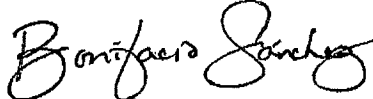


Greenberg Elementary School

10621666117477

Principal's Name: Bonifacio Sanchez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 11, 2016

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District Goals	
The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.	
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.

2016 - 2017 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 Academic Performance

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Reading by Third Grade	2- Disproportionality	6033	Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate	60/66	62.65 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	3- Borderline Eligibility Pool	6062	Number and percentage of K-3rd grade students not on-grade level who are one grade level below	60/66	37.75 %
<input type="checkbox"/>	Elementary	ELA (SBAC)	5- Achievement Gap	5997	Number and percentage of students who have an ELA SBAC score and are more than 10% negatively disproportionate	57/67	53.47 %
<input type="checkbox"/>	Elementary	Math (SBAC)	5- Achievement Gap	5998	Number and percentage of unduplicated students scoring Standard Not Met or Standard Nearly Met on the Math SBAC whose subgroups are more than 10% negatively disproportionately represented	52/67	47.79 %
<input type="checkbox"/>	Elementary	Math (SBAC)	2- Standard Met/Exceeded	6169	Number and percentage of students scoring Standard Met or Standard Exceeded on the math SBAC	51/67	11.65 %
<input checked="" type="checkbox"/>	Elementary	Math (SBAC)	1- Standard Not Met/Nearly Met	6160	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC	51/67	88.35 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	1- Reading by Third Grade Rate	6590	Number and percentage of 3rd grade students who are ELA Grade Level On-Track/Ready as of the last grading period	47/66	14.08 %
<input type="checkbox"/>	Elementary	Reading by Third Grade	4- Borderline to Grade Level Within Academic Year	6034	Number and percentage of 1st-3rd grade students who were not reading on grade level at the end of last year and became on grade level in reading within this academic year	41/66	11.81 %
<input checked="" type="checkbox"/>	Elementary	ELA (SBAC)	1- Standard Not Met/Nearly Met	6142	Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the ELA SBAC	39/67	79.29 %
<input checked="" type="checkbox"/>	Elementary	Reading by Third	5- ELA Grade Level On-Track/Readiness	6035	Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at	37/65	50 %

Grade Retention

the end of this year

2 Academic Growth

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	4- Continuously Enrolled Redesignation Rate	6338	Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year	59/68	37.7 %
<input checked="" type="checkbox"/>	Elementary	EL Redesignation	3- Borderline to Redesignation Within 365 Days	5968	Number and percentage of English Learner 1st grade-12th grade students identified as meeting borderline criteria for redesignation at the end of spring semester and are redesignated within 365 days	36/67	48.98 %

3 Academic Completion

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input checked="" type="checkbox"/>	Elementary	Middle School Readiness	1- EIS Green Zone Rate	6381	Number and percentage of 2nd-6th grade students meeting EIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations	40/68	38.78 %

4 Social Emotional

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Chronic Absenteeism	3- Attendance Growth	5959	Number and percentage of TK-12th grade students who were chronically absent at the end of previous semester who are no longer chronically absent in the current semester	60/68	12.31 %
<input checked="" type="checkbox"/>	Elementary	Chronic Absenteeism	1- Chronic Absenteeism Rate	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	45/68	16.59 %
			1-				

<input checked="" type="checkbox"/>	Elementary	Suspension	Suspension Rate	6109	Number and percentage of students who have been suspended and/or expelled	39/68	3.95 %
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5 Climate Culture

Growth Opportunity Indicators

Selected	Segment	Element	Subelement	ID	Description	Rank	EOY 14-15
<input type="checkbox"/>	Elementary	Student Engagement	3- Disproportionality	5944	Number and percentage of unduplicated students not engaged in any Goal 2 activities whose subgroups are more than 10% negatively disproportionately represented	46/67	33.21 %
<input checked="" type="checkbox"/>	Elementary	Student Engagement	2- Overall Student Participation	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	42/67	41.86 %

Instructional Superintendent Approval : No Yes | Approval Date :

[Only assigned Principal/Vice Principal can save changes]

