THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT GREEN ELEMENTARY SCHOOL

2022-23

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: Motsinger, Sarah
Contact Person: Motsinger, Sarah
Position: Principal
Telephone Number: 619-460-5755
Address: 7030 Wandermere Dr, Green Elementary, San Diego, CA, 92119-2969
E-mail Address: smotsinger@sandi.net

The following items are included:

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

Board Approval: *January 24, 2023*

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Green Elementary School PHONE: 619-510-4200 FAX: 619-465-8814

SITE CONTACT PERSON: Sarah Motsinger   E-MAIL ADDRESS: smotsinger@sandi.net

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

☐ Title I Schoolwide Programs (SWP)   ☐ CSI School   ☐ ATSI 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 composed correctly, and 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: _____
☐	Community Advisory Committee for Special Education Programs (CAC)	Date of presentation: _____
☐	Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
X	Site Governance Team (SGT)	Date of presentation: 10/5/22
☐	Other (list): _____	Date of presentation: _____

1. 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.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: 10/5/22

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.

Sarah Motsinger	_Signature_ 10/5/22
Type/Print Name of School Principal	Signature of School Principal / Date
Scott Lemler	_Signature_ 10/6/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Monika Hazel	Monika Hazel 10/10/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

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 1-6 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities
6. Well Orchestrated Districtwide Support Services and Communications

ENGAGING EDUCATIONAL PARTNERS

Solicited input from SSC during meetings on the following dates 9/29/21, 10/25/21, 12/15/21, 2/23/22, 3/15/21, 4/27/22, 5/25/22
Budget passed by SSC on 5/25/22
Presented on Green Google Classroom on 10/5/22
Invited community input for plan through school messenger announcement on 10/3/22
Plan given to SSC members on 10/4/22 for preview
Plan presented, voted, and approved at SSC Meeting on 10/5/22

RESOURCE INEQUITIES

CAASP Results indicate students with disabilities Score -33% (39% vs. 72%) in ELA compared to whole school and -21% (52% vs. 73%) in Mathematics. Additional small group intervention needed (push in hourly)/ teacher PD (teacher hourly). All interventions will require use of supplies and copier for instructional materials.

English Learners *baseline data (9 students tested) Score -61% (11% vs. 72%) in ELA compared to whole school and -29% (44% vs. 73%) in Mathematics. Additional small group intervention needed (push in hourly)/ teacher PD (teacher hourly). All interventions will require use of supplies and copier for instructional materials. Additional curriculum needed for ELD instruction (Supplies)/ teacher PD (teacher hourly). All interventions will require use of supplies and copier for instructional materials.

On the FAST Assessment:
22.2% of African American Students are At Risk or High Risk *baseline (9 students assessed)
27.6% of Hispanic students are At Risk or High Risk
13.5% of White students are At Risk or High Risk
Additional small group intervention will be needed to address the at risk students in these subgroups.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Elizabeth Grell	Parent
Sarah Motsinger	Principal
Scott Lemler	Classroom Teacher
Laura Kirsh	Classroom Teacher
Kim Deadrick	Parent
Danielle Stephen	Parent
Susannah Wright	Other School Representative
Traci Lewis	Parent
Petey DeLuca	Classroom Teacher
Paula Serno	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to maintain or increase our daily attendance rate. Some of the strategies we implemented to support this goal were to have the school counselor call parents of students who were chronically absent, ensure that independent contracts were submitted and completed for students who would be out of school for 5 days or more and our attendance clerk worked with families to make personal family connections for support. Additionally we worked to make Green a school where children want to come each day by supporting positive classroom climates and hosting school wide celebrations and events. Our school continues to rank within the top 20% in the district for elementary school attendance.   Our attendance data highlights that 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 2020 to 2021 our percentage of chronically absent students increased from 6% to 30% as noted on the California Dashboard which is of concern but due mostly to COVID related absences. Specifically of concern are our black youth, EL's and students with disabilities whose chronic absenteeism rates are above the school average. Supports will be put in place to specifically target these two subgroup metrics using our attendance liaison.

While the California Healthy Kids Survey yielded extremely positive feedback overall only 46% of students felt that they were "meaningfully participating" in school decisions regarding their education.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s). We had planned to hold additional school wide events including Friday Courtyard Celebrations however due to continued COVID safety protocols we were unable to welcome our families on campus.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. No major changes will be made however we will continue to focus on supporting families of students who are chronically absent and by intensifying 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.

