

Powers-Ginsburg Elementary

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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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.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Angela Balliet	X				
2. Chairperson - Mike West		X			
3. Angela Molander			X		
4. (Danny) Stephen Stewart		X			
5. Linda Herman		X			
6. Amy Winebrenner				X	
7. Ruben Luna				X	
8. Sylvia Contreras				X	
9. Kaylia Metcalfe				X	
10. Socorro Lopez				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 <u>2/3/17</u> .

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angela Balliet	<i>Angela Balliet</i>	3/14/17
SSC Chairperson	Mike West	<i>Mike West</i>	3/14/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$40,780 *
7090	LCFF Supplemental & Concentration	\$149,686
7091	LCFF for English Learners	\$34,671
TOTAL 2017/18 ON-SITE ALLOCATION		\$225,137

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$766
Remaining Title I funds are at the discretion of the School Site Council	\$40,014
Total Title I Allocation	\$40,780

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	22/68	N/A ³	28.31%	32.52%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	17/68	N/A ³	27.78%	28.57%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	12/66	N/A ³	33.33%	38.89%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	14/68	0.00% ⁴	43.39%	40.40%	30.66%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	43/63	N/A ⁶	10.45%	25.35%	1.19%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	48/63	N/A ⁶	28.36%	42.25%	10.71%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	18/67	N/A ⁷	N/A ⁷	25.84%	26.76%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	28/67	N/A ⁸	N/A ⁸	23.08%	23.83%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input checked="" type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	43/68	7.50%	20.37%	14.29%	8.99%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	59/68*	26.83%	17.17%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	46/68	29.73%	43.02%	45.24%	50.62%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	48	ADA Attendance Rate	33/68	94.37%	94.71%	95.06%	94.49%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	42/69	15.03%	15.58%	16.84%	16.75%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	18/68	N/A ¹⁰	N/A ¹⁰	28.86%	30.34%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	52/69	13.06%	0.00%	0.18%	0.17%	•LCAP Dashboard - 6SchoolClimate

<input checked="" type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	51/68	13.06%	8.92%	10.00%	7.24%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	67/68	0.18%	0.19%	0.35%	0.00%	•LCAP Dashboard - 6SchoolClimate
<input checked="" type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	32/67	69.95%	49.54%	54.21%	72.29%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	36/68	N/A ¹³	N/A ¹³	70.92%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	31/69	N/A ¹³	N/A ¹³	65.82%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	40/68	N/A ¹³	N/A ¹³	57.58%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	48/68	N/A ¹³	N/A ¹³	69.12%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: angela.balliet - 02/17/2017

Save

Powers-Ginsburg Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	33	39	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	26	32	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will continually improve ELA/Literacy teaching and student learning by ensuring that all students receive effective instruction, necessary support, and interventions (systematic RTI) to demonstrate continuous progress and mastery of standards.

SMART Goals

By June 2018, the percentage of students scoring Standards Met or Standards Exceeded on the ELA SBAC will increase by 6%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District ELA Interim Assessments, Grades 1-6
- AC Common Formative Assessments (minimum of 1 per unit) and Data Analysis Protocols
- Classroom observations, feedback, and reflective conversations (IPG Tool/Data Summary Report)
- ELA SBAC

Owner(s):

Principal & Vice Principal
 Instructional Leadership Team
 Teacher on Special Assignment
 Accountable Communities

Timeline:

Quarterly

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

Describe Related Professional Learning:

- Assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs
- Parent University classes will be offered as on-going parent/student education efforts