B. Action Plan

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 1	<p><i>Detail the action:</i> Greenberg will implement school-wide reading comprehension strategies with a focus on Close Reading, Text Complexity, and building in Rigor in order to align with FUSD’s Instructional Practice Guide Tenets 2a, 2b and 2c – Challenging Content. The school will implement a comprehensive reading support and intervention program, with an emphasis on students scoring significantly below grade level on the SBAC, DRP, BAS, and KAIG, in grades K – 6 in the spring 2016 administration.</p>		
<p>SQII Element:</p> <p><i>Reading by 3rd Grade - 6035</i> Number and percentage of 1st-3rd grade students who were reading on grade level at the end of last year and remain reading on grade level at the end of this year.</p>	<p>SQII Sub-element(s):</p> <p><i>5- ELA Grade Level On-Track/Readiness Retention</i></p>	<p>Site Growth Target:</p> <p><i>Rank – 37/65</i> EOY 14/15 – 50% Target – 60% (increase by 10%)</p>	<p>Vendor (contracted services)</p> <p><i>California Teaching Fellows Foundation</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going</p>		<p>Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>	
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, all AC teams will be proficient and consistent in utilizing the text complexity rubric, selecting complex text, developing DOK 3 & 4 text dependent questions and will show a positive impact as measured by SBAC Administration showing at least a 10% increase in the number and percentage of 1st – 3rd grade students who were reading on grade level at the end of the 2015-16 school year and remain on grade level at the end of 2016-17.</p>			
<p>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> • Grade Level Progress Monitoring with student data and work samples • DRP spring and fall administrations • End-of-Year SBAC data • Illuminate Interim Data • Data Analysis Tools from Reading Comprehension Online Resources • CELDT Assessments • AC Team & School Wide Analysis of SQII • Classroom Walkthrough Feedback • Intervention Progress Monitoring (DIBELS, BPST, etc.) 		<p>Owner(s)</p> <p><i>VP/Principal/ AC Teams Teachers</i></p>	<p>Timeline</p> <p><i>Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017.</i></p> <p><i>Quarterly Planning Days will be utilized for planning ELA instructional sequence based off</i></p>

	of student samples and student data.
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Each teacher will specifically review each student’s reading levels and scores at the fall parent conference.</i> • <i>The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students’ SBAC, DRP, BAS, & KAIG goals and progress, provide parents with adequate reading materials and tools, and encourage reading practice at home.</i> • <i>The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students’ particular grade level based on the set goals and strategies being utilized at home by the parents.</i> • <i>An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.</i> • <i>Parents will also be trained on the use of the Parent Portal and how to sign up for EduText.</i> 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Ongoing Professional Development and side-by-side learning with AC Teams and Administration around the use of the Text Complexity Rubric and Rating the DOK level of the TDQs within the planned instructional sequence</i> • <i>Read Notice & Note as staff</i> • <i>On-going training in use of Beers & Probst program and assessments</i> • <i>Staff collaboration during accountable communities</i> • <i>AC Teams will use cognitive planning time to incorporate “Assignments Matters”, elements for ELA unit/lesson development</i> • <i>AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3.</i> • <i>AC Teams and Administration Team will conduct side-by-side learning by using the “Learning by Doing” book while analyzing student work and answering Grounding Question #3.</i> • <i>Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.</i> 	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>All students in grades 1st – 6th grade scoring significantly below grade level will participate in a minimum of 4 – 45 min. reading intervention sessions per week until DRP, BAS, or KAIG scores show they no longer qualify for the intervention services.</i> • <i>Provide a part-time Certificated Tutor to service 1st - 6th grade students at the intensive level. The Certificated Tutor will coordinate the Reading Intervention Program and the Teaching Fellow Reading Tutors.</i> • <i>Greenberg will contract tutors through the Teaching Fellows Corporation to support the Reading Intervention Program under the training of the Certificated Tutor and TSA as well as the First Grade classrooms in order to target Early Literacy Goals.</i> 	

- *Illuminate Assessment results from March 2016 demonstrated that 60% of students participating in the intervention program improved their overall score from Illuminate 1 to Illuminate 2 even though the school had an overall drop of 3 points as a whole.*
- *Purchase materials and supplies to support the reading intervention program such as McMillan McGraw-Hill SRA Reading Mastery Fast Cycle and Corrective Reading curriculum materials.*
- *A deployment model for 1st/2nd Grade, 3rd/4th Grade, and 5th/6th Grade will be implemented in order to serve the diverse literacy needs of the students at the intensive, strategic, and benchmark levels in addition to the core instruction.*
- *Accountable Community Teams will develop and administer formative and summative common assessments in ELA and MATH to monitor student progress and drive instruction.*
- *Teachers will utilize online resources to support reading comprehension and generate student data reports.*
- *Leveled reading books will be utilized by primary grade levels in order to provide leveled reading instruction in the classroom with the goal of reaching grade level reading benchmarks.*
- *Student Technology hardware and software to support the individualized needs of students to improve reading skills and comprehension toward DRP outcomes.*
- *A roving sub will be provided on the day of SST/504 meetings to release the general education teacher to participate in the meetings in order to discuss student progress with parents.*

Specify additional targeted actions for EL students:

- *AC Teams will conduct school wide progress monitoring of high leverage EL standards during Designated and Integrated ELD.*
- *AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets.*
- *AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.*
- *EL students qualifying for these intervention services will receive targeted intervention during daily ELD instruction each week.*

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.1875			\$12,597
1	1	EL	Instruction	Teacher-Regular Salaries	Tutor	0.2813			\$18,900
1	1	EL	Instruction	Teacher-Supplemental Salaries				Extra Pay Contracts for CCSS & ELD Planning	\$4,649