*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. While the California Healthy Kids Survey yielded extremely positive feedback overall only 46% of students felt that they were "meaningfully participating" in school decisions regarding their education.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	maintain attendance rate	94%	97%	Attendance	monthly
June 2023	TK-5	Decrease chronic absenteeism	30%	6%	Chronic Absenteeism	monthly

| June 2023 | 5 | increase % meaningful participation on the CHKS survey | 46% | 56% | Other (Describe in Objective) | annually |

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5th	Black or African American	Increase daily attendance percentage	96%	98%	Attendance	monthly
June 2023	TK-5th	English Learner	Increase daily attendance percentage	89%	95%	Attendance	monthly
June 2023	TK-5th	Students with Disabilities	Increase daily attendance percentage	88%	95%	Attendance	monthly
June 2023	TK-5th	Black or African American	Decrease chronic absenteeism	35%	2%	Chronic Absenteeism	monthly
June 2023	TK-5th	English Learner	Decrease chronic absenteeism	37%	8%	Chronic Absenteeism	monthly
June 2023	TK-5th	Students with Disabilities	Decrease chronic absenteeism	36%	7%	Chronic Absenteeism	monthly

Supporting Black Youth - Additional Goals

✓ 1. Green's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ 2. The staff diversity goal at Green is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Green's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ 3. In the 2022-23 school year, Green will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓ 4. Green will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓ 5. Green's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe,

inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓   6. Green will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓   7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Green will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Target Students

*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 tardies.

*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.

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 Announcement Incentives (Be on time)

Weekly school messenger emails on upcoming events

Teacher Mentor for student leadership positions

Attendance Monitoring

*Students to be served by this Strategy/Activity

All students at Green will be served.

*Strategy/Activity - Description

Monitor of Daily Attendance

Daily attendance will be monitored daily, in addition to emails and phone calls that are generated automatically the office staff will follow up with those students who are chronically absent and work with the families to determine a plan to get the child to school. In addition to support from the front office staff the counselor and principal will become involved by meeting for an SST to address absenteeism. The ultimate goal is to address the issues causing students to be chronically absent and solve the problem at the root with the best interest of the student in mind.

School Counselor Supports with evidence based strategies

School counselor will work individually with students and families who are chronically absent to provide them with resources to help them get thier children to school.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22
Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goal for the 2021-22 school year was to increase the percentage of student meeting and exceeding standards on the ELA SBAC. Some of the strategies we implemented to support this goal were:
1. Solidifying and SST process
2. Implementing RTI
3. Strengthening small group interventions in the classroom.
4. Daily Guided Reading, shared reading, and independent reading
5. Reading instruction with focus on evidenced-based strategies including, word solving, fluency, monitoring, and comprehension
6. Daily Word Study Instruction
7. Additional Instructional time/RTI Small Group instruction for students reading 8-12 months or more below grade level
8. Use of graphic organizers and scaffolds for reading ,writing, and word study strategies
Despite the strategies in place we saw an overall decrease in ELA scores in 3rd-5thfrom 78% to 72% (-6%) and a decrease in math from 81% proficient to 73% proficient (8%). Upon deeper review of the scores in ELA we saw lower than average scores from our 3rd graders and lower than average scores in math from our 4th grade classes. There was a greater number of students approaching proficiency in 3rd grade ELA with an average distance from 3 of 11. We also saw a decrease in our 1st grade reading assessment scores going from a 78% proficiency in the beginning of the year to 69% at the end of the year. Currently we are targeting our current 2nd graders in reading to address the needs of those students.

Our goal for the 2021-22 school year was to increase the percentage of student meeting and exceeding standards on the Math SBAC. Some of the strategies we implemented to support this goal were:
1. Solidifying and SST process
2. Implementing RTI
3. Strengthening small group interventions in the classroom.
All students in grades 3-5 saw an overall decrease from 2019 Math CAASPP scores from 81% proficient to 73% proficient.
African American students scored 50% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
Students with disabilities scored 51% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
LatinX/Hispanic students scored 57% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
EL students scored 36% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
Students who are economically disadvantaged scored 58% achievement as compared to the whole school achievement of 58% on the 2021 Math CAASP results
EL students in grades 3rd-5th score 44% as compared to the whole school achievement of 73% on the 2021 Math FAST assessment

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).
Attendance of students and staff due to COVID quarantine and safety protocols coupled with a lack a visiting teachers districtwide resulted in RTI sessions not being consistently implemented throughout year.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.
Moving forward additional funding will be allocated to provide regular RTI to identified students throughout the school year based on monthly monitoring. Specific monitoring and intervention for African American students, Students with disabilities, and EL Students

*Identified Need - English Language Arts
Based on interventions from 2021-22
- Decrease in 1st grade F&P scores (78% proficient to 69%)
- increase in our 2nd grade F&P scores (58% to 68% proficient)
- increase 3rd grade FAST scores (76% to 87% proficient)
- decrease in 4th grade FAST scores (86% to 72% proficient)
- increase in 5th grade scores (85% to 86% proficient)
As a result of this analysis we will place a greater emphasis in our current 2nd and 5th grade intervention supports.
An analysis of our student subgroup data highlights an opportunity gap between our school wide population and our EL (11%), AA/Black (67%) and Students with disabilities (39%).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-2	Grade level reading	74%	85%	Fountas and Pinnel	3x yearly
June 2023	3-5	Increase proficiency CAASPP ELA	72%	78%	CAASPP ELA	Yearly

