

Greenberg Elementary

106216661174771

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read "Linda Ramirez", written in a cursive style.

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

Centralized Services - No Centralized Services are utilized at this time.

Consolidated Program Assurances

The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.
School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.
Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent Involvement Policy and the Parent-School Compact.
Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.
The Single Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Ramirez	X				
2. Chairperson – Perla Ledesma				X	
3. Lorena Gonzalez		X			
4. Hortencia Munoz		X			
5. Carmen Morales-Nunez		X			
6. Thay Moua			X		
7. Doua Vu				X	
8. Elodia Perez				X	
9. Terrie Lizarraga				X	
10. Luisa Cabrera				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input type="checkbox"/> ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: <i>Greenberg</i>			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Ramirez	<i>Linda Ramirez</i>	<i>3-23-18</i>
SSC Chairperson	Perla Ledesma	<i>Perla Ledesma</i>	<i>3-23-18</i>

Additional Documents include the site Parent Involvement Policy, Compact, and the SSC Bylaws

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$44,200 *
7090	LCFF Supplemental & Concentration	\$188,287
7091	LCFF for English Learners	\$64,770
TOTAL 2018/19 ON-SITE ALLOCATION		\$297,257

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,040
Remaining Title I funds are at the discretion of the School Site Council	\$43,160
Total Title I Allocation	\$44,200

Greenberg Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	18.357	25.357
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	29.11	36.11
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	23.63	30.63

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Focus on Accountable Community work. Determining essential standards, creating learning targets, creating common formative assessments, analyzing results, and responding to those results. Implementation of GVC. Whole school RTI deployment.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Focus on Accountable Community work. Determining essential standards, creating learning targets, creating common formative assessments, analyzing results, and responding to those results. Implementation of GVC.

EL Reclassification Rate (All grade levels)

There was a 48% redesignation rate. A focus of understanding the EL standards was critical.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Staff training is need in approaches and strategies for identifying and working with children who may be traumatized. Also needed is additional training on how to foster more effective inclusion and culturally responsive teaching.

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Staff training is need in approaches and strategies for identifying and working with children who may be traumatized. Also needed is additional training on how to foster more effective inclusion and culturally responsive teaching.

EL Reclassification Rate (All grade levels)

Additional staff training for ELL students to have a proven-effective program of instruction

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Data was shared with SSC regarding progress on SBAC, DRP and Interim. Parents were eager to know of ways to help support their children. SSC members were in agreement with the direction of a focus on AC's working together and learning from each other.

Data was shared with ELAC regarding progress on SBAC, DRP and Interim. ELAC members were interested in knowing more regarding the new ELPAC test and ways to help their children. ELAC members were in agreement with the direction of a focus on AC's working together and learning from each other. Additional meetings were scheduled to review how parents can support their child with academics.

Data was shared with staff regarding progress on SBAC, DRP and Interim. There was a focus on linking CFA's to our academic data. Staff was supportive of revamping our RTI program to include personalized and blended learning programs. Staff want to continue to learn from each other and have the time to do so. Staff was in agreement to not fund a certificated tutor and to have teachers respond to students needs.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

1. Materials & Supplies: \$26,082.00 was allocated towards materials and supplies for staff to enhance instruction. Materials and supplies purchased include copy paper, basic school supplies, chart paper, post it notes, dry erase markers, student tablets, poster maker paper, laminating film, etc. The money spent was crucial to day to day lessons and engagement and will continue for next year.
2. Substitutes for BAS testing: \$6,049.00 was allocated to have substitutes test our student in the BAS assessment in order to protect valuable instructional time. It is effective and will be continued to fund next year.
3. Substitutes for teacher observations and planning: \$14,000 was allocated for teachers to engage in instructional rounds and planning around essential standards. This was beneficial and will continue for next year.
4. Baby Sitting: \$987 was allocated for baby sitting to promote parent involvement. This is an effective way to ensure that parents can attend meetings and will continue for next year.
5. Materials & Supplies for parents: \$787 was allocated to fund materials and supplies for parent meetings and will continue for next year.