1	1	EL	Instruction	Teacher-Supplemental Salaries				Extra Pay Contracts for After School Tutoring	\$5,813
1	1	Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs for Peer Observations	\$6,855
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology	\$8,885
1	1	Sup & Conc	Instruction	Sub-agreements for Services			Teaching Fellows	Teaching Fellows Contract	\$50,000
1	1	Sup & Conc	Instruction	Materials & Supplies				Materials & Supplies, SRA consumables, Supplies for Parent Meetings	\$25,772
1	1	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies	\$26,544
1	1	EL	Instruction	Materials & Supplies				Materials and Supplies	\$20,543
1	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology	\$12,597
1	1	EL	Instruction	Direct-Graphics (Dr)				Direct Graphics	\$2,000
Total									\$195,155

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates
Action # 2	<p><i>Detail the action: The TK – 2nd Grade Teams will establish an Early Learning Literacy Continuum which will consist of grade level appropriate foundational reading targets, integrated literacy instructional strategies during RIRA, continuous and purposeful progress monitoring of the ELA CCSS standards and prescriptive interventions during the literacy block with the goal of aligning instructional practices with the Literacy Instructional Practice Guide Tenets 2a, 2b, and 2c – Challenging Content. TK students will exit at BAS Level B, Kinder students exit reading at BAS Level D, and First Grade students exit reading at BAS Level J and Second Grade at BAS Level N. The Kindergarten - Second Grade Teams will analyze student results and implement specific teaching strategies to address identified gaps in ELA. The Kindergarten - Second Grade Teams will also provide after school tutorials in order to provide extra support for students not meeting ELA standards on the KAIG and BAS Assessments, specifically English Learner students. The Kindergarten, First, and Second Grade Teams will also incorporate a parent/student incentive system in order to increase parent engagement and participation toward mastery of the ELA standards.</i></p>		
<p><i>SQII Element: Reading by 3rd Grade - 6033 Number and percentage of K-3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate</i></p>	<p><i>SQII Sub-element(s): 2- Disproportionality</i></p>	<p><i>Site Growth Target: Rank – 60/66 EOY 14/15 – 62.65% Target – 50% (reduce by 12%)</i></p>	<p><i>Vendor (contracted services)</i></p>
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context	
<p><i>Write a SMART Goal to address each data point: By June 2017, Greenberg will have established and refined an Early Learning Continuum that will address grade level appropriate foundational reading targets and integrated literacy instructional strategies during RIRA and will show a positive impact on student learning as measured by SBAC, DRP and BAS Administration showing at least a 12% reduction in the number and percentage of Kinder – 3rd grade students who are not reading at grade level and are more than 10% negatively disproportionate.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • Teacher Progress Monitoring • Parent Quarterly Progress Monitoring • KSEP data • KAIG Assessment • BAS Assessment • DRP Assessment • SBAC Assessment 		<p><i>Owner(s) Kindergarten Team, First Grade Team, Second Grade Team Third Grade Team Principal/Vice Principal, COP Instructional Coach TK, Pre-K</i></p>	<p><i>Timeline</i></p>

<ul style="list-style-type: none"> • <i>SQII Indicators</i> 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>A series of Grade-Specific Parent Workshops will be conducted in order to involve parents, create awareness and knowledge of grade-level expectations, and provide parents with instructional materials and strategies that they can use at home.</i> • <i>Teachers will compile quarterly materials to be presented at the Parent Workshops and will provide instruction and strategies for meeting benchmarks.</i> • <i>Parents participating in the Parent Workshops will be provided with the opportunity to track their student's progress toward quarterly benchmark goals.</i> • <i>The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students' particular grade level based on the set goals and strategies being utilized at home by the parents.</i> • <i>An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.</i> 	
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Read Notice & Note as staff</i> • <i>On-going training around complex text selection, TDQ development, and common formative assessments as well as staff collaboration during accountable communities</i> • <i>Teachers will be provided with professional development on prescriptive strategies for differentiated instruction and classroom-based interventions to address the needs of students not meeting grade-level CCSS standards (eg. Guided Reading & Foundational Skills Instructional Approaches)</i> • <i>Pre-K – 2nd Grade Teachers will be provided with training in Foundational Skills including Phonemic Awareness, Phonics, Fluency, Vocabulary, and Sight Words in order to help students meet the target BAS levels for their specific grade: Pre-K BAS Level B, Kinder BAS Level D, 1st Grade BAS Level J and 2nd Grade BAS Level N.</i> • <i>AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3.</i> • <i>AC Teams and Administration Team will conduct side-by-side learning by using the “Learning by Doing” book while analyzing student work and answering Grounding Question #3.</i> • <i>Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.</i> 	
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>Kindergarten and First Grade students not meeting ELA standards will be provided after school tutoring as extra support to target identified gaps.</i> • <i>The Kindergarten – 2nd Grade Teams will establish a parent/student incentive program in which students and parents will be rewarded for meeting quarterly benchmarks toward the KAIG and BAS Assessments. Parents will be provided with materials for home practice in order to help meet quarterly goals.</i> 	
<p><i>Specify additional targeted actions for EL students:</i></p>	

- AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets.
- AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.
- EL students qualifying for these intervention services will receive targeted intervention during daily ELD instruction each week.
- EL students will be provided with after school tutorials in order to increase oral language fluency and vocabulary acquisition.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Purchase materials and supplies for Parent Workshops, ELAC, SSC, Coffee Hour	\$1,500
								Total	\$1,500