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Black or African American	Increase proficiency ELA CAASP	60%	70%	CAASPP ELA	yearly

June 2023	3rd-5th	Students with Disabilities	Increase proficiency ELA CAASP	41%	51%	CAASPP ELA	yearly
June 2023	3rd-5th	English Learner	Increase proficiency ELA CAASP	7%	17%	CAASPP ELA	yearly
June 2023	K-2	English Learner	Increase number of students who are low risk/advanced	67%	70%	Fountas and Pinnel	3x yearly
June 2023	K-2	Black or African American	Increase number of students who are low risk/advanced	83%	86%	Fountas and Pinnel	3x yearly
June 2023	K-2	Students with Disabilities	Increase number of students who are low risk/advanced	44%	50%	Fountas and Pinnel	3x yearly

*Identified Need - Math

Our goal for the 2021-22 school year was to increase the percentage of student meeting and exceeding standards on the Math SBAC. Some of the strategies we implemented to support this goal were:

1. Solidifying and SST process
2. Implementing RTI
3. Strengthening small group interventions in the classroom.

All students in grades 3-5 saw an overall decrease from 2019 Math CAASPP scores from 81% proficient to 73% proficient.
African American students scored 50% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
Students with disabilities scored 51% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
LatinX/Hispanic students scored 57% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
EL students scored 36% achievement as compared to the whole school achievement of 73% on the 2021 Math CAASP results
Students who are economically disadvantaged scored 58% achievement as compared to the whole school achievement of 58% on the 2021 Math CAASP results
EL students in grades 3rd-5th score 44% as compared to the whole school achievement of 73% on the 2021 Math FAST assessment

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	Increase proficiency in Math CAASPP	73%	80%	CAASPP Math	yearly

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	English Learner	Increase FAST assessment results	60%	75%	FAST aMath	3x yearly
June 2023	3rd-5th	Black or African American	Increase CAASP Proficiency	50%	60%	CAASPP Math	yearly
June 2023	3rd-5th	Students with Disabilities	Increase CAASP Proficiency	52%	62%	CAASPP Math	yearly
June 2023	3rd-5th	Black or African American	Increase proficiency in math	60%	70%	DEMI	2x yearly
June 2023	3rd-5th	English Learner	Increase proficiency in math	30%	50%	DEMI	2x yearly
June 2023	3rd-5th	Hispanic or Latino	Increase CAASP Proficiency	57%	67%	CAASPP Math	yearly
June 2023	3rd-5th	English Learner	Increase CAASP Proficiency	36%	46%	CAASPP Math	yearly

*Identified Need - English Learners

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

RFEP data reflects only 3% of students reclassified English Proficient.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th	RFEP	Increase the number of students who are reclassified English proficient	3%	55%	Reclassification Rates	Annual

| June 2023 | 3-5th | English Learner | Increase % of students who meet and exceed standards in ELA on SBAC | 7% | 17% | Other (Describe in Annual Objective) | |
| June 2023 | 3-5th | English Learner | Increase % of students who meet and exceed standards in Math on SBAC | 36% | 46% | Other (Describe in Annual Objective) | |

*Identified Need - Graduation/Promotion Rate

CAASPP ELA reading scores are a strong indicator of future student graduation/promotion and student success in high school. Therefore we will continue to focus on supporting student literacy and ensuring all students meet grade level expectations with a specific focus on 3rd grade CAASP and DRA proficiency.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	Increase CAASP ELA Proficiency	71%	81%	CAASPP ELA	yearly

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	English Learner	Increase CAASP ELA Proficiency	54%	65%	Grade 3 ELA Reading	yearly
June 2023	3rd	Black or African American	Increase CAASP ELA Proficiency	60%	70%	Grade 3 ELA Reading	yearly
June 2023	3rd	Students with Disabilities	Increase CAASP ELA Proficiency	35%	50%	Grade 3 ELA Reading	yearly

SST RTI

*Students to be served by this Strategy/Activity

All students not meeting standard with a specific focus on African American students, English Learners and our students with disabilities.

*Strategy/Activity - Description

Admin Classroom observations and feedback, and teacher engagement in Professional Learning in Reading and Writing Strategies.

Teachers will use the 2020/2021 District Adopted materials--Benchmark Curriculum in all classrooms TK-5th grade and receive professional development on how to properly use the new materials. This will include the use of Benchmark to provide intervention, small group intervention and ELD. During grade level PLC teachers will monitor and calibrate data for specific sub groups of students so that small groups remain fluid and data based. The RTI and SST process are being revamped to include a comprehensive process to first identify at risk students through the SST process which includes a meeting with the parent, teacher and resource teacher. Interventions will be put in place in the classroom as well as through intense RTI in 6-8 week cycles with regular and consistent data monitoring.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0131E	Prof&Curriclm Dev Vist Tchr		$2,500.00	$3,095.25	0131-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		VT to release teachers to meet in PLCs and plan, analyze data, and monitor student work.
N013156	Non Clsrm Tchr Hrly		$1,000.00	$1,238.10	0131-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Push in support for RTI
N01319F	Supplies		$3,000.00	$3,000.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Intervention curriculum and supplies

Math Intervention

*Students to be served by this Strategy/Activity

All students not meeting standard with a specific focus on African American students, English Learners and our students with disabilities.