- Teachers will receive in-classroom side by side instructional support by the TSA to build their capacity in providing effective instructional practices (as defined by the Literacy IPG) and implementation of tiered levels of intervention for continuous improvement in teaching and student learning.
- Site professional learning content will be determined by student and teacher needs, in alignment to district and site priorities, such as: Effective instruction as defined by the Literacy IPG, Response to Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, Guided/Transitional Reading Instruction, and use of technology to support instruction/assessment.
- ACs will receive support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data)
- AC teams will receive support with instructional planning (mapping quarterly teaching/assessment cycles), with sub release one time per semester.
- Teachers will have opportunities for peer observations, one on one instructional coaching, and goal setting/progress monitoring conferences, as needed.
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- TSA will develop, coordinate, and support staff in the implementation of a systematic Response to Intervention (RTI) approach to meeting various student needs, including: school-wide structures, clear criteria for each tier, and effective instructional practices for each tier of intervention.
- All students will receive quality ELA/Literacy instruction aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on challenging content, student ownership, and on-going improvement (Tier 1).
- All students in grades K-6 will receive differentiated reading instruction (Tier 2), based on students' assessed reading needs, as determined by frequent Common Formative Assessments (CFAs).
- All teachers will monitor students' instructional reading level progress through measures including Degrees of Reading Power (DRP) for Grades 2-6, Benchmark Assessment System (BAS)/Fluency for Grades K-1, and informal running records.
- Identified students (based on established criteria) will be referred to the Student Success Team in order to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through sub release).
- ACs will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on reading.
- ACs will create and administer CFAs aligned to Essential Learnings (minimum of 1 per unit).
- Students who are performing significantly below grade level (according to established criteria) will receive intensive, remedial reading instruction through the support of the RSP teacher and Instructional Assistant in the Reading Lab (Tier 3), using supplemental reading curriculum (i.e. Reading Mastery, Corrective Reading, WonderWorks, etc.).
- Instructional materials and resources that are aligned to Literacy CCSS will be provided for high level of student engagement and access to rigorous content.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (Tier 2) in addition to ELD instruction.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners and economically disadvantaged students.
- Home School Liaison will support parents of EL and economically disadvantaged students through verbal and written communications between home and school.

Powers Budgeted Expenditures

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1		1 Title 1 Basic	Instruction	Instr Aide-Regular Salaries	Paraprof, Instructional Asst	0.4375			\$ 11,674.00
1		1 Title 1 Basic	Psychological Services	Certificated Pupil Support-Regular	Psychologist, School	0.1000		4.0 hrs per week--	\$ 13,634.00
1		1 Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	1.0000		RTI/Instructional Support	\$ 110,055.00
1		1 Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs SSTs. Also Actions 2-5	\$ 2,558.00
1		1 Title 1 Basic	Instruction	Teacher-Substitute Salaries				Subs: Professional Learning. Also Action 2	\$ 6,507.00
1		1 Title 1 Basic	Instruction	Materials & Supplies				Materials/Supplies: reading/math. Also Action 2	\$ 2,117.00
1		1 Title 1 Basic	Instruction	Non Capitalized Equipment				Technology. Also actions 2-3	\$ 5,648.00
1		1 Sup & Conc	Instruction	Materials & Supplies				Materials/Supplies. Also Actions 2-6	\$ 10,000.00
1		1 Sup & Conc	Parent Participation	Materials & Supplies				Parent materials, food, supplies. Also Actions 2-6	\$ 700.00
Total									\$ 162,893.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	29	35	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	23	29	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will continually improve Mathematics teaching and student learning by ensuring that all students receive effective instruction, necessary support, and interventions (systematic RTI) to demonstrate continuous progress and mastery of standards.

SMART Goals

By June 2018, the percentage of students scoring Standards Met or Standards Exceeded on the Math SBAC will increase by 6%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- District Math Interim Assessments, Grades 1-6
- AC Common Formative Assessments (minimum of 1 per chapter) and Data Analysis Protocols
- Classroom observations, feedback, and reflective conversations (IPG Tool)
- SBAC Math

Owner(s):

- Instructional Leadership Team
- Accountable Communities
- Teacher on Special Assignment

Timeline:

Quarterly

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

- Assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Parents will be invited to Student Success Team meetings for identified students to collaboratively develop interventions necessary to support individual students' needs
- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs
- Parent University classes will be offered as on-going parent/student education efforts