Action 1

Title: Literacy Three-Tiered Approach

Action Details:

Greenberg Elementary will provide a three-tiered approach to literacy support for students. Tier One will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives with a focus on student ownership. Tier Two will be opportunities for strategic grouping, technology resources, and blended learning. Tier 3 will include tutoring services, technology resources, and deployment.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

1. Grade Level Common Formative Assessments
2. Language Arts Grades in ATLAS
3. Interim Scores
4. Literacy IPG observations and Feedback
5. BAS/DRP Scores
6. SBAC Scores

Owner(s):

1. Teachers
2. Teachers
3. Grades 1-6 Teachers/Admin
4. Admin
5. Grades K-6 Teachers/Admin
6. Grades 3-6 teachers

Timeline:

1. Quarterly
2. Quarterly
3. October and February
4. Ongoing
5. 1st/4th quarter
6. Annually

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- AC agendas to monitor and respond to achievement of African American, EL, and SPED subgroups.
- Materials and Supplies to support Literacy Materials such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc.
- Resources to support blended learning program
- iREADY contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- Substitutes for BAS testing
- Substitutes for instructional rounds and planning
- Substitutes for SST's
- Teaching Fellows to support RTI deployment
- Funding for outside PL presenters
- Materials and supplies for incentives for student achievement

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Explain the actions for Parent Involvement (required by Title I):

- Teachers will review progress of student's academic levels through parent teacher conferences, progress reports and report cards.
- Quarterly Update of progress monitoring at SSC/ELAC meetings
- Parent Workshops to inform parents how to help students at home.
- Parent University Classes
- Parent Workshop on use of personalized learning programs, parent portal, and Edutext

Describe Professional Learning related to this action:

PL on IPG with focus on Ownership
PI on highly effective research based literacy strategies
PL on use of personalized learning iREADY program

Action 2

Title: Mathematical Practices Focus

Action Details:

School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. A focus will be placed on Math Practice 1: Make sense of problems and persevere in solving them. Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RTI with use of ST Math as a supplemental tool to support students' conceptual understanding.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- Math IPG data collection
- SBAC Scores
- Interim Scores
- *Common Formative Assessments*

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- RTI of low achievement of African American, EL, and SPED subgroups.
- Materials and Supplies to support mathematics instruction such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc.
- Resources to support blended learning program
- ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- Materials and supplies for incentives for student achievement

Explain the actions for Parent Involvement (required by Title I):

- Teachers will review progress of student's academic levels through parent teacher conferences, progress reports and report cards.
- Quarterly Update of progress monitoring at SSC/ELAC meetings
- Parent Workshops to inform parents how to help students at home.
- Parent University Classes
- Parent Workshop on use of personalized learning programs, parent portal, and Edutext

Owner(s):

- Classroom Teachers
- Grade 3-6 teachers
- Grades 1-6 teachers
- All Teachers

Timeline:

- Weekly
- Annually
- Fall and Spring
- Quarterly

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Describe Professional Learning related to this action:

PL on IPG with focus on Ownership
PL on mathematical practices and high leverage math strategies
PL on use of personalized learning ST Math program

Action 3

Title: English Learner Focus

Action Details:

Greenberg will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. In partnership with English Learner Services, we will create positive and culturally responsive learning environments, observe students closely to provide planned appropriate scaffolding and foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content.

Reasoning for using this action: <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- ELPAC scores
- SBAC scores
- DRP Scores
- BAS Scores

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Grading and rubrics to address achievement gap of English Learner subgroup.
- AC's to monitor and respond to achievement of English Learner subgroup.
- Materials and Supplies to EL support such as paper, charts, folders, white boards, poster paper, post it notes, dryerase markers, etc.
- Resources to support blended learning program
- iREADY and ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- ELPAC assessors
- Materials and supplies for incentives for student achievement

Explain the actions for Parent Involvement (required by Title I):