*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

ELD

*Students to be served by this Strategy/Activity

English Learners

*Strategy/Activity - Description

The strategies/activities below address the findings of the needs assessment and the annual review of performance data.

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

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	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01312R	Classroom PARAS Hrly		$500.00	$685.05	0131-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Support to pull ELD groups
N01316J	Classroom Teacher Hrly		$1,000.00	$1,238.10	0131-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Pay teachers outside of school hours to provide tutoring/additional support for ELD
N01319D	Non Clsrm Tchr Hrly		$1,000.00	$1,238.10	0131-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Additional hours to conduct ELPAC testing.

*Additional Supports for this Strategy/Activity

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

Reading Support and Monitoring

*Students to be served by this Strategy/Activity

All students will have reading levels monitored on a monthly basis with a specific focus on grade 3.

*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

Monthly monitoring of guided reading levels

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 RAZ kids

School access to EPIC reading

School and Home Access to Leveled readers specific to the students' reading levels

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01313K	PullOut/Push in Hrly		$100.00	$123.81	0131-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Additional hours for student support
N01313P	Interprogram Svcs/Paper		$2,000.00	$2,000.00	0131-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Paper for copier
N01319C	Supplies		$5,314.00	$5,314.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Software licenses for RAZ Kids

*Additional Supports for this Strategy/Activity

Primetime after school reading tutoring provided

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Our goal for the 2021-22 school year was to increase our parent participation and engagement. Some of the strategies we implemented to support this goal were:
1. Full Parent Participation on site SSC
2. Full Parent Participation on site ELAC
3. Full parent participation in site PTO
4. Weekly email from principal to all parents
5. Daily morning announcements on inside and outside speakers.
6. Parent conference 2 times yearly
7. Back to School Night within first 2 weeks of school attendance
8. Whole School Celebrations, including Open House, Holiday Sings, Junior Olympics, Gecko Pride Awards, family Fridays in courtyard.
9. Principal's Chats throughout the year
Due to COVID safety protocols all strategies were held online and participation was lower than previous years.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to continued COVID safety protocols we were unable to bring our families physically on campus for events and all events were held via zoom. Additionally we had limited funds to provide materials for family events

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. 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. Current COVID safety protocols allow for in person events and will positively impact parent participation.
*Identified Need
CSPS revealed only 52% of parents surveyed responded with "strongly agrees" when asked if school allows input and welcomes' parents' contributions. Participation in SSC, ELAC and School Meetings have been low due to COVID safety protocols preventing parents from coming on campus.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase parent sense of welcomed input	52%	67%	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Volunteers	Increase participation at school meetings and conferences	64%	75%	Meeting Attendance
June 2023	SSC	Increase the participation at school SSC meetings	7 participants	9 participants	Meeting Attendance
June 2023	ELAC	Increase the participation at school ELAC meetings	8 participants	10 participants	Meeting Attendance

Family Engagement

*Families to be served by this Strategy/Activity
All families
*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 Send home survey to all parents to gage their perception of participation in school activities and feeling of belonging to the school community Personal call before SSC and ELAC meeting to encourage attendance.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01319E	Supplies		$750.00	$750.00	0131-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Refreshments for parents at school events.

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 Elementary 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)	$ 18,682

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)	$ 18,682
[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): $ 18,682

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 18,682

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Green Elementary	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	$1,000.00
Green Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	$100.00
Green Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$2,500.00
Green Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	$2,000.00
Green Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	$500.00
Green Elementary			3000 Benefits		0	$1,518.41
Green Elementary			4301 Supplies	Supplies	0	$9,064.00
Green Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	$2,000.00
Green Elementary		(blank) Total			0	$18,682.41
Green Elementary	09800 LCFF Intervention Support Total				0	$18,682.41

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Green Elementary School

PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

Green Elementary School with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of all children the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of all children are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by all parents:

> *Parent input and ideas are welcomed at any time throughout the school year during a variety of opportunities including formal meeting such as SSC, SGT or PTO, informally when I am outside during Family Friday courtyards, arrival or dismissal, formally during arranged meetings with parents or in writing via email.*

Describe how parents and family members of all children, may amend a parent and family engagement school policy that applies to all parents and family members:

> *Parents are partners in developing an engagement policy and all ideas and thoughts are welcome and taken into consideration as the new policy is developed yearly and approved by the SSC. Input from all the above mentioned opportunities are taken in to consideration.*

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements:

> *See above.*

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, for transportation, child care, or home visits, as such services relate to parental involvement:

> *Meetings are offered at various times of the day including mornings, midafternoon on early dismissal days and evening. Additionally, many meetings continue to be held via Zoom so that families have flexibility to attend even if they are at work or are unable to get childcare.*

Describe how parents and family members of all children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan:

> *I am available 5 days a week before and after school and during family courtyard on Friday's to hear from parents' ways that we can improve family engagement. Additionally, I meet with the PTO on a monthly basis to hear their feedback from parents about how we can improve family engagement on campus. Attendance at school wide events is monitored to determine what events draw significant amounts of engagement and we always debrief after to determine what changes*

could be further implemented. For parents that are not able to check in with me in person they have direct access to me via email, phone or Zoom to provide input.