Describe Related Professional Learning:

- Teachers will receive in-classroom side by side instructional support by the TSA to build their capacity in providing effective instructional practices (as defined by the Math IPG) and implementation of tiered levels of intervention for continuous improvement in teaching and student learning.
- Site professional learning content will be determined by student and teacher needs, in alignment to district and site priorities, such as: Effective instruction as defined by the Math IPG, Response to Intervention (Tiered Levels of Intervention), use of Common Formative Assessments, and use of technology to support instruction/assessment.
- ACs will receive support with strengthening the Foundations for Accountable Communities (Focused on

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- TSA will develop, coordinate, and support staff in the implementation of a systematic Response to Intervention (RTI) approach to meeting various student needs, including: school-wide structures, clear criteria for each tier, and effective instructional practices for each tier of intervention.
- All students will receive quality Math instruction aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on challenging content, student ownership, and on-going improvement (Tier 1).
- All students in grades K-6 will receive differentiated Math instruction (Tier 2), based on students' assessed needs, as determined by frequent Common Formative Assessments (CFAs).
- Identified students (based on established criteria) will be referred to the Student Success Team in order to determine appropriate Tier 3 intervention supports (SPED and GE teachers will participate through sub release).
- ACs will calibrate and restructure daily instructional schedules to ensure maximized minutes spent on Math instruction.
- ACs will allot time in instructional schedule to develop math fluency, and will determine guidelines, frequency, and measurement that will be utilized (Tier 1).
- ACs will create and administer CFAs aligned to Essential Learnings (minimum of 1 per chapter).
- Students who are performing significantly below grade level (according to established criteria) will receive intensive, remedial Math instruction through the support of the RSP teacher and Instructional Assistants in the Math Lab (Tier 3), using supplemental Math curriculum (i.e. Number Worlds, Touch Math, etc.).
- Instructional materials and resources that are aligned to Math CCSS will be provided for high level of student engagement and access to rigorous content.
- Students will have access to technology resources that allow for differentiated learning, scaffolding, enrichment, and assessment.
- School Psychologist will conduct psycho-educational assessments for identified students with intensive academic needs.

- responding to student learning needs, based on assessment data)
- AC teams will receive support with instructional planning (mapping quarterly teaching/assessment cycles), with sub release one time per semester.
- Teachers will have opportunities for peer observations, one on one instructional coaching, and goal setting/progress monitoring conferences, as needed.
- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- EL students performing at language acquisition levels 1-3 will receive differentiated Math instruction (Tier 2) in addition to ELD support
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners and economically disadvantaged students
- Home School Liaison will support parents of EL and economically disadvantaged students through verbal and written communications between home and school

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	9	16	

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will increase the number of EL students meeting re-designation criteria within an appropriate length of time by ensuring that EL students receive integrated and designated ELD instruction that targets their language and academic needs.

SMART Goals

By June 2018, the number and percentage of English Learner students who are redesignated (meet criteria in both language and reading proficiency) will increase by 7%, as measured by CELDT/ELPAC and ELA Interim/DRP.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- English Learner Plan
- EL Goal Setting Report (CELDT/ELPAC and ELA Interim/DRP assessment data)
- Dis-aggregated assessment data by EL subgroup

Owner(s):

Principal & Vice Principal
Teachers

Timeline:

Quarterly

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

- Assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Teachers will review EL Goal Setting Report and CELDT/ELPAC reports with parents and students and provide guidance on how to help students reach English language proficiency
- Home School Liaison, in conjunction with Parent University, will provide parents of EL students with training on how to help their children with school success, improved communication with school, and resources that are available in the community
- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

Describe Related Professional Learning:

- Teachers will receive in classroom side by side instructional support by the TSA and professional learning opportunities for continuous improvement in teaching and student learning to meet the needs of EL students, such as integrated and designated ELD instruction, using Wonders EL curriculum resources to provide ELD instruction, instructional planning and implementation with alignment between ELD standards/framework and ELA/Literacy standards, and use of the EL Goal Setting Report to target students' instructional needs.
- ACs will receive support with strengthening the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data)
- AC teams will receive support with instructional planning (mapping quarterly teaching/assessment cycles), with sub release one time per semester.
- Teachers will have opportunities for peer observations, one on one instructional coaching, and goal

setting/progress monitoring conferences, as needed.