- Home School Liaison to bridge communication between parents and staff
- Teachers will review progress of student's academic levels through parent teacher conferences, progress reports and report cards.
- Quarterly Update of progress monitoring at SSC/ELAC meetings
- Parent Workshops to inform parents how to help students at home.
- Parent University Classes
- Parent Workshop on use of personalized learning programs, parent portal, and Edutext
- Interpreters for parent teacher conferences

Owner(s):

- Classroom Teachers
- Classroom Teachers
- 2nd-6th Grade Teachers
- K-1st grade teachers

Timeline:

- Annually
- Annually
- Fall and Spring
- Fall and Spring

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Describe Professional Learning related to this action:

PI on ELD standards and high leverage EL strategies

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for instructional rounds	16,398.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for actions 1-4 (No incentives or food)	21,889.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,424.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parents (No incentives or food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for BAS testing	7,028.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes	8,201.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iREADY contract On-site Licenses	11,900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,929.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,576.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	26,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Associates, LLC : Professional Learning	3,240.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL support also tied to all other actions	34,669.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL- Mileage	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra pay for teacher/ ac planning	598.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL support also tied to all other actions	34,669.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Quote #1432342 Mind Research Institute	19,200.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Mind Research Institute : One day of PL-Mind Research Institute	2,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for parents	2,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpreters for conferences	1,835.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	12,003.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for EL Deployment	13,500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00

\$251,559.00

Goal 2 - All Students will engage in arts, activities, and athletic

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	54.577	61.577

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <p>Cultural assemblies promoted pride in students</p> <p>We had caring adults in coaching positions</p> <p>Teachers facilitated clubs after school</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <p>Not all significant cultures were celebrated.</p> <p>Some student behaviors interfered with ability to participate</p> <p>Need for mentors for tier 3 students</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC input has been in regards for safety of all students. They want more information on how to talk to their students about current events, bullying, and ways to help our high needs students to gain supports. They see the need to involve more students in arts, activities, and athletics.</p>	<p>2 ELAC:</p> <p>ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.</p>	<p>3 Staff:</p> <p>Staff feels that there needs to be another caring adult on campus and place where kids feel safe to decompress.</p>
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Action 1

Title: Student Engagement

Action Details:

Greenberg is committed to engaging all students in arts, activities, and athletics. Greenberg will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as athletics, clubs, academic competitions, dance groups, music/band, school site council, service projects, field trips, and other school-wide activities such as school dances, school rallies, and assemblies. We will strategically implement strategies to engage all students in the full school community, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. Supplemental pay contracts will be provided to

teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities.

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Goal 2 student engagement tool

Owner(s):

TSA

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Specify enhanced services for EL students:

Assemblies that promote culture

- Materials and supplies to promote student engagement for clubs and activities
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Culturally relevant teaching to be inclusive of African American, English Learners, and SPED subgroups.
- Disruptions of poverty strategies to address the achievement gap of our socially disadvantaged youth.

Explain the actions for Parent Involvement (required by Title I):

Describe Professional Learning related to this action:

- Materials and Supplies to promote parent engagement for meetings, assemblies, and activities
- Flyers and newsletter to promote parent involvement

- PL on restorative practice training to help improve student interactions.
- PL on culturally relevant teaching to be inclusive of African American, English Learners, and SPED subgroups.
- PL on the disruptions of poverty to address the achievement gap of our socially disadvantaged youth.

Action 2

Title: School Climate

Action Details:

Greenberg will provide an inclusive school climate, focused on building relationships and having high expectations. Relationship building will begin with four critical building blocks; identification, authenticity, empathy, and trust to enhance staff-student and student-student relationships. Greenberg will view parents, families, and caregivers as a key resource with increased efforts to engage parents and building in time and resources. School will engage in a cycle of continuous improvement, collecting and analyzing data, identifying priorities for improvement, and revising and implementing new programs to support goals. Teachers will hold weekly class meetings (a minimum of 30 minutes) on the first day of each week, where a variety of topics will be discussed to ensure that students feel safe at school. Staff will focus on interacting positively with students and strive to provide a high ratio of positive interactions (3:1).

