7	-14.2	35	91.4	31	87.1	40	87.5	33	93.9	30	80.0	-11.4	-13.9
Multiracial	13	69.2	7	-	5	-	12	83.3	9	-	-	-	13	69.2	7	-	5	-	12	83.3	9	-	-	-
English Learner	9	-	8	-	2	-	5	-	2	-	-	-	9	-	8	-	2	-	5	-	2	-	-	-
English-Speaking	60	81.7	65	80.0	69	75.4	73	79.5	61	73.8	-7.9	-5.7	60	81.7	65	75.4	69	82.6	73	78.1	61	82.0	0.3	3.9
Reclassified†	1	-	0	-	0	-	1	-	8	-	-	-	1	-	0	-	0	-	1	-	8	-	-	-
Initially Eng. Speaking	59	81.4	65	80.0	69	75.4	72	79.2	53	69.8	-11.6	-9.4	59	81.4	65	75.4	69	82.6	72	77.8	53	79.2	-2.2	1.4
Econ. Disadv.*	26	50.0	26	69.2	23	60.9	25	60.0	21	61.9	11.9	1.9	26	53.8	26	69.2	23	69.6	25	56.0	21	81.0	27.2	25.0
Non-Econ. Disadv.	43	90.7	47	80.9	48	81.3	53	84.9	42	76.2	-14.5	-8.7	43	88.4	47	76.6	48	87.5	53	84.9	42	81.0	-7.4	-3.9
Gifted	25	88.0	29	89.7	25	100.0	13	92.3	15	86.7	-1.3	-5.6	25	92.0	29	96.6	25	100.0	13	92.3	15	100.0	8.0	7.7
Not Gifted	44	68.2	44	68.2	46	60.9	65	73.8	48	66.7	-1.5	-7.1	44	65.9	44	59.1	46	71.7	65	72.3	48	75.0	9.1	2.7
With Disabilities	10	30.0	9	-	7	-	12	16.7	12	33.3	3.3	16.6	10	30.0	9	-	7	-	12	25.0	12	50.0	20.0	25.0
WO Disabilities	59	83.1	64	79.7	64	81.3	66	87.9	51	80.4	-2.7	-7.5	59	83.1	64	81.3	64	89.1	66	84.8	51	88.2	5.1	3.4
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	3	-	3	-	1	-	-	-	4	-	2	-	3	-	3	-	1	-	-	-

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

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

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

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	88	61.4	67	71.6	70	72.9	62	79.0	78	76.9	15.5	-2.1	89	60.7	67	76.1	70	62.9	62	79.0	78	75.6	14.9	-3.4
Female	42	64.3	28	60.7	41	73.2	27	92.6	36	75.0	10.7	-17.6	42	57.1	27	63.0	41	58.5	27	81.5	36	69.4	12.3	-12.1
Male	46	58.7	39	79.5	29	72.4	35	68.6	42	78.6	19.9	10.0	47	63.8	40	85.0	29	69.0	35	77.1	42	81.0	17.2	3.9
African American	13	46.2	5	-	7	-	8	-	5	-	-	-	14	21.4	4	-	7	-	8	-	5	-	-	-
Asian**	2	-	0	-	1	-	2	-	5	-	-	-	2	-	1	-	1	-	2	-	5	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	25	40.0	18	38.9	20	70.0	15	66.7	23	56.5	16.5	-10.2	25	48.0	18	50.0	20	65.0	15	66.7	23	52.2	4.2	-14.5
Indochinese**	0	-	2	-	2	-	0	-	-	-	-	-	0	-	2	-	2	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	38	81.6	31	90.3	30	80.0	31	93.5	37	86.5	4.9	-7.0	38	86.8	31	93.5	30	70.0	31	87.1	37	86.5	-0.3	-0.6
Multiracial	10	70.0	11	90.9	10	60.0	4	-	8	-	-	-	10	50.0	11	81.8	10	50.0	4	-	8	-	-	-
English Learner	8	-	8	-	1	-	2	-	6	-	-	-	8	-	9	-	1	-	2	-	6	-	-	-
English-Speaking	80	65.0	59	78.0	69	73.9	60	80.0	72	79.2	14.2	-0.8	81	64.2	58	82.8	69	63.8	60	80.0	72	77.8	13.6	-2.2
Reclassified†	8	-	1	-	7	-	0	-	3	-	-	-	8	-	1	-	7	-	0	-	3	-	-	-
Initially Eng. Speaking	72	66.7	58	77.6	62	72.6	60	80.0	69	78.3	11.6	-1.7	73	65.8	57	82.5	62	59.7	60	80.0	69	76.8	11.0	-3.2
Econ. Disadv.*	35	37.1	28	50.0	24	58.3	25	60.0	23	69.6	32.5	9.6	36	36.1	27	59.3	24	58.3	25	60.0	23	60.9	24.8	0.9
Non-Econ. Disadv.	53	77.4	39	87.2	46	80.4	37	91.9	55	80.0	2.6	-11.9	53	77.4	40	87.5	46	65.2	37	91.9	55	81.8	4.4	-10.1
Gifted	33	72.7	23	91.3	28	96.4	19	94.7	16	100.0	27.3	5.3	33	75.8	23	100.0	28	85.7	19	100.0	16	100.0	24.2	0.0
Not Gifted	55	54.5	44	61.4	42	57.1	43	72.1	62	71.0	16.5	-1.1	56	51.8	44	63.6	42	47.6	43	69.8	62	69.4	17.6	-0.4
With Disabilities	12	25.0	10	10.0	9	-	8	-	13	38.5	13.5	-	13	30.8	9	-	9	-	8	-	13	23.1	-7.7	-
WO Disabilities	76	67.1	57	82.5	61	82.0	54	87.0	65	84.6	17.5	-2.4	76	65.8	58	84.5	61	70.5	54	88.9	65	86.2	20.4	-2.7
Homeless	1	-	2	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	7	-	2	-	3	-	1	-	1	-	-	-	7	-	2	-	3	-	1	-	1	-	-	-