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 3	<p><i>Detail the action: Greenberg will engage and involve all AC Teams in professional learning around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th and in alignment with Tenets 2a and 2b from the Math Instructional Practice Guide – Challenging Content. AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring. AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards. After school tutorials will be made available specifically for students with a math grade of D/F. The school will also engage AC Teams in ongoing professional development around FUSD’s 4 Commitments.</i></p>		
<p><i>SQII Element: Math SBAC - 6160 Number and percentage of students scoring Standard Not Met or Standard Nearly Met on the math SBAC.</i></p>	<p><i>SQII Sub-element(s): 1- Standard Not Met/Nearly Met</i></p>	<p><i>Site Growth Target: Rank – 51/67 EOY 14/15 – 88.35% Target – 78% (reduce by 10%)</i></p>	<p><i>Vendor (contracted services) Sunnyside Trophy</i></p>
<p><input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going Reasoning: <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context</p>			
<p><i>Write a SMART Goal to address each data point:</i></p>			

<p><i>By June 2017, Greenberg’s AC Teams will have become more proficient and consistent in providing challenging content as defined in Tenets 2a and 2b of the Instructional Practice Guide for Math including student discourse based on mathematical practices, word problems and math tasks rendering a positive impact on SBAC Math Administration results showing at least a 10% reduction in the number and percentage of students scoring Standard Not Met or Standard Nearly Met.</i></p>		
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> <i>End-of-Unit Math Task Assessments</i> <i>Interim Math Task progress monitoring developed by AC Teams & TSA/Instructional Coach</i> <i>Illuminate Math Interim Assessments</i> <i>AC Team and School Wide Analysis of SQII Indicators</i> 	<p><i>Owner(s)</i></p> <p><i>Principal/ VP TSA AC Teams Teachers</i></p>	<p><i>Timeline</i></p> <p><i>Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017</i></p>
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> <i>Each teacher will specifically review each student’s math grades and scores at the fall parent conference.</i> <i>The school will also host quarterly parent workshops during the fall and spring semesters. The purpose of the workshops will be to inform parents of their students’ math grades, progress, and BBF status to provide parents with adequate materials and tools to encourage home practice toward meeting quarterly math goals.</i> <i>The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students’ particular grade level based on the set goals and strategies being utilized at home by the parents.</i> <i>An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.</i> <i>Funds will be set aside in order to pay staff members to provide babysitting and interpreters for school events and meetings.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> <i>Math & ELA Scope & Sequence Planning Professional Learning</i> <i>Math & ELA CCSS District Training</i> <i>Sunnyside Region Integrated Literacy Model Professional Learning</i> <i>Teachers will be provided with continuous professional development around the 4 instructional commitments of Principle 1 in order to continue to improve practices according to the CCI model.</i> <i>Teachers will engage in continued professional development around math instruction with an emphasis on conceptual learning and application for grades Pre-K – 6th.</i> <i>AC Teams will plan instruction around an end-of-unit math task, along with interim math tasks and assessments for progress monitoring.</i> <i>AC Teams will also plan math instruction to incorporate the flipped model of gradual release, student discourse, real world applications through word problems, and aligned to the math task and quarterly focus standards.</i> <i>TSA and Admin Team will plan with teachers around end-of-unit math and ELA tasks, interim tasks and common assignments, and analyze student data for progress monitoring and planning next steps.</i> 		

- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3.
- AC Teams and Administration Team will conduct side-by-side learning by using the “Learning by Doing” book while analyzing student work and answering Grounding Question #3.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.
- TSA will also assist teachers and AC Teams with lesson modeling through a coaching model and cycle.
- Teachers will be provided with release time to be able to observe for evidence of the 4 instructional commitments within their grade levels and across grade levels through a non-judgmental approach in order to provide feedback for professional development.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Provide Supplemental Contracts or Subs for teacher Scope and Sequence Planning.
- Provide extra pay contracts for subs for teacher Scope and Sequence, Common Formative Assessment Planning, and Student Data Analysis.
- AC Teams will develop quarterly common assignments and common formative assessments for progress monitoring.
- Teachers will be provided with Professional Development to support them with a focus on accountable community teams, progress monitoring, determining interventions, and next instructional steps based on the DuFour Model.
- Students in grades 3 – 5 earning a math grade of D/F will be provided with an opportunity to participate in after school tutoring in math to receive assistance with homework and preparing for assessments.
- Provide materials and supplies for Quarterly Student Achievement Awards Assemblies. Awards will be in the form of certificates from FUSD Graphics Dept., trophies, medallions, pins, etc., in order to motivate and inspire students to strive for academic excellence.
- Grade-appropriate, non-fiction and informational text materials and supplies will be purchased for teachers to be able to implement units of study at grade level rigor according to Scope & Sequence.