Reasoning for using this action: Strong Evidence Moderate Evidence Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Student Surveys

Staff Surveys

Parent Surveys

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Materials and supplies to help build and foster relationships.
- Culturally relevant teaching to be inclusive of African American, English Learners, and SPED subgroups.
- Disruptions of poverty strategies to address the achievement gap of our socially disadvantaged youth.

Explain the actions for Parent Involvement (required by Title I):

HSL to help bridge communication between parents and staff

Materials and supplies for parent meetings

Babysitting for parent meetings

Owner(s):

Admin and Teachers

Office Staff

Timeline:

Annually

Specify enhanced services for EL students:

HSL to work with Spanish speaking parents to help bridge communication between parents and staff

Describe Professional Learning related to this action:

- PL on relationship building and having high expectations of all students
- PL on culturally relevant teaching to be inclusive of African American, English Learners, and SPED subgroups.
- PL on the disruptions of poverty to address the achievement gap of our socially disadvantaged youth.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	100	100
Exposure to Careers - 6th Grade	97.297	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Exposure to Careers - 3rd Grade</p> <ul style="list-style-type: none"> Teaching of second step lessons Implementation of morning meetings Continued class meetings <p>Exposure to Careers - 6th Grade</p> <ul style="list-style-type: none"> Teaching of second step lessons Implementation of morning meetings Continued class meetings 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Exposure to Careers - 3rd Grade</p> <ul style="list-style-type: none"> Needed additional PI for teaching work place competencies <p>Exposure to Careers - 6th Grade</p> <ul style="list-style-type: none"> Needed additional PI for teaching work place competencies
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC input has been in regards for safety of all students. They want more information on how to talk to their students about current events, bullying, and ways to help our high needs students to gain supports.</p>	<p>2 ELAC:</p> <p>ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.</p>	<p>3 Staff:</p> <p>Staff appreciates the field trips and exposure to careers. We have guidelines for success and our G5 behaviors but want to explore creating the habits of success that all Greenberg students should exhibit to be college and career ready.</p>
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Action 1

Title: Habits of Success

Action Details:

Greenberg will create a shared vision of a consistent set of behaviors for habits of success. Greenberg will map the curriculum with habits of success in mind. The habits of success will deliberately and explicitly be mapped into the curriculum in three ways: (1) by naming specific habits of success as goals and outcomes, (2) by designing instructional strategies to teach the habits directly and to infuse them into content instruction, and (3) by designing assessment strategies to collect evidence of student growth in these habits. Greenberg will infuse the habits into school and classroom culture. Posters and slogans will remind students and staff that the habits of success are valued at the school. School staff members model, monitor, manage, and modify their use of the habits of success both individually and in group settings. Habits of Success will be embedded in the school vocabulary. The habits of success are mindfully, spontaneously, and meaningfully heard in the vocabulary of both students and teachers in classrooms, in the cafeteria, on the athletic field, and at home. Students' progress will be monitored to ensure they are becoming more strategic and skillful in each of the habits, applying them in an ever-widening array of situations and contexts, realizing the value of employing the habits, evaluating their own performance, and setting goals for themselves to continually improve in their application of the habits.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Student surveys

Suspension rates

Attendance rates

Owner(s):

Admin

Staff and admin

Staff and Admin

Timeline:

Annually

Quarterly

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

- Culturally relevant teaching to be inclusive of African American, English Learners, and SPED subgroups.
- Disruptions of poverty strategies to address the achievement gap of our socially disadvantaged youth.
- Materials and supplies to create and promote a student learner profile
- Graphics for materials to promote Habits of success
- Materials and supplies for incentives

Specify enhanced services for EL students:

EL considerations when creating learner profile

Explain the actions for Parent Involvement (required by Title I):

Parent input when creating learner profile from both ELAC and SSC

Monthly parent newsletters promoting learner profile attitudes and attributes

Describe Professional Learning related to this action:

PL on habits of success and culturally relevant teaching

Goal 4 - All Students will stay in school on target to graduate

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.667	14.667
Suspensions Per 100	11.064	10.064

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Chronic Absenteeism</p> <p>Work with restorative practices and relationship building</p> <p>Suspensions Per 100</p> <p>Work with restorative practices and relationship building</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Chronic Absenteeism</p> <p>The key factors that contributed to our most habitual absent students included mental or emotional health issues, difficulties with housing, clothing, or food, and illnesses. Our African American subgroup is the most disproportionate.</p> <p>Suspensions Per 100</p> <p>The key factors that contributed to our suspensions include social emotional or emotional health issues, difficulties with anger management and impulsivity. Our African American subgroup is the most disproportionate.</p>
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>SSC input has been in regards for safety of all students. They want more information on how to talk to their students about current events, bullying, and ways to help our high needs students to gain supports.</p>	<p>2 ELAC:</p> <p>ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.</p>	<p>3 Staff:</p> <p>Staff feels that there needs to be another caring adult on campus and place where kids feel safe to decompress.</p>
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Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

1. Materials & Supplies: \$26,082.00 was allocated towards materials and supplies for staff to enhance instruction. Materials and supplies purchased include copy paper, basic school supplies, chart paper, post it notes, dry

erase markers, student tablets, poster maker paper, laminating film, etc. The money spent was crucial to day to day lessons and engagement and will continue for next year.

2. Substitutes for BAS testing: \$6,049.00 was allocated to have substitutes test our student in the BAS assessment in order to protect valuable instructional time. It is effective and will be continued to fund next year.
3. Substitutes for teacher observations and planning: \$14,000 was allocated for teachers to engage in instructional rounds and planning around essential standards. This was beneficial and will continue for next year.
4. Baby Sitting: \$987 was allocated for babysitting to promote parent involvement. This is an effective way to ensure that parents can attend meetings and will continue for next year.
5. Materials & Supplies for parents: \$787 was allocated to fund materials and supplies for parent meetings and will continue for next year.

Action 1

Title: Tiered Level of Behavior Supports

Action Details:

Greenberg Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3. In Tier 1, guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. In Tier 2, we will create a Care Center for students to receive social skill support by the Resource Counseling Assistant. In Tier 3, students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Suspension data

Attendance data

Owner(s):

Campus and Culture Team

Timeline:

Quarterly

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups.

Materials and supplies for CARE center

Mind Up Curriculum to support social skills

Materials and supplies for incentives

Subs for SST meetings

Explain the actions for Parent Involvement (required by Title I):

SSC input

ELAC input

Specify enhanced services for EL students:

Culturally relevant teaching strategies

Describe Professional Learning related to this action:

PL for social emotional needs

Parent University classes

Materials and supplies for parent meetings

Babysitting for parent meetings

HSL to bridge communication between school and parents

Mileage for HSL

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	489.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,209.00

\$45,698.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0510 Greenberg Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for instructional rounds	16,398.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies for actions 1-4 (No incentives or food)	21,889.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	4,424.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parents (No incentives or food)	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for BAS testing	7,028.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Substitutes	8,201.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Curriculum Assoc, LLC (iReady) : iREADY contract On-site Licenses	11,900.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies	15,929.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	7,576.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	26,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Associates, LLC : Professional Learning	3,240.00
G1A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL support also tied to all other actions	34,669.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL- Mileage	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Extra pay for teacher/ ac planning	598.00
G1A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000	HSL support also tied to all other actions	34,669.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Quote #1432342 Mind Research Institute	19,200.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			Mind Research Institute : One day of PL-Mind Research Institute	2,500.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for parents	2,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpreters for conferences	1,835.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	12,003.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for EL Deployment	13,500.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	489.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		45,209.00

\$297,257.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$44,200.00
Sup & Conc	7090	\$188,287.00
LCFF: EL	7091	\$64,770.00
Grand Total		\$297,257.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$251,559.00
G4 - All students will stay in school on target to graduate	\$45,698.00
Grand Total	\$297,257.00