

**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 29, 2019

Title I SWP

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<b>District Goals</b>	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

**School Site Council**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Angela Balliet</b>	X				
2. <b>Chairperson - Susan Northcross</b>			X		
3. <b>Audrey Spenrath</b>		X			
4. <b>Robin Hassett</b>		X			
5. <b>Sheila Zamora</b>		X			
6. <b>Emily Howard</b>				X	
7. <b>Sarah White</b>				X	
8. <b>Jasmine Verdialez</b>				X	
9. <b>Shana Her</b>				X	
10. <b>Jessica Trice</b>				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: 2-8-19

**Required Signatures**

<b>School Name: Powers-Ginsburg Elementary School</b>			
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.			
<b>Title</b>	<b>Print Name Below</b>	<b>Signature Below</b>	<b>Date</b>
<b>Principal</b>	Angela Balliet	<i>Angela Balliet</i>	3-25-19
<b>SSC Chairperson</b>	Susan Northcross	<i>Susan Northcross</i>	3-25-19

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2019/20

Powers/Ginsburg - 0365

**ON-SITE ALLOCATION**

3010	Title I	\$37,318 *
7090	LCFF Supplemental & Concentration	\$161,149
7091	LCFF for English Learners	\$26,670
<b>TOTAL 2019/20 ON-SITE ALLOCATION</b>		<b>\$225,137</b>

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$1,191
Remaining Title I funds are at the discretion of the School Site Council	\$36,127
Total Title I Allocation	\$37,318

## Powers-Ginsburg Elementary 2019-2020 - School Plan for Student Achievement (SPSA)

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.113 %	37.687 %	2017-2018	44.687 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	32.614 %	35.556 %	2017-2018	42.556 %

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

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

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

- Teachers received instructional support through job-embedded PL from site based TSA. PLCs developed quarterly assessment plans around key standards, with strategic alignment of curriculum, instruction, and assessments. PLCs implemented Common Formative Assessments (minimum of 2 per unit) and prescriptive response for tiered intervention, based on assessment data. As a result, we exceeded our ELA SBAC 2018 goal by 2.6%, with an increase of 10% from 2017. Our ELA Interim 2 results are 39%, indicating that we are on target to increase our ELA SBAC 2019.
- EL - Based on the CA School Dashboard 2018, 78 students who were English Learners took ELPAC; 29.5% performed at the "Well Developed" English language proficiency level (4) and 48.7% performed at the "Moderately Developed" level (3).

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

- All teachers participated in monthly regional math PL, presented by district math coaches, in order to build conceptual understanding and problem solving skills with Math content. Teachers received instructional support through job-embedded PL from site based TSA. PLCs developed quarterly assessment plans around key standards, with strategic alignment of curriculum, instruction, and assessments. PLCs implemented Common Formative Assessments (minimum of 2 per chapter) and prescriptive response for tiered intervention, based on assessment data. As a result, we exceeded our Math SBAC 2018 goal by 3%, with an increase of 10% from 2017. Our Math Interim 2 results are 35%, indicating that we are on target to increase our Math SBAC 2019.

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

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

SPED - Based on the CA School Dashboard 2018, students with disabilities (44 students) performed on average 127.7 points below standard on ELA SBAC, as compared to an average of 33.5 points below standard school-wide. Additionally, Power BI data showed that less than 5% of SPED students met standards, as compared to 37.7% school wide. This may be attributed to students with special needs typically have a wide range of gaps in below grade level content. It is challenging for GE teachers to fill these gaps, while continuing to teach and support SPED students with new content. When RSP students are pulled for services and tier 3 support (below grade level content), students miss tier 2 intervention with on-grade level content, so gaps continue.

EL - Based on the CA School Dashboard 2018, EL students in grades 3-6 (58 students) performed on average 47.4 points below standard on ELA SBAC, as compared to an average of 33.5 points below standard school-wide. Additionally, Power BI showed that 8.1% of EL students met standards on ELA SBAC, as compared to 37.7% school wide. This may be attributed to the fact that our EL students are struggling in the areas of speaking and writing. Not all EL students received small group designated ELD instruction consistently in their classrooms. Some EL students are getting either small group ELD, or small group reading intervention, and not both.

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

SPED - Based on the CA School Dashboard 2018, students with disabilities (44 students) performed on

average 135.1 points below standard on Math SBAC, as compared to an average of 38 points below standard school-wide. Additionally, Power BI data showed that less than 5% of SPED students met standards, as compared to 35.6% school wide. This may be attributed to their wide range of gaps in below grade level content, as well as additional struggles with reading and understanding word problems and being able to complete multi-step problems accurately.