Describe how parents and family members of all children can, if they find that the plan is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State:

Parents can submit feedback in writing via email.

Describe how the school is providing parents and family members of all children: a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably:

Information is provided to parents during Back to School Night, Parent/Teacher Conferences, PTO, and SSC, Report Cards, SST and IEP meetings.

Describe how the schoolwide program plan, if not satisfactory to the parents of all children, submits any parent comments on the plan when the school makes the plan available to the LEA:

Parent responses are recorded on the School Family Compact

Green Elementary School's School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of all children on 10/5/22. The School will distribute the policy to all parents and family members annually on or before October 17, 2022.

Signature Page

Sarah Motsinger, Principal

Name and Title of Authorized Official

Signature of Authorized Official

10/3/22

Date

California Department of Education

April 2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

The Green Elementary School and the parents agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the 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 the State high academic standards (ESSA Section 1116[d]).

Describe how the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

Describe School and Parent response here.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
(B) frequent reports to parents on their children's progress;
(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
(D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Describe School and Parent response here.

This Compact was established by Green Elementary School on 10/5/22 and will be in effect for the period of 2022-2023 school year. The school will distribute the Compact annually to all parents and family members of students on, or before: 10/17/22.

Signature Page

Sarah Motsinger, Principal

Name and Title of Authorized Official

Signature of Authorized Official

10/3/22

Date

California Department of Education
April 2020

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school : ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Green
All Grades Combined

