

Greenberg Elementary

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in cursive script that reads "Linda Ramirez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: May 29, 2019

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation 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


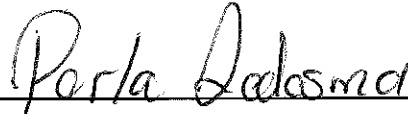
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>
<p>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.</p>
<p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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. Adrianna Perez			X		
4. Lorena Gonzalez		X			
5. Xiong Her		X			
6. Hortencia Munoz		X			
7. Luisa Cabrera				X	
8. Monica Munoz				X	
9. Alyssa Webb				X	
10. Leticia Barragan				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:			
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		3/25/19
SSC Chairperson	Perla Ledesma		3/27-19

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2019/20

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$45,966 *
7090	LCFF Supplemental & Concentration	\$201,380
7091	LCFF for English Learners	\$49,911
TOTAL 2019/20 ON-SITE ALLOCATION		\$297,257

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,467
Remaining Title I funds are at the discretion of the School Site Council	\$44,499
Total Title I Allocation	\$45,966

Greenberg Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	25.357 %	1.105 %	2017-2018	8.105 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	36.11 %	31.522 %	2017-2018	38.522 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	30.63 %	18.841 %	2017-2018	25.841 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

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: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Materials & Supplies: Funds 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: Funds 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: Funds 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: Funds 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: Funds allocated to fund materials and supplies for parent meetings and will continue for next year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We saw positive results and will continue this goal. The actions of this goal may take 3-5 years.

Step 4: Stakeholder Involvement. 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:

Data was shared with SSC regarding progress on SBAC, DRP and Interim. Parents at requesting more info identifying which standards their children still need support with. SSC members were in agreement with the direction of a focus on AC's working together and learning from each other.

2 ELAC:

Data was shared with ELAC regarding progress on SBAC, DRP and Interim. ELAC members were interested in more information on targeting skills students are not mastering. ELAC members were in agreement with the direction of RTI and a focus on AC's working together and learning from each other.

3 Staff:

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 continuing our RTI program to include personalized and blended learning programs but requested an increase in teaching fellow support. Staff want to continue to learn from each other and have the time to do so.

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, dryerase 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

Specify enhanced services for low-performing student groups:

Teaching of prerequisite skills needed to master standards
PL for teachers on differentiated instruction
Small group instruction
SST's/IEP's

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*

Owner(s):

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

Timeline:

- Weekly
- Annually
- Fall and Spring
- Quarterly

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, dryerase 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

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.

Specify enhanced services for low-performing student groups:

Use of Common core companion for teaching strategies
 Teaching of prerequisite skills needed to master standards
 PL for Differentiated Instruction
 Small group instruction
 SST's/IEP's

Describe Professional Learning related to this action:

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

- Parent University Classes
- Parent Workshop on use of personalized learning programs, parent portal, and Edutext

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

Owner(s):

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

Timeline:

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

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, dry erase 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
- Teaching Fellows
- 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

Specify enhanced services for low-performing student groups:

Use of Common core companion for teaching strategies
ELD Designated Instruction
ELD Integrated Instruction
Differentiated groups

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

Describe Professional Learning related to this action:

PI on ELD standards and high leverage EL strategies

2019-2020 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			Subs for Instructional Rounds	20,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Inter-Act Fellows Program for RTI	24,341.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for parents- No incentives or food	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs	9,411.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			BAS assessment subs	8,236.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iREADY license	12,080.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for actions 1-4	17,522.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program for RTI	41,182.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iREADY PL	3,240.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math license	14,535.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			ST Math : ST Math PL	2,796.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for parents	1,200.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpretors for conferences	2,498.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	2,112.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program for ELD instruction	8,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00

\$177,153.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	61.577 %	100 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Goal 2 Participation Rate</p> <p>Cultural assemblies promoted pride in students We had caring adults in coaching positions Teachers facilitated clubs after school</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Goal 2 Participation Rate</p> <p>Not all significant cultures were celebrated. Some student behaviors interfered with ability to participate Need for mentors for tier 3 students</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

We are making good growth but these actions will be a 3-5 year plan.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We are not making changes because we are making adequate growth.

Step 4: Stakeholder Involvement. 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:
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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.

ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.

