


Greenberg Elementary

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read "Linda Ramirez". The signature is written in a cursive style with a large, looping flourish at the end.

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

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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


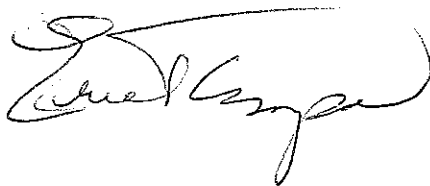
<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 and Family 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 School 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 – Erica Cooper				X	
3. Jeffrey Dodson		X			
4. Xiong Her		X			
5. Michelle Platt		X			
6. Adriana Perez			X		
7. Leticia Barragan				X	
8. Monica Munoz				X	
9. Alyssa Webb				X	
10. Stephanie Gonzalez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
<input checked="" type="checkbox"/> ELAC voted to consolidate with the SSC. Date 03/04/2020 .

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Ramirez		5/15/20
SSC Chairperson	Erica Cooper		5/15/20

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 2020/21

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$57,770 *
7090	LCFF Supplemental & Concentration	\$185,385
7091	LCFF for English Learners	\$54,102
TOTAL 2020/21 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	\$1,635
Remaining Title I funds are at the discretion of the School Site Council	\$56,135
Total Title I Allocation	\$57,770

Greenberg Elementary 2020-2021 - 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
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	38.522 %	38.148 %	2018-2019	45.148 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.841 %	37.037 %	2018-2019	44.037 %

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.

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.

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 stull 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 1 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. Use of pathways to close and critical reading skills through text dependent questions allowing access to rigorous grade level texts for all students.

Tier 2 will be opportunities for strategic grouping, technology resources, and blended learning. Blended learning opportunities with on line resources such as iREADY.

Tier 3 will include small group instruction, tutoring services, technology resources, and an opportunity for RTI deployment with supported by teaching fellows.

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. iREADY Interim Scores
4. Literacy IPG observations and Feedback
5. BAS Scores
6. SBAC Scores

Owner(s):

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

Timeline:

1. Quarterly
2. Quarterly
3. August , November, March
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 Goal Setting conversations
- 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
- PL 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 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

1. Math IPG data collection
2. SBAC Scores
3. Interim Scores
4. Common Formative Assessments

Owner(s):

1. Admin
2. Grade 3-6 teachers
3. Grades K-6 teachers
4. All Teachers

Timeline:

1. Quarterly
2. Annually
3. Fall Winter and Spring
4. 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, 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

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
- Teaching of prerequisite skills needed to master standards
- PL for Differentiated Instruction
- Small group instruction
- SST's/IEP's

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.

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.

ELD instruction will be provided in both designated and integrated forms. Designated ELD will be provided during the ELA deployment. Integrated ELD will be primarily focused on content with language supports. Designated ELD will be primarily focused on language skills using 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

Owner(s):

Timeline:

1. ELPAC scores
2. SBAC scores
3. iREADY Scores
4. BAS Scores

1. All Classroom Teachers
2. 3-6 Classroom Teachers
3. K-6th Grade Teachers
4. K-1st grade teachers

1. Annually
2. Annually
3. Fall and Spring
4. 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:

Specify enhanced services for low-performing student groups:

- 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

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

- Utilize partner talk

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:

- PL on ELD standards and high leverage EL strategies

2020-2021 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: Instructional Rounds	20,198.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI	35,936.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parents (No incentives/food)	1,004.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: SST	8,913.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: BAS Assessment	8,913.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (Actions 1-4)	17,943.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	14,754.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI http://fiscalservices.fresnounified.org/BudgetPrep2021/MenuMain.a5w#	1,263.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage	500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math License	15,600.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parents	1,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpreters for Conferences	2,528.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	15,030.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI	8,000.00

\$152,582.00

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	100 %	17.778 %	2018-2019	24.778 %

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.

<p>1 SSC:</p> <p>SSC input has been in regards for safety of all students. They want</p>	<p>2 ELAC:</p> <p>ELAC parents are concerned about safety of students at school and</p>	<p>3 Staff:</p> <p>Staff feels that there needs to be another caring adult on campus</p>
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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.

want additional supports to connect all students to school.

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
- student council
- service projects
- field trips
- 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

of Engagements entered

Owner(s):

VP

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 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

1. Student Surveys
2. Staff Surveys
3. Parent Surveys
4. CCS Team Reviews

Owner(s):

1. Students
2. Admin and Teachers Office Staff
3. Parents
4. CCS Team

Timeline:

1. Annually
2. Annually
3. Annually
4. 3 times a year

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

Specify enhanced services for low-performing student groups:

SST recommendations for failing students

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

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

2020-2021 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		31,072.00
G2A2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		31,072.00

\$62,144.00

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 %	93.023 %	2018-2019	100 %
Exposure to Careers - 6th Grade	100 %	89.394 %	2018-2019	96.394 %

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

Action 1

Title: Culturally Responsive Practices

Action Details:

All Greenberg stakeholders will create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

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:

1. IPG Data
2. SBAC scores
3. iREADY scores

1. Admin
2. Teachers
3. Teachers

1. Monthly
2. Annually
3. 3 times a year

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

- All students will receive a Welcoming and Affirming Environment
- All students will receive High Expectations and Rigorous Instruction
- All students will receive Inclusive Curriculum and Assessment
- 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 culturally responsive teaching

Specify enhanced services for EL students:

Culturally relevant teaching strategies

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:

Differentiated instruction

Describe Professional Learning related to this action:

Ongoing Professional Learning of Culturally Responsive Practices

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	15.073 %	18.802 %	2018-2019	16.802 %
Suspensions Per 100	8.703 %	4.419 %	2018-2019	3.419 %

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

School psychologist to support our Tier 2 and Tier 3 students with counseling services.

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

2020-2021 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	632.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.2000	0.3 FTE SPSA Drop	32,312.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		49,587.00

\$82,531.00

2020-2021 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: Instructional Rounds	20,198.00
G1A1	Title 1 Basic	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI	35,936.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for Parents (No incentives/food)	1,004.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: SST	8,913.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: BAS Assessment	8,913.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and Supplies (Actions 1-4)	17,943.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	14,754.00
G1A1	Sup & Conc	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI http://fiscalservices.fresnounified.org/BudgetPrep2021/MenuMain.a5w#	1,263.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Attendance & Social Work Services	Local Mileage			HSL Mileage	500.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math License	15,600.00
G1A2	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Parents	1,000.00
G1A3	Sup & Conc	Instruction	Ins Aide-Sup			Interpreters for Conferences	2,528.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials and Supplies	15,030.00
G1A3	LCFF: EL	Instruction	Subagreements			Education and Leadership Foundation : Inter-Act Fellows for RTI	8,000.00
G2A2	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		31,072.00
G2A2	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.5000		31,072.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	632.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.2000	0.3 FTE SPSA Drop	32,312.00
G4A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		49,587.00

\$297,257.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$57,770.00
Sup & Conc	7090	\$185,385.00
LCFF: EL	7091	\$54,102.00
Grand Total		\$297,257.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$152,582.00
G2 - All students will engage in arts, activities, and athletics	\$62,144.00
G4 - All students will stay in school on target to graduate	\$82,531.00
Grand Total	\$297,257.00