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

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

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

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

	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	91	72.5	93	74.2	65	76.9	74	79.7	65	83.1	10.6	3.4	91	67.0	92	73.9	65	76.9	74	68.9	65	86.2	19.2	17.3
Female	42	73.8	42	78.6	28	71.4	42	83.3	27	88.9	15.1	5.6	42	57.1	41	68.3	28	64.3	42	66.7	27	85.2	28.1	18.5
Male	49	71.4	51	70.6	37	81.1	32	75.0	38	78.9	7.5	3.9	49	75.5	51	78.4	37	86.5	32	71.9	38	86.8	11.3	14.9
African American	6	-	13	69.2	4	-	9	-	9	-	-	-	6	-	12	50.0	4	-	9	-	9	-	-	-
Asian**	2	-	3	-	0	-	2	-	2	-	-	-	2	-	3	-	0	-	2	-	2	-	-	-
Filipino	2	-	0	-	0	-	0	-	1	-	-	-	2	-	0	-	0	-	0	-	1	-	-	-
Hispanic	30	63.3	27	70.4	17	52.9	21	76.2	16	68.8	5.5	-7.4	30	66.7	27	55.6	17	52.9	21	71.4	16	81.3	14.6	9.9
Indochinese**	0	-	0	-	2	-	2	-	-	-	-	-	0	-	0	-	2	-	2	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
White	40	85.0	39	82.1	30	93.3	30	80.0	33	93.9	8.9	13.9	40	72.5	39	92.3	30	90.0	30	76.7	33	93.9	21.4	17.2
Multiracial	9	-	11	63.6	12	83.3	10	70.0	3	-	-	-	9	-	11	72.7	12	83.3	10	50.0	3	-	-	-
English Learner	5	-	4	-	1	-	2	-	1	-	-	-	5	-	4	-	1	-	2	-	1	-	-	-
English-Speaking	86	75.6	89	76.4	64	78.1	72	80.6	64	84.4	8.8	3.8	86	70.9	88	76.1	64	78.1	72	69.4	64	85.9	15.0	16.5
Reclassified†	8	-	8	-	10	70.0	8	-	1	-	-	-	8	-	8	-	10	50.0	8	-	1	-	-	-
Initially Eng. Speaking	78	76.9	81	75.3	54	79.6	64	79.7	63	84.1	7.2	4.4	78	70.5	80	75.0	54	83.3	64	65.6	63	85.7	15.2	20.1
Econ. Disadv.*	34	47.1	36	55.6	24	58.3	26	69.2	28	67.9	20.8	-1.3	34	41.2	35	57.1	24	62.5	26	61.5	28	75.0	33.8	13.5
Non-Econ. Disadv.	57	87.7	57	86.0	41	87.8	48	85.4	37	94.6	6.9	9.2	57	82.5	57	84.2	41	85.4	48	72.9	37	94.6	12.1	21.7
Gifted	39	92.3	40	82.5	28	96.4	23	87.0	20	100.0	7.7	13.0	39	97.4	40	87.5	28	100.0	23	91.3	20	100.0	2.6	8.7
Not Gifted	52	57.7	53	67.9	37	62.2	51	76.5	45	75.6	17.9	-0.9	52	44.2	52	63.5	37	59.5	51	58.8	45	80.0	35.8	21.2
With Disabilities	15	13.3	14	35.7	10	30.0	9	-	7	-	-	-	15	13.3	13	46.2	10	20.0	9	-	7	-	-	-
WO Disabilities	76	84.2	79	81.0	55	85.5	65	87.7	58	87.9	3.7	0.2	76	77.6	79	78.5	55	87.3	65	78.5	58	91.4	13.8	12.9
Homeless	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	6	-	2	-	3	-	1	-	-	-	6	-	6	-	2	-	3	-	1	-	-	-