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	233	74.2	206	74.8	214	78.5	206	77.2	218	72.5	-1.7	-4.7	232	74.6	206	73.8	214	74.3	206	80.6	218	73.4	-1.2	-7.2
Female	112	74.1	98	72.4	106	84.0	92	81.5	106	83.0	8.9	1.5	110	68.2	98	65.3	106	72.6	92	79.3	106	74.5	6.3	-4.8
Male	121	74.4	108	76.9	108	73.1	114	73.7	112	62.5	-11.9	-11.2	122	80.3	108	81.5	108	75.9	114	81.6	112	72.3	-8.0	-9.3
African American	26	57.7	17	47.1	24	70.8	20	40.0	10	60.0	2.3	20.0	24	50.0	17	47.1	24	50.0	20	55.0	10	50.0	0.0	-5.0
Asian	4	-	3	-	4	-	12	83.3	11	81.8	-	-1.5	5	-	3	-	4	-	12	83.3	11	100.0	-	16.7
Filipino	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Hispanic	68	60.3	53	62.3	60	65.0	50	68.0	60	65.0	4.7	-3.0	68	55.9	53	60.4	60	61.7	50	70.0	60	56.7	0.8	-13.3
Native American	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
White	101	85.1	100	85.0	94	88.3	100	86.0	115	73.9	-11.2	-12.1	101	91.1	100	83.0	94	86.2	100	87.0	115	80.0	-11.1	-7.0
Multiracial	29	79.3	27	74.1	26	76.9	20	85.0	19	84.2	4.9	-0.8	29	72.4	27	74.1	26	73.1	20	95.0	19	78.9	6.5	-16.1
English Learner	20	35.0	4	-	9	-	9	-	14	7.1	-27.9	-	21	42.9	4	-	9	-	9	-	14	35.7	-7.2	-
English-Speaking	213	77.9	202	75.7	205	80.0	197	79.2	204	77.0	-0.9	-2.2	211	77.7	202	74.8	205	75.6	197	81.7	204	76.0	-1.7	-5.7
Reclassified†	9	-	17	76.5	9	-	12	100.0	7	-	-	-	9	-	17	70.6	9	-	12	100.0	7	-	-	-
Initially Eng. Speaking	204	77.5	185	75.7	196	79.6	185	77.8	197	76.6	-0.9	-1.2	202	77.2	185	75.1	196	74.5	185	80.5	197	75.1	-2.1	-5.4
Econ. Disadv.*	90	57.8	71	59.2	76	63.2	72	66.7	57	59.6	1.8	-7.1	88	61.4	71	63.4	76	59.2	72	72.2	57	57.9	-3.5	-14.3
Non-Econ. Disadv.	143	84.6	135	83.0	138	87.0	134	82.8	161	77.0	-7.6	-5.8	144	82.6	135	79.3	138	82.6	134	85.1	161	78.9	-3.7	-6.2
Gifted	92	87.0	81	97.5	55	90.9	51	96.1	16	93.8	6.8	-2.3	92	93.5	81	95.1	55	94.5	51	100.0	16	100.0	6.5	0.0
Not Gifted	141	66.0	125	60.0	159	74.2	155	71.0	202	70.8	4.8	-0.2	140	62.1	125	60.0	159	67.3	155	74.2	202	71.3	9.2	-2.9
With Disabilities	33	33.3	26	19.2	29	20.7	32	37.5	37	40.5	7.2	3.0	31	32.3	26	15.4	29	13.8	32	37.5	37	51.4	19.1	13.9
WO Disabilities	200	81.0	180	82.8	185	87.6	174	84.5	181	79.0	-2.0	-5.5	201	81.1	180	82.2	185	83.8	174	88.5	181	77.9	-3.2	-10.6
Homeless	2	-	0	-	0	-	1	-	1	-	-	-	2	-	0	-	0	-	1	-	0	-	-	-
Foster	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Military	10	50.0	8	-	7	-	3	-	6	-	-	-	10	70.0	8	-	7	-	3	-	4	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Green
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	76.7	71	74.6	78	76.9	0	-	70	68.6	-8.1	-	73	74.0	71	81.7	78	75.6	63	81.0	70	75.7	1.7	-5.3
Female	42	78.6	29	72.4	37	78.4	0	-	28	82.1	3.5	-	42	71.4	29	75.9	37	73.0	29	86.2	28	75.0	3.6	-11.2
Male	31	74.2	42	76.2	41	75.6	0	-	42	59.5	-14.7	-	31	77.4	42	85.7	41	78.0	34	76.5	42	76.2	-1.2	-0.3
African American	8	-	6	-	7	-	0	-	2	-	-	-	8	-	6	-	7	-	6	-	2	-	-	-
Asian	1	-	2	-	0	-	0	-	4	-	-	-	1	-	2	-	0	-	5	-	4	-	-	-
Filipino	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	1	-	1	-	-	-
Hispanic	23	65.2	16	62.5	24	54.2	0	-	22	68.2	3.0	-	23	60.9	16	62.5	24	50.0	11	90.9	22	50.0	-10.9	-40.9
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
White	31	83.9	40	82.5	33	90.9	0	-	36	63.9	-20.0	-	31	87.1	40	87.5	33	93.9	30	80.0	36	86.1	-1.0	6.1
Multiracial	7	-	5	-	12	83.3	0	-	5	-	-	-	7	-	5	-	12	83.3	9	-	5	-	-	-
English Learner	8	-	2	-	5	-	0	-	5	-	-	-	8	-	2	-	5	-	2	-	5	-	-	-
English-Speaking	65	80.0	69	75.4	73	79.5	0	-	65	72.3	-7.7	-	65	75.4	69	82.6	73	78.1	61	82.0	65	76.9	1.5	-5.1
Reclassified†	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	8	-	1	-	-	-
Initially Eng. Speaking	65	80.0	69	75.4	72	79.2	0	-	64	71.9	-8.1	-	65	75.4	69	82.6	72	77.8	53	79.2	64	76.6	1.2	-2.6
Econ. Disadv.*	26	69.2	23	60.9	25	60.0	0	-	19	78.9	9.7	-	26	69.2	23	69.6	25	56.0	21	81.0	19	73.7	4.5	-7.3
Non-Econ. Disadv.	47	80.9	48	81.3	53	84.9	0	-	51	64.7	-16.2	-	47	76.6	48	87.5	53	84.9	42	81.0	51	76.5	-0.1	-4.5
Gifted	29	89.7	25	100.0	13	92.3	0	-	16	93.8	4.1	-	29	96.6	25	100.0	13	92.3	15	100.0	16	100.0	3.4	0.0
Not Gifted	44	68.2	46	60.9	65	73.8	0	-	70	68.6	0.4	-	44	59.1	46	71.7	65	72.3	48	75.0	70	75.7	16.6	0.7
With Disabilities	9	-	7	-	12	16.7	0	-	12	58.3	-	-	9	-	7	-	12	25.0	12	50.0	12	83.3	-	33.3
WO Disabilities	64	79.7	64	81.3	66	87.9	0	-	58	70.7	-9.0	-	64	81.3	64	89.1	66	84.8	51	88.2	58	74.1	-7.2	-14.1
Homeless	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	3	-	3	-	0	-	0	-	-	-	2	-	3	-	3	-	1	-	0	-	-	-