Specify additional targeted actions for EL students:

- AC Teams will continue to implement a focus around key instructional strategies for ELD including: support during math instruction around mathematical practices and key terms and vocabulary necessary for working out math word problems and tasks, engaging in student discourse using the key mathematical practices and terms, and conducting specific progress monitoring of EL students based on math interim assessment results.

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 4	Detail the action: AC Teams will conduct school wide progress monitoring of high leverage EL standards during Designated and Integrated ELD. AC Teams will also use the ELD framework with assistance from the ELD department and an Instructional Coach to plan purposeful ELD instruction based on student needs and around specific redesignation and annual growth targets. AC Teams will continue to implement a focus around key instructional strategies for ELD including: text deconstruction-reconstruction, academic language, and talk moves. AC Teams will also plan instructional strategies for our EL students with a strong focus on student talk and task.		

<p><i>SQII Element:</i> <i>EL Redesignation - 6338</i> <i>Number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year.</i></p>	<p><i>SQII Sub-element(s):</i> <i>4- Continuously Enrolled Redesignation Rate</i></p>	<p><i>Site Growth Target:</i> <i>Rank – 60/68</i> <i>EOY 14/15 – 60.53%</i> <i>Target – 70%</i> <i>(increase by 10%)</i></p>	<p><i>Vendor (contracted services)</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, Greenberg’s AC Teams will conduct school-wide progress monitoring of targeted EL standards during integrated and designated ELD resulting in the number and percentage of English Learner students who have been continuously enrolled for 5 years or more and were redesignated in the current year increasing by 10% for a goal of 70%.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>AC Teams to progress monitor high leverage EL Standards during Designated and Integrated ELD</i> • <i>AC Teams to progress monitor ELA standards during Integrated ELD</i> • <i>Collection of student work samples during classroom walkthroughs</i> • <i>AC Team and School Wide Analysis of SQII Indicators</i> • <i>Classroom Walkthrough Feedback</i> 	<p><i>Owner(s)</i></p> <p><i>K – 6th Grade AC Teams, Principal, Vice Principal, TSA/Instructional Coach Teachers</i></p>	<p><i>Timeline</i></p> <p><i>Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>Quarterly Parent Workshops and opportunities for progress monitoring</i> • <i>Parent Attendance and participation at ELAC Meetings</i> • <i>Parent Attendance and participation at Coffee Hour Chats with Principal and Vice Principal</i> • <i>The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students’ particular grade level based on the set goals and strategies being utilized at home by the parents.</i> • <i>An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation.</i> 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Teachers will receive professional learning from Coach with training on CELDT and conduct CELDT chats with students prior to taking the CELDT in the fall. Additionally, teachers will conduct CELDT chats with students who are in position to be redesignated.</i> 			

- Teachers will receive professional development around text deconstruction/reconstruction and student talk moves.
- AC Teams will also utilize the 4 grounding questions to plan the next instructional steps, with a narrow focus on Grounding Question #3.
- AC Teams and Administration Team will conduct side-by-side learning by using the “Learning by Doing” book while analyzing student work and answering Grounding Question #3.
- Teachers and AC Teams will measure their impact on student learning by analyzing district interim assessment results, and their own progress monitoring against the SMART Goal in order to pinpoint incremental growth and target-meeting.

Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):

- Teachers will provide Designated ELD Instruction through a deployment model in which students’ specific language needs will be met through purposeful and carefully planned ELD. Teachers will also provide Integrated ELD throughout the instructional day across the subject areas.
- Provide subs to release teachers to administer the CELDT and/or for district CELDT assessors to administer parts of the test as needed.
- 3rd-6th grade students who are close to re-designation but need extra support in Reading and Writing will receive targeted instruction specifically focused on developing Reading and Writing proficiency during ELD instruction and targeted after school tutoring.

Specify additional targeted actions for EL students:

- Home School Liaison to support EL students and families through interpreting, outreach, home visits and related services.

Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	EL	Instruction	Direct-Other (Dr)				CELDT Assessors	\$3,000
								Total	\$3,000

Domain	<input checked="" type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 5	<p>Detail the action: Greenberg will implement various classroom-based and school-based interventions that target attendance, behavior and academics in order to increase the number and percentage of 2nd – 6th grade students meeting the EHS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations. Interventions will include school wide incentives for meeting attendance goals, positive behavior incentive systems including personal behavior plans and goals, as well as school wide and individual motivational incentives for meeting academic targets and goals. Greenberg staff will continue to implement CHAMPS & STOIC strategies, as well as enforce Safe & Civil Initiatives and restorative practices through an ongoing cycle of continuous improvement model (CCI).</p>		