- ILT members will analyze data, determine needs, plan for action and engage in planning in support of leading their Accountable Community, as well as the school-wide instructional program.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Teachers will conduct CELDT/ELPAC data chats with targeted students and set growth targets.
- Teachers will review the EL Goal Setting Report, CELDT/ELPAC scores, and reading assessment data with students, set goals, and monitor progress quarterly.
- EL students at levels 1-3 will receive designated ELD instruction, focused on increased language acquisition through reading, writing, listening, and speaking standards.
- EL students will receive integrated ELD instruction in alignment with CCSS throughout the day in every lesson/content area.
- CELDT/ELPAC assessors will administer CELDT/ELPAC to all EL students
- Instructional materials, resources, and technology will be provided to support ELD instruction and assessment in order to address the academic and language needs of English Learners.

- Home School Liaison to provide verbal and written communications in EL students' home language to bridge communication gap between home and school.

Powers Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.4375			\$ 13,272.00
3	2	LCFF: EL	Instruction	Teacher-Substitute Salaries				Subs: EL professional learning/planning	\$ 3,951.00
3	2	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators Parent Conf. Classified Sup	\$ 1,085.00
3	2	LCFF: EL	Instruction	Non Capitalized Equipment				EL Technology. Also actions 1, 2, and 6	\$ 7,000.00
3	2	LCFF: EL	Instruction	Materials & Supplies				EL materials/supplies. Also Actions 1-6	\$ 7,563.00
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				CELDT/ELPAC Assessors	\$ 1,100.00
3	2	LCFF: EL	Parent Participation	Materials & Supplies				Parent Involvement: food, supplies, materials. Also Actions 1-6.	\$ 700.00
Total									\$ 34,671.00

Action # 4

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
48 - Attendance rate	95	97	Other - Please specify within action

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will increase overall student attendance by implementing classroom and individual incentives/rewards to encourage students to come to school on time and every day, holding regular conferences with parents of chronically absent students about the importance of good attendance, and ensuring resources and on-going communication with families.

SMART Goals

By June 2018, our overall student attendance rate will increase by 2%, as measured by ATLAS attendance records.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <p>ATLAS Attendance Data Reports</p> <p>Attendance Conferences with Parents - Sign-in Sheets/Logs</p> <p>Parent Contacts/Home Visits for students with chronic attendance</p> <p>Classroom Perfect Attendance Logs</p>	<p>Owner(s):</p> <p>Office Assistant</p> <p>Home School Liaison</p>	<p>Timeline:</p> <p>Monthly</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Parents of identified students with attendance concerns will be invited and encouraged to attend conferences with administrators/HSL focused on improving their child’s attendance and will receive information about how to connect with community resources
 - The Home School Liaison will make phone contacts and home visits to families of students who are chronically absent to encourage improved attendance
 - Parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized
 - Parents will receive ongoing school communications about the importance of good attendance
- Staff will receive professional learning opportunities, focused on the importance of good attendance, policies/procedures for classroom and individual attendance program, and connecting with families to increase attendance.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will contribute to classroom competitions for earning perfect attendance, recognized by classroom Perfect Attendance Poster (i.e. one letter of the word "Perfect" for each day of 100% classroom attendance), incentive/treat, and morning announcements.
- Home School Liaison will conduct regular check-ins with identified students, hold attendance conferences with parents, and develop incentive contracts for students with chronic or severely chronic attendance.
- Students will receive individual incentives to encourage improved attendance and awards to recognize students with perfect attendance.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support parents of EL and economically disadvantaged students through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents

Action # 5

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	10	7	On-Site Counseling/FPU

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders by implementing agreed upon levels of misbehaviors and response strategies, a character building program, and provide social-emotional support inside and outside of the classroom.