Staff feels that there needs to be another caring adult on campus and place where kids feel safe to decompress.

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):

- 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.

Specify enhanced services for EL students:

Assemblies that promote culture

Specify enhanced services for low-performing student groups:

Music wheel so that all students may participate in the Arts without missing new instruction.

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

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

Describe Professional Learning related to this action:

- 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:	<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

Student Surveys
Staff Surveys
Parent Surveys

Owner(s):

Admin and Teachers
Office Staff

Timeline:

Annually

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.

Specify enhanced services for EL students:

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

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

Specify enhanced services for low-performing student groups:

SST recommendations for failing students

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.

2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G2 - All students will engage in arts, activities, and athletics

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		35,799.00
G2A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		35,799.00

\$71,598.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	98.649 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	95.946 %	2017-2018	100 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Exposure to Careers - 3rd Grade

- Teaching of second step lessons
- Implementation of morning meetings
- Continued class meetings

Exposure to Careers - 6th Grade

- Teaching of second step lessons
- Implementation of morning meetings
- Continued class meetings

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Exposure to Careers - 3rd Grade

- Needed additional PI for teaching work place competencies

Exposure to Careers - 6th Grade

- Needed additional PI for teaching work place competencies

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

There are no major changes but we do need 3-5 years to complete this plan.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We will not make changes because we are seeing positive results.

Step 4: Stakeholder Involvement. 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:
<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>ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.</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>

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	Owner(s):	Timeline:
Student surveys	Admin	Annually
Suspension rates	Staff and admin	Quarterly
Attendance rates	Staff and Admin	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

Specify enhanced services for low-performing student groups:

Differentiated instruction

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.667 %	17.073 %	2017-2018	15.073 %
Suspensions Per 100	10.064 %	9.703 %	2017-2018	8.703 %

Step 1: After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

Chronic Absenteeism
 Work with restorative practices and relationship building

Suspensions Per 100
 Work with restorative practices and relationship building

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.

Chronic Absenteeism
 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.

Suspensions Per 100
 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.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

1. Materials & Supplies: Funds 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, dryerase 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: Funds 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: Funds 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: Funds 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: Funds allocated to fund materials and supplies for parent meetings and will continue for next year.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

We have seen a decrease in suspensions by 50%. We are not making changes to this goal.

Step 4: Stakeholder Involvement. 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:

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.

2 ELAC:

ELAC parents are concerned about safety of students at school and want additional supports to connect all students to school.

3 Staff:

Staff feels that there needs to be another caring adult on campus and place where kids feel safe to decompress.

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

Specify enhanced services for EL students:

Culturally relevant teaching strategies

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

SSC input

ELAC input

Parent University classes

Materials and supplies for parent meetings

Babysitting for parent meetings

HSL to bridge communication between school and parents

Mileage for HSL

Specify enhanced services for low-performing student groups:

Social Skills groups for students who have behavior issues that are impeding learning.

Describe Professional Learning related to this action:

PL for social emotional needs

2019-2020 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	625.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	47,881.00

\$48,506.00

2019-2020 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			Subs for Instructional Rounds	20,000.00
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : Inter-Act Fellows Program for RTI	24,341.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies for parents- No incentives or food	1,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Subs	9,411.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			BAS assessment subs	8,236.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: iREADY license	12,080.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies for actions 1-4	17,522.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	2,000.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program for RTI	41,182.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Tech Maintenance	2,000.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Curriculum Assoc, LLC (iReady) : iREADY PL	3,240.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math license	14,535.00
G1A2	Sup & Conc	Instruction	Cons Svc/Oth			ST Math : ST Math PL	2,796.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for parents	1,200.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpretors for conferences	2,498.00
G1A3	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	2,112.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows Program for ELD instruction	8,000.00
G1A3	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	4,000.00
G2A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		35,799.00
G2A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		35,799.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	625.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrcr Cnslg	0.7500	RCA	47,881.00

\$297,257.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$45,966.00
Sup & Conc	7090	\$201,380.00
LCFF: EL	7091	\$49,911.00
Grand Total		\$297,257.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$177,153.00
G2 - All students will engage in arts, activities, and athletics	\$71,598.00
G4 - All students will stay in school on target to graduate	\$48,506.00
Grand Total	\$297,257.00