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

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Green
Grade 4

Student Group	English Language Arts												Chg From		Mathematics												Chg From	
	2016		2017		2018		2019		2022		2016	2019			2016		2017		2018		2019		2022		2016	2019		
	N	%	N	%	N	%	N	%	N	%	%	%			N	%	N	%	N	%	N	%	N	%	%	%		
Total	67	71.6	70	72.9	62	79.0	0	-	75	70.7	-0.9	-			67	76.1	70	62.9	62	79.0	78	75.6	75	64.0	-12.1	-11.6		
Female	28	60.7	41	73.2	27	92.6	0	-	36	86.1	25.4	-			27	63.0	41	58.5	27	81.5	36	69.4	36	63.9	0.9	-5.5		
Male	39	79.5	29	72.4	35	68.6	0	-	39	56.4	-23.1	-			40	85.0	29	69.0	35	77.1	42	81.0	39	64.1	-20.9	-16.9		
African American	5	-	7	-	8	-	0	-	4	-	-	-			4	-	7	-	8	-	5	-	4	-	-	-		
Asian	0	-	1	-	2	-	0	-	4	-	-	-			1	-	1	-	2	-	5	-	4	-	-	-		
Filipino	0	-	0	-	1	-	0	-	0	-	-	-			0	-	0	-	1	-	0	-	0	-	-	-		
Hispanic	18	38.9	20	70.0	15	66.7	0	-	19	57.9	19.0	-			18	50.0	20	65.0	15	66.7	23	52.2	19	52.6	2.6	0.4		
Native American	0	-	0	-	1	-	0	-	0	-	-	-			0	-	0	-	1	-	0	-	0	-	-	-		
Pacific Islander	0	-	0	-	0	-	0	-	2	-	-	-			0	-	0	-	0	-	0	-	2	-	-	-		
White	31	90.3	30	80.0	31	93.5	0	-	37	75.7	-14.6	-			31	93.5	30	70.0	31	87.1	37	86.5	37	64.9	-28.6	-21.6		
Multiracial	11	90.9	10	60.0	4	-	0	-	9	-	-	-			11	81.8	10	50.0	4	-	8	-	9	-	-	-		
English Learner	8	-	1	-	2	-	0	-	4	-	-	-			9	-	1	-	2	-	6	-	4	-	-	-		
English-Speaking	59	78.0	69	73.9	60	80.0	0	-	71	74.6	-3.4	-			58	82.8	69	63.8	60	80.0	72	77.8	71	66.2	-16.6	-11.6		
Reclassified†	1	-	7	-	0	-	0	-	3	-	-	-			1	-	7	-	0	-	3	-	3	-	-	-		
Initially Eng. Speaking	58	77.6	62	72.6	60	80.0	0	-	68	75.0	-2.6	-			57	82.5	62	59.7	60	80.0	69	76.8	68	64.7	-17.8	-12.1		
Econ. Disadv.*	28	50.0	24	58.3	25	60.0	0	-	19	42.1	-7.9	-			27	59.3	24	58.3	25	60.0	23	60.9	19	31.6	-27.7	-29.3		
Non-Econ. Disadv.	39	87.2	46	80.4	37	91.9	0	-	56	80.4	-6.8	-			40	87.5	46	65.2	37	91.9	55	81.8	56	75.0	-12.5	-6.8		
Gifted	23	91.3	28	96.4	19	94.7	0	-	8	-	-	-			23	100.0	28	85.7	19	100.0	16	100.0	8	-	-	-		
Not Gifted	44	61.4	42	57.1	43	72.1	0	-	67	68.7	7.3	-			44	63.6	42	47.6	43	69.8	62	69.4	67	59.7	-3.9	-9.7		
With Disabilities	10	10.0	9	-	8	-	0	-	13	15.4	5.4	-			9	-	9	-	8	-	13	23.1	13	30.8	-	7.7		
WO Disabilities	57	82.5	61	82.0	54	87.0	0	-	62	82.3	-0.2	-			58	84.5	61	70.5	54	88.9	65	86.2	62	71.0	-13.5	-15.2		
Homeless	2	-	0	-	0	-	0	-	1	-	-	-			0	-	0	-	0	-	1	-	0	-	-	-		
Foster	0	-	0	-	0	-	0	-	0	-	-	-			0	-	0	-	0	-	0	-	0	-	-	-		
Military	2	-	3	-	1	-	0	-	2	-	-	-			2	-	3	-	1	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Green
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	93	74.2	65	76.9	74	79.7	0	-	73	78.1	3.9	-	92	73.9	65	76.9	74	68.9	65	86.2	73	80.8	6.9	-5.4
Female	42	78.6	28	71.4	42	83.3	0	-	42	81.0	2.4	-	41	68.3	28	64.3	42	66.7	27	85.2	42	83.3	15.0	-1.9
Male	51	70.6	37	81.1	32	75.0	0	-	31	74.2	3.6	-	51	78.4	37	86.5	32	71.9	38	86.8	31	77.4	-1.0	-9.4
African American	13	69.2	4	-	9	-	0	-	4	-	-	-	12	50.0	4	-	9	-	9	-	4	-	-	-
Asian	3	-	0	-	2	-	0	-	3	-	-	-	3	-	0	-	2	-	2	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	27	70.4	17	52.9	21	76.2	0	-	19	68.4	-2.0	-	27	55.6	17	52.9	21	71.4	16	81.3	19	68.4	12.8	-12.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	39	82.1	30	93.3	30	80.0	0	-	42	81.0	-1.1	-	39	92.3	30	90.0	30	76.7	33	93.9	42	88.1	-4.2	-5.8
Multiracial	11	63.6	12	83.3	10	70.0	0	-	5	-	-	-	11	72.7	12	83.3	10	50.0	3	-	5	-	-	-
English Learner	4	-	1	-	2	-	0	-	5	-	-	-	4	-	1	-	2	-	1	-	5	-	-	-
English-Speaking	89	76.4	64	78.1	72	80.6	0	-	68	83.8	7.4	-	88	76.1	64	78.1	72	69.4	64	85.9	68	85.3	9.2	-0.6
Reclassified†	8	-	10	70.0	8	-	0	-	3	-	-	-	8	-	10	50.0	8	-	1	-	3	-	-	-
Initially Eng. Speaking	81	75.3	54	79.6	64	79.7	0	-	65	83.1	7.8	-	80	75.0	54	83.3	64	65.6	63	85.7	65	84.6	9.6	-1.1
Econ. Disadv.*	36	55.6	24	58.3	26	69.2	0	-	19	57.9	2.3	-	35	57.1	24	62.5	26	61.5	28	75.0	19	68.4	11.3	-6.6
Non-Econ. Disadv.	57	86.0	41	87.8	48	85.4	0	-	54	85.2	-0.8	-	57	84.2	41	85.4	48	72.9	37	94.6	54	85.2	1.0	-9.4
Gifted	40	82.5	28	96.4	23	87.0	0	-	8	-	-	-	40	87.5	28	100.0	23	91.3	20	100.0	8	-	-	-
Not Gifted	53	67.9	37	62.2	51	76.5	0	-	65	75.4	7.5	-	52	63.5	37	59.5	51	58.8	45	80.0	65	78.5	15.0	-1.5
With Disabilities	14	35.7	10	30.0	9	-	0	-	12	50.0	14.3	-	13	46.2	10	20.0	9	-	7	-	12	41.7	-4.5	-
WO Disabilities	79	81.0	55	85.5	65	87.7	0	-	61	83.6	2.6	-	79	78.5	55	87.3	65	78.5	58	91.4	61	88.5	10.0	-2.9
Homeless	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	-	3	-	0	-	4	-	-	-	6	-	2	-	3	-	1	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: GREEN ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