<p><i>SQII Element:</i> <i>Middle School Readiness – 6381</i> <i>Number and percentage of 2nd-6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) *2nd grade excluded from Q1 and Q2 calculations</i></p>	<p><i>SQII Sub-element(s):</i> <i>1- EIIS Green Zone Rate</i></p>	<p><i>Site Growth Target:</i> <i>Rank – 40/68</i> <i>EOY 14/15 – 38.78%</i> <i>Target – 48%</i> <i>(increase by 10%)</i></p>	<p><i>Vendor (contracted services)</i> <i>Sunnyside Tophy</i> <i>Oriental Trading Co.</i> <i>Positive Promotions</i></p>
<p><input type="checkbox"/> <i>New Action</i> <input checked="" type="checkbox"/> <i>On-going</i></p>		<p><i>Reasoning:</i> <input checked="" type="checkbox"/> <i>Data</i> <input type="checkbox"/> <i>Research-based</i> <input type="checkbox"/> <i>Local Knowledge/Context</i></p>	
<p><i>Write a SMART Goal to address each data point:</i> <i>By June 2017, the number and percentage of 2nd – 6th grade students meeting EIIS attendance, behavior and academic criteria (green zone) . *2nd grade excluded from Q1 and Q2 calculations will show an increase of 10% meeting a goal of 48% through the implementation of a school-wide PBIS system, Goal 2 activities, and Perfect Attendance Incentives.</i></p>			
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> <i>(Include all interim monitoring evidence points showing impact)</i></p> <ul style="list-style-type: none"> • <i>SQII Data</i> • <i>Weekly/Monthly Attendance Reports from Welfare & Attendance Specialist</i> • <i>Teacher/Admin. monitoring of identified individual students</i> • <i>A2A monitoring tools</i> 	<p><i>Owner(s)</i> <i>Principal, VP,</i> <i>Teachers, Home School Liaison, Welfare & Attendance Specialist,</i> <i>Safe & Civil Team</i></p>	<p><i>Timeline</i> <i>Implementation begins with staff development in August 2016, before the first day of school and continues through June 2017</i></p>	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>The Home School Liaison and Welfare and Attendance Specialist will work in conjunction with the Administration in order to help create awareness with parents around regular school attendance.</i> • <i>The Administration Team, in conjunction with Lead Teachers, will maintain parents engaged by following up with them during Coffee Hour and ELAC to gage student progress toward the defined Quarterly Goals for their students’ particular grade level based on the set goals and strategies being utilized at home by the parents.</i> • <i>An incentive system will be created in order to reward parents who helped their students meet their Quarterly Goals both at Awards Assemblies and at parent meeting groups such as Parent University, Parent Workshops, Coffee Hour and ELAC in order to motivate and encourage parent participation,</i> 			
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Teacher to undergo ongoing training around “Class Meetings That Matter”</i> • <i>Teachers to undergo ongoing OLWEUS anti-bullying training</i> • <i>Teachers to undergo ongoing Second Step Training</i> 			
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p>			

- Classroom teachers and Office Assistant will make a concerned call home when chronically absent students are not at school. When necessary, Office Assistant will be provided with extra time to make phone calls, parent contacts, and maintain documentation.
- Provide materials, resources, and incentives to implement a School-wide program to reduce tardies and absences in conjunction with the Kiwanis Club.
- The Principal, VP and Home School Liaison will conduct home visits of chronically absent students (“Mobile Truancy Conference”).
- The Home School Liaison will be reimbursed for mileage spent on conducting home visits.
- Noon Time Sports will be coordinated by the Vice Principal and the Noon Time Assistants during lunch recess.
- Student clubs, organizations, and extra-curricular activities will be organized and offered during and after school in order to provide students opportunities to interact positively and make connections with their peers and with an adult mentor. Certificated and Classified staff will be offered extra pay contracts to organize and coordinate the after school clubs.
- The Safe & Civil Team will establish a school-wide PBIS (Positive Behavior Incentive System) through which students can earn incentives for exhibiting positive behavior and meeting behavior expectations in order to create a safe climate that is conducive to learning.

Specify additional targeted actions for EL students:

- El Students who make progress toward their annual goal and target, or who redesignate, will be rewarded through an incentive system in order to foster student motivation and non-cognitive skills such as stamina and perseverance.

Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	1	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.5000		HSL - Home Visits & Parent Education	\$30,439
5	1	EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.5000		HSL - Home Visits & Parent Education	\$30,439
5	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SSTs & IEPs	\$5,713
5	1	Sup & Conc	Instructional Administration of Special Projects	Clerical, Technical & Office-Sup				Extra Hours for Classified Staff	\$4,000
5	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Babysitting	\$852

5	1	Sup & Conc	Attendance & Social Work Services	Local Mileage				Mileage Reimbursement for HSL	\$500
5	1	Title 1 Basic	Parent Participation	Materials & Supplies				Parent Supplies – No Food/ No Incentives	\$768
								Total	\$72,711