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

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

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

APPENDIX E

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

SCHOOL NAME: GREEN 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**

Counselor monitoring of attendance records.
Provide counseling on importance of attendance for identified students and families.
Provide community resources for families with transportation or other needs.
Offer attendance incentives and recognition.
Student leadership opportunities with mentor support
Teacher conferences for all parents
Family/School events- Family Read Day, Morning Courtyard, Junior Olympics, Holiday Sings

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		$610.10	09800-1157	Professional Development. Student mentor support.	Effective but cut short due to Covid 19. Will continue next year		Continuing upon onsite instruction
Supplies		$6,032.95	09800-4301	Student materials	Effective, plan to continue funding this for next year		No modification
Interprogram Svcs/Paper		$4,900.00	09800-5733	Student instructional supplies.	Effective, plan to continue funding this for next year		No modification

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Admin Classroom observations and feedback, and teacher engagement in Professional Learning in Reading and Writing Strategies.
Side by side coaching with teacher and principal
Teachers will use Lucy Calkins Writing and Reading Curriculum in all classrooms TK-5th grade.
Teachers will engage in Grade-Level PLC monitoring/calibrating student writing, and this will be led and monitored by site administrator.
Identified students will receive targeted intervention/ Small Group Instruction in reading fluency and comprehension
Identified students will receive targeted intervention/ Small Group Instruction writing development, structure, and conventi

***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.
PullOut/Push in Hrly		$7,321.20	09800-1159	small group instruction	Effective but cut short due to Covid 19. Will continue next year		No modification

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The strategies/activities below address the findings of the needs assessment and the annual review of performance data.
Professional learning with ELD lesson studies
Classroom observations and coaching
Supplemental materials for EL
Small group review/preview instruction for new content concepts
Intervention instruction for students not proficient in ELA and/or math
Language scaffolds and supports used throughout the day
Partner talk opportunities used throughout the day

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

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly		$3,269.75	09800-2151	small group instructional support	Effective but cut short due to Covid 19. Will continue next year		Will not continue for next year due to reduced funds

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention for students not proficient in reading with evidenced based strategies
Access to leveled books specific to individual reading level
Daily guided, independent, and shared reading
Access to RAZ kids at home and school
Monthly monitoring of DRA level
Access to Read Naturally and other evidenced-based reading interventions
6 week intervention groups will be provided for students who are not proficient in reading fluency and reading comprehension
Additional guided reading time that includes evidence based reading strategies
School and Home Access to Leveled readers specific to the students' reading levels

***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.
Interprogram Svcs/Paper	--	--	09800-5733	printed materials for family engagement and information	Effective, plan to continue funding this for next year		No modification
Supplies	--	--	09800-4301	materials to support meetings and events for family engagement	Effective, plan to continue funding this for next year		No modification

Note/Reminders (optional):

What are my leadership strategies in service of the goals?