EL - Based on the CA School Dashboard 2018, EL students (58 students) performed on average 53.9 points below standard on Math SBAC, as compared to an average of 38 points below standard school-wide. Additionally, Power BI data showed that 15.8% of EL students met standards, as compared to 35.6% school wide. This may be attributed to Math requiring the use and understanding of specific content vocabulary and writing to explain approaches, strategies, and understanding of complex math problems in the content of real world problems, which has proven challenging for our ELs.

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

- We neglected to budget for two teachers to continue their commitment to the Personalized Learning Initiative (PLI) to receive 20 hour supplemental contracts in order to attend professional learning, so we transferred funds to accommodate for this.
- Teachers did not consistently review EL goal setting reports, set new goals with students, and create action plans to address ELD needs.
- Professional learning content did not include a monthly ELD strategy for teachers to apply in their classrooms.

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

We will take the following actions for our SPED and EL students:

Action 1 ELA- Ensure that SPED and EL students receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and that any necessary tier 3 (remedial/intensive) intervention is provided in addition to tier 1 and 2, not in place of. Ensure that all content and curriculum utilized to provide instruction is aligned with and in support of grade level standards. Increase PL opportunities focusing on ELD instruction and monitoring of EL student progress. Provide opportunities for select EL students to receive after school ELD tutoring for extra support in addition to ELD classroom instruction.

Action 2 Math - Provide after school math tutoring for select EL students, focusing on math content vocabulary, problem solving strategies, and developing conceptual understanding.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Feedback/Budget Priorities:

1. TSA to support instructional implementation and MTSS
2. IA to support MTSS

**2** ELAC:

Feedback/Budget Priorities:

1. Spanish translator available for parents
2. EL supplemental curriculum, materials, technology

**3** Staff:

Budget Priorities:

1. TSA to support instructional implementation and MTSS
2. IA to support MTSS



3. Supplemental materials and supplies

3. More after school tutoring for EL students

3. Supplemental materials and supplies

Feedback:

- PLI - approaches and strategies are not being shared, so there is limited impact on student learning across the school.
- Increase support to MTSS
- PL and PLC focus needed in ELA/ELD content, as well as Math.
- Increase instructional time spent in ELA, specifically in reading and writing.

## Action 1

**Title:** Literacy/ELD Instruction

### Action Details:

Powers-Ginsburg will increase student learning in Literacy by providing effective instruction and implementing a multi-tiered system of support in order to meet students' assessed needs.

**Reasoning for using this action:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Explain the Progress Monitoring and data used for this Action

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

District ELA Interim Assessments #1 & #2, Grades 1-6

Common Formative Assessments and IABs

Quarterly Assessment Plans/Responses

Grade Level/Classroom/Student Goal Setting

Classroom observations/feedback (IPG Tool/Data Summary Report)

ELASBAC (including student group data)

EL Goal Setting Report

ELPAC

#### Owner(s):

ILT/PLCs

PLCs

PLCs

PLCs/Students

Principal & Vice Principal

ILT/PLCs

TSA/Teachers

TSA/ILT

#### Timeline:

Interim - Oct. 2019 & Jan./Feb. 2020

CFAs - on-going (minimum of 2 per unit)

Quarterly - on-going

On-going (after each CFA & Interim)

Daily/Quarterly

June 2020

August 2019 and after each Interim

June 2020

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Literacy and ELD instruction.
- All students will receive high quality, effective Literacy instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 2 CFAs per unit in ELA that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted

instruction based on learning needs.

- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Literacy and ELD standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.

Tier 2:

- TSA will serve on the Targeted Support Team and coordinate, monitor, and support staff in implementing a 3 tiered system of support in grades TK-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention.
- All teachers/PLCs will provide on-going progress monitoring of student response to intervention.

Tier 3:

- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff (i.e. RSP Teacher, Instructional Assistants) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

#### Specify enhanced services for EL students:

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- All EL students will receive integrated ELD instruction in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- EL students at levels 1-3 will receive small group designated ELD instruction in their classroom, that targets their academic and language needs through reading, writing, listening, and speaking.
- EL goal setting reports will be consistently utilized to create action plans to address ELD needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with alignment between ELA and ELD standards, effective use of ELD curriculum, and ELD strategies for teachers to apply in their classrooms.
- Supplemental instructional materials, resources, and technology will be provided to support ELD instruction in order to address the academic and language needs of English Learners.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- Identified EL students will be provided opportunities to receive after school ELD tutoring for extra support through the Library Expansion Initiative.