Domain	<input type="checkbox"/>	<i>1. Academic – Performance/Growth/ Completion/Retention/Graduation Rates</i>	<input checked="" type="checkbox"/>	<i>2. Social/Emotional - Absenteeism/Suspension/ Expulsion Rates</i>	<input type="checkbox"/>	<i>3. Culture/Climate - Student/Parent Engagement/SPED Identification/ ELL Re-designation Rates</i>
Action # 6	<p><i>Detail the action:</i> Implement a multi-tiered level support system for both individual students and student subgroups who have 1 or more Out of School suspension incidents utilizing OLWEUS, 2nd Step, and Class Meetings scope & sequence in conjunction with quality first teaching utilizing instructional engagement strategies.</p>					
<i>SQII Element:</i> Suspension - 6109 Number and percentage of students who have been suspended and/or expelled	<i>SQII Sub-element(s):</i> 1- Suspension Rate		<i>Site Growth Target:</i> Rank – 39/68 EOY 14/15 – 3.95% Target – 1.97% (reduce by 50%)		<i>Vendor (contracted services)</i>	
<input type="checkbox"/> New Action <input checked="" type="checkbox"/> On-going		<i>Reasoning:</i> <input checked="" type="checkbox"/> Data <input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context				
<p><i>Write a SMART Goal to address each data point:</i> By June 2017, the number and percentage of students who have been suspended and/or expelled will have been reduced by 50% through a school-wide multi-tiered level of support for individual and student subgroups who have 1 or more out of school suspensions. .</p>						
<p><i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model:</i> (Include all interim monitoring evidence points showing impact)</p> <ul style="list-style-type: none"> Suspension/Expulsion Reports Office Referral Tacking System Individual & Student Subgroup Monitoring 			<p><i>Owner(s)</i></p> <ul style="list-style-type: none"> Principal Vice Principal Classroom Teachers NTAs and Coaches 		<p><i>Timeline</i></p> <p>Monitoring of data begins in August 2016 and continues through June 2017</p>	

	<ul style="list-style-type: none"> • <i>Safe & Civil Team</i> 	
<p><i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i></p> <ul style="list-style-type: none"> • <i>A Pre-suspension letter and parent conference will be utilized for a child’s first offense.</i> • <i>Principal or Vice Principal will hold a parent conference to communicate the severity of the student action, expectations, and offer support when necessary.</i> 		
<p><i>Describe related professional learning:</i></p> <ul style="list-style-type: none"> • <i>Teacher to undergo training around “Class Meetings That Matter”</i> • <i>Teachers to undergo OLWEUS anti-bullying training</i> • <i>Teachers to undergo Second Step Training</i> • <i>AC Team and School Wide Analysis of SQII Indicators</i> 		
<p><i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i></p> <ul style="list-style-type: none"> • <i>All teachers will be trained in OLWEUS and Second Step. They will implement the anti-bullying and social skills curriculum and conduct circle sessions in their classroom on a weekly basis in order for students to openly address bullying incidents and equip themselves with preventative measures.</i> • <i>Specific individual students and student subgroups will be strategically connected to a caring adult on campus. The adult will reach out to the student at least 2 times a week to mentor, follow up on office referrals, have conversations around academics/social emotional, build relationship, etc. The adults will know the students by name, by need, by interest.</i> 		
<p><i>Specify additional targeted actions for EL students:</i></p> <ul style="list-style-type: none"> • <i>EL Students will be provided with the opportunities to engage in language development opportunities during class meeting topics, second step lessons, and OLWEUS school initiatives.</i> 		

Domain	<input type="checkbox"/> 1. Academic – Performance/Growth/Completion/Retention/Graduation Rates	<input type="checkbox"/> 2. Social/Emotional - Absenteeism/Suspension/Expulsion Rates	<input checked="" type="checkbox"/> 3. Culture/Climate - Student/Parent Engagement/SPED Identification/ELL Re-designation Rates
Action # 7	<i>Detail the action: The school will implement structures and create conditions in which students will have multiple opportunities to engage in extracurricular activities, athletics, and elective courses in order to foster and maintain student interest, improve student participation and engagement while at school.</i>		
<i>SQII Element: District Dashboard (Goal 2) Student Engagement - 2080 Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics).</i>	<i>SQII Sub-element(s): 2- Overall Student Participation</i>	<i>Site Growth Target: Rank – 42/67 EOY 14/15 – 41.86% Target – 75% (increase by 33%)</i>	<i>Vendor (contracted services)</i>
<input type="checkbox"/> New Action	<input checked="" type="checkbox"/> On-going	<i>Reasoning:</i> <input checked="" type="checkbox"/> Data	<input type="checkbox"/> Research-based <input type="checkbox"/> Local Knowledge/Context
<i>Write a SMART Goal to address each data point: By June 2017, the number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics) will have increased by 33% for an overall target of 75% participation through a school-wide effort and school culture that promotes and highlights student engagement and involvement through the Student Council.</i>			
<i>Explain the Progress Monitoring using the Cycle of Continuous Improvement model: (Include all interim monitoring evidence points showing impact)</i>		<i>Owner(s)</i>	<i>Timeline</i>
<ul style="list-style-type: none"> Goal 2 SQII Data Grade Level Elective Course Registration 		<ul style="list-style-type: none"> Principal Vice Principal Classroom Teachers NTAs & Coaches 	Monitoring of data begins in August 2016 and continues through June 2017
<i>Explain the Targeted Actions for Parent Involvement (required by Title I):</i>			
<ul style="list-style-type: none"> Parent Volunteers will be recruited to assist with coordination of special school events such as the School Carnival, Field Trips, and assisting with volunteering in the classroom during elective courses. 			
<i>Describe related professional learning:</i>			
<ul style="list-style-type: none"> Teachers, NTAs and Coaches will be trained on the concept and logistics of Noon-Time Sports. Teachers will be provided with training on implementing an elective wheel for interested grade levels. 			
<i>Describe direct instructional services to students, including materials and supplies required (curriculum and instruction):</i>			

- *Certificated and Classified Staff will be provided with extra pay contracts to organize and coordinate after school clubs and sports.*
- *The Vice Principal and the NTAs will coordinate Noon-Time Sports during lunch in order to involve and engage students in athletics.*
- *Specific grade levels will organize and coordinate a quarterly elective wheel based on student interest.*

Specify additional targeted actions for EL students:

- *El Students will be especially encouraged to participate in extracurricular activities such as Peach Blossom and the Spelling Bee as well as the Talent Show.*

C.1. Budget – Allocations and Planned Expenditures

(Insert Budget Report)

D.1. Centralized Services - No Centralized Services are utilized at this time. District Support Services:

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2016/17

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$47,616 *
7090	LCFF Supplemental & Concentration	\$139,406
7091	LCFF for English Learners	\$85,344
		\$272,366
TOTAL 2016/17 ON-SITE ALLOCATION		\$272,366

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,036
Remaining Title I funds are at the discretion of the School Site Council	\$46,580
Total Title I Allocation	\$47,616

Note: LCFF Library Materials/Unit 7099 funds are now included in Additional Library Supplies/Unit 0625 and given to the school to be prioritized by the Librarian.

2016-2017 Budget for SPSA/School Site Council

State/Federal Dept 0510 Greenberg Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs for Peer Observations	6,855.00
1	1	Title 1 Basic	Instruction	Mat & Supp			: Materials and Supplies	26,544.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			: Technology	12,597.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.188		12,597.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies, SRA consumables, Supplies for Parent Meetings	25,772.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology	8,885.00
1	1	Sup & Conc	Instruction	Subagreements			Teaching Fellows : Teaching Fellows Contract	50,000.00
1	1	EL	Instruction	Teacher-Regu	Tutor	0.281		18,900.00
1	1	EL	Instruction	Teacher-Supp			Extra Pay Contracts for CCSS & ELD Planning	4,649.00
1	1	EL	Instruction	Teacher-Supp			Extra Pay Contracts for After School Tutoring	5,813.00
1	1	EL	Instruction	Mat & Supp			: Materials and Supplies	20,543.00
1	1	EL	Instruction	Direct-Graph			Direct Graphics	2,000.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			: Purchase materials and supplies for Parent Workshops, ELAC, SSC, Coffee Hour	1,500.00
4	1	EL	Instruction	Direct-Other			CELDT Assessors	3,000.00
5	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	852.00
5	1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Supplies	768.00
5	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs & IEPs	5,713.00
5	1	Sup & Conc	Instructional Administration of Sp	Cl&Tech-Sup			Extra Hours for Classified Staff	4,000.00
5	1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.500	HSL - Home Visits & Parent Education	30,439.00
5	1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage Reimbursement for HSL	500.00
5	1	EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.500	HSL - Home Visits & Parent Education	30,439.00

\$272,366.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$47,616.00
Sup & Conc	7090	\$139,406.00
EL	7091	\$85,344.00
Grand Total		\$272,366.00

Domain Totals	Budget Totals
Academic	\$272,366.00
Grand Total	\$272,366.00

E.1. Assurances

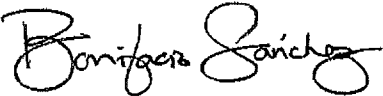

<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 received 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 educationally disadvantaged students, students with disabilities, gifted and talented students, English Learners, and migrant students.</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 students' achievement, meet measurable objectives, provide high quality professional development, and support struggling students use scientifically-based research. The reforms provide opportunities for all students to meet State Standards by implementing the Common Core, extending learning time, and supporting grade-level and school-level student transitions.</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 for annual approval by the Board of Education.</p>

E.2. School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Bonifacio Sanchez	X				
2. Chairperson - Maria Belmonte Soto				X	
3. Rigoberto Sandoval		X			
4. Anna Zamora		X			
5. Maribel Vargas		X			
6. Guadalupe Martinez			X		
7. Daisy Hernandez				X	
8. Karin Sharma				X	
9. Manjit Kaur				X	
10. Mai Xiong				X	
11.					
12.					
13.					
14.					
15.					
<input checked="" type="checkbox"/> ELAC operated as a school advisory committee.		<input type="checkbox"/> ELAC voted to fold into the SSC - Date _____.			

Title I School Site:
<input type="checkbox"/> This site operates as a non-Title I school.

E.3. Required Signatures

School Name: Greenberg			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance and consulted with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan and recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement for 2014-2016.			
Title	Print Name Below	Signature Below	Date
Principal	Bonifacio Sanchez		3/30/16
SSC Chairperson	Maria Belmonte Soto		3/30/16

E.4. Addendum – Attach Site Parent Involvement Policy/Compact/SSC Bylaws