SMART Goals

By June 2018, out of school suspension incidents per 100 will decrease by 3%, as measured by ATLAS suspension records.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target</p> <ul style="list-style-type: none"> • ATLAS Monthly Suspension Reports • ATLAS Weekly Office Referral by Teacher Analysis • SEL Survey • Student Survey (Misbehavior Ratings) • Staff Survey (Discipline and Misbehavior Ratings) • Class Meetings Quarterly Documentation • Student Success Team Behavior Referrals • Student Behavior Support Plans 	<p>Owner(s):</p> <p>Culture/Climate Team</p> <p>Student Success Team</p> <p>School Psychologist</p>	<p>Timeline:</p> <p>Monthly</p>
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Explain the Targeted Actions for Parent Involvement (required by Title I):

Describe Related Professional Learning:

- Parents will receive proactive teacher contact and conferences to address student behavioral concerns and discuss resolutions.
- Parents will receive teacher contact for student Level 2 misbehavior and administration contact for student Level 3 misbehavior.
- Parents will be invited to Student Success Team meetings to collaboratively develop behavioral/social emotional interventions necessary to support individual students.

- Staff will receive professional learning opportunities on topics including: Behavioral interventions/supports for classroom and individual students (Levels of Responses to Misbehavior), Safe & Civil Schools, CHAMPS, Tough Kids, Class Meetings, and Second Step Training.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- All teachers will implement weekly Classroom Meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, and promoting positive classroom and school climate (Tier 1).
- Students will have opportunities to participate in school-wide activities and incentives to promote character development through the pillars of Character Counts (Tier 1).
- Students in grades 1-6 will receive opportunities for alternative recess location (Jaguar Treehouse), structured play, and support by the Home School Liaison with appropriate social interactions (Tier 2).
- Identified students will receive support through informal or formal behavior support contracts/interventions with incentives/rewards to promote positive behavior (Tier 2-3).
- Students will be referred to the Student Success Team (based on criteria) to determine Tier 3 behavioral/social-emotional interventions.
- On-Site Counseling services will be provided for identified students exhibiting intensive social-emotional needs (Tier 3).
- School Psychologist will conduct assessments and provide crisis support for identified students with intensive social emotional needs.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Home School Liaison will support parents of EL and economically disadvantaged students through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents

Powers Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				Counseling 2% REA Evaluation Fee	\$ 433.00	
5	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	Counseling 15 hrs p/ wk 38 weeks	\$ 21,660.00	
Total									\$ 22,093.00	

Action # 6

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	72	80	Fun Works

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Powers-Ginsburg will increase student engagement in arts, activities, and athletics and provide opportunities for increased connections with their peers and caring adults at school by implementing a sports program, Meaningful Work through Student Jobs, elective wheel classes, student clubs, and various other school activities.

SMART Goals

By June 2018, the number and percentage of unique students who are engaged in any Goal 2 activities (arts, activities, and athletics) will increase by 8%, as measured by ATLAS Student Engagements.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- ATLAS Student Engagements (Goal 2) Data
- Student Job Participant Records
- Sign-in logs from parent meetings
- Responses on the School Culture and Climate Student and Parent Surveys

Culture/Climate Team

Quarterly

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

Describe Related Professional Learning:

- Parents will be involved with their child’s education and participate in school events, such as selection of Student Jobs, Elective Wheel courses, and opportunities for engagements in arts, activities, and athletics (i.e. student performances, games, music programs).
- Parents will be encouraged to participate in bi-monthly parent coffee hour meetings, ELAC, SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, decision-making, informational presentations, and student performances.
- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, and programs offered to students.
- Parents will receive a monthly calendar of parent meetings and school activities, and receive additional information about school events through school newsletters, School Messenger phone calls, and other