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.
Teachers will use the 2020/2021 District Adopted materials--Benchmark Curriculum in all classrooms TK-5th grade and receive professional development on how to properly use the new materials. This will include the use of Benchmark to provide intervention, small group intervention and ELD. During grade level PLC teachers will monitor and calibrate data for specific sub groups of students so that small groups remain fluid and data based. The RTI and SST process are being revamped to include a comprehensive process to first identify at risk students through the SST process which includes a meeting with the parent, teacher and resource teacher. Interventions will be put in place in the classroom as well as through intense RTI in 6-8 week cycles with regular and consistent data monitoring.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Paper		$3,200.00	09800-5733	Support for SST and RTI	There was a high need to print a lot of materials to get RTI started here at Green. We were able to use this funding to print enough materials to support student learning.		
PullOut/Push in Hrly		$4,792.40	09800-1159	Push in/pull out support will be used as part of the RTI process.		Due to a severe shortage of staff last school year we were not able to utilize all this funding to support RTI. Our RVT provided RTI support when she was not covering classrooms. The result is that our RTI was inconsistent.	

Goal 3 - Mathematics

| Strategy/Activity 1 | | | | | | | |

*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

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$2,995.25	09800-1192	Release for teachers to receive professional	Teachers received PD from a consultant from		

				development as a grade level.	Benchmark Universe. They were able to see how all components of the program work together to hit all standards as well as provide opportunity to evaluate both formative and summative data.		
PullOut/Push in Hrly	--	--	09800-1159	Push in/pull out support as part of the RTI process.			

Goal 4- Supporting English Learners

Strategy/Activity 2

*Strategy/Activity - Description

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		$1,330.90	09800-2151	Support from paras in classroom to provide additional ELD instruction.		Staffing was a challenge last year and para's extra hours were needed to support with supervision and they were not	

						able to push in for ELD as planned.	
Supplies		$1,000.00	09800-4301	Additional supplies to support EL's (computer software, books)	Teachers used Imagine Learning in their classes to support students who are English Learners. We used supply funding to purchase paper and cardstock to print the activities as well as certificates for students who met milestones in the program. The activities provided differentiated instruction to EL's and materials they could take home.		

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$2,256.00	09800-4301	Purchase Steps to Advance for use with SPED students.	Steps to Advance was purchased for our 5th grade SPED	Due to all of the 5th grade team not using	

					students and used it to provide modified instructional materials to SPED students.	Benchmark consistently last year the Steps to Advance was not fully implemented however this school year the entire team has been trained and is implementing Benchmark fully.	

Goal 6 - Supporting Black Youth

Strategy/Activity 1

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		$4,193.35	09800-1157	Teacher hourly pay to participate in the equity committee and provide intervention, small group instruction after school.		We were unable to meet after school for the equity committee, we met during modified days in committee times.	