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

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- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- School-wide assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Translators for parents will be provided during parent-teacher conferences.
- Parents will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop interventions necessary to support individual students' needs.
- Parent University classes will be offered for on-going parent/student education support.
- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

#### Specify enhanced services for low-performing student groups:

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Students with disabilities are demonstrating a need for additional support in learning grade level content standards.

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing Wonders ELA/ELD curriculum.
- All SPED students will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental curriculum (WonderWorks, Corrective Reading, or Reading Mastery) will be utilized to provide tier 3 intervention.

#### Describe Professional Learning related to this action:

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- Teachers will receive professional learning opportunities designed to build upon their knowledge and skills in using effective instructional practices in the areas of challenging content and student ownership and ensuring implementation of an aligned instruction system (standards, instruction, assessment).
- Teachers will receive job-embedded professional learning opportunities through in-classroom side-by-side instructional support by the TSA focusing on building capacity in providing effective instruction (as defined by the Literacy IPG) and implementing a multi-tiered system of support.
- Teachers will participate in weekly Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Lead Teachers will participate in the site Instructional Leadership Team (ILT) meetings and regional Lead Teacher training, engage in analysis of school-wide data to determine effectiveness of school programs, instruction, and responses in meeting students needs, and plan for action for continuous improvement.

- PLC teams will receive sub release time three times per year in order to analyze data and develop quarterly assessment plans by mapping essential ELA/ELD standards with strategic alignment of curriculum, instruction, and assessment.
- Teachers will have opportunities for peer observations, one-on-one instructional coaching, and goal setting/progress monitoring conferences, as needed.
- One teacher will continue to participate in the Personalized Learning Initiative (PLI) and will engage in professional learning opportunities (supplemental contract) to develop blended and personalized learning for students. The teacher will provide PL opportunities for all staff to share meaningful integration of high quality instruction and technology use.

## Action 2

**Title:** Math Instruction

### Action Details:

Powers-Ginsburg will increase student learning in Math by providing effective instruction and implementing a multi-tiered system of support in order to meet students' assessed needs.

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

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

District Math Interim Assessments #1 & #2, Grades 1-6

Common Formative Assessments and IABs

Quarterly Assessment Plans/Responses

Grade Level/Classroom/Student Goal Setting

Classroom observations/feedback (IPG Tool/Data Summary Report)

Math SBAC (including student group data)

#### Owner(s):

ILT/PLCs

PLCs

PLCs

PLCs/Students

Principal & Vice Principal

ILT/PLCs

#### Timeline:

Interim - Oct. 2019 & Jan./Feb. 2020

CFAs - on-going (minimum of 2 per chapter)

Quarterly - on-going

On-going (after each CFA & Interim)

Daily/Quarterly

June 2020

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

Tier 1:

- PLCs will calibrate daily instructional schedules to ensure maximized and equitable minutes spent on Math instruction.
- All students will receive high quality, effective Math instruction, as defined by the IPG, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- All PLCs will create and administer a minimum of 2 CFAs per chapter in Math that are aligned to essential standards, analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction based on learning needs.
- All teachers will provide timely intervention and enrichment through differentiated instruction through flexible groupings, and monitor student learning progress through teacher assessment records and student work samples.
- Supplemental curriculum, materials and supplies, aligned to Math standards, will be utilized to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content.
- Students will have access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.

Tier 2:

- TSA will serve on the Targeted Support Team and coordinate, monitor, and support staff in implementing a 3 tiered system of support in grades TK-6.
- All PLCs will identify students who are not responding to tier 1 instruction and performing below grade level standards, diagnose student learning needs, and develop a plan to provide additional support to groups of students with like needs through short-term targeted intervention.
- All teachers/PLCs will provide on-going progress monitoring of student response to intervention.

Tier 3:

- Students who are non-responsive to tier 2 interventions will be referred to the Student Success Team in order to seek positive solutions for maximizing student potential (SPED and GE teachers will participate through sub release).
- Through the SST process, an individual action plan of appropriate interventions will be developed and implemented.
- Support staff (i.e. RSP Teacher, Instructional Assistants) will assist