- Staff will receive district/site professional learning opportunities on topics, including: Meaningful Work Through Student Jobs and Student Clubs
- Culture & Climate Team planning for school improvement efforts

school communications.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Students in grades 2-6 will have the opportunity to participate in Meaningful Work through Student Jobs and participate in monthly meetings with their job supervisor for feedback
- All students will have opportunities to participate in school assemblies, presentations, and field trips to foster school participation, interest, and connections to school, their community, and future careers.
- Students in grades 1-6 will participate in a weekly Elective Wheel classes for increased opportunities to engage in arts, activities, and athletics.
- Students in grades 4-6 will have opportunities to participate in Music classes.
- Students in grades 3-6 will be encouraged to participate in after school athletics (3rd & 4th grade students cross country only).
- Students will have opportunities to participate in Student Clubs during and after the school day.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities.

- Home School Liaison will support parents of EL and economically disadvantaged students through verbal and written communications between home and school, parent outreach for involvement in meetings and activities, make contact with parents through home visits when necessary, and assist with other related services and resources for parents

Powers Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Culture/Climate Team Sup Contract. Also Actions 4-6.	\$	1,480.00
6	2	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Fun Works	Fun Works Rallies. Also Actions 4-5	\$	2,800.00
6	2	Title 1 Basic	Parent Participation	Direct-Graphics (Dr)				Graphics: Parent Communications. Also Actions 1-5	\$	1,200.00
Total									\$	5,480.00

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0365 Powers Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Teacher-Subs			Subs: Professional Learning. Also Action 2	6,507.00
1	1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.438		11,674.00
1	1	Title 1 Basic	Instruction	Mat & Supp			Materials/Supplies: reading/math. Also Action 2	2,117.00
1	1	Title 1 Basic	Instruction	Nc-Equipment			Technology. Also actions 2-3	5,648.00
1	1	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.100	4.0 hrs per week--	13,634.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.000	RTI/Instructional Support	110,055.00
1	1	Sup & Conc	Instruction	Teacher-Subs			Subs SSTs. Also Actions 2-5	2,558.00
1	1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies. Also Actions 2-6	10,000.00
1	1	Sup & Conc	Parent Participation	Mat & Supp			Parent materials, food, supplies. Also Actions 2-6	700.00
3	2	LCFF: EL	Instruction	Teacher-Subs			Subs: EL professional learning/planning	3,951.00
3	2	LCFF: EL	Instruction	Mat & Supp			EL materials/supplies. Also Actions 1-6	7,563.00
3	2	LCFF: EL	Instruction	Nc-Equipment			EL Technology. Also actions 1, 2, and 6	7,000.00
3	2	LCFF: EL	Instruction	Direct-Other			CELDT/ELPAC Assessors	1,100.00
3	2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators Parent Conf. Classified Sup	1,085.00
3	2	LCFF: EL	Parent Participation	Mat & Supp			: Parent Involvement: food, supplies, materials. Also Actions 1-6.	700.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.438		13,272.00
5	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling 2% REA Evaluation Fee	433.00
5	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling 15 hrs p/ wk 38 weeks	21,660.00
6	2	Title 1 Basic	Parent Participation	Direct-Graph			Graphics: Parent Communications. Also Actions 1-5	1,200.00
6	2	Sup & Conc	Instruction	Teacher-Supp			Culture/Climate Team Sup Contract. Also Actions 4-6.	1,480.00
6	2	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works Rallies. Also Actions 4-5	2,800.00

\$225,137.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$40,780.00
Sup & Conc	7090	\$149,686.00
LCFF: EL	7091	\$34,671.00
Grand Total		\$225,137.00

Domain Totals	Budget Totals
Academic	\$162,893.00
SEL / Culture & Climate	\$62,244.00
Grand Total	\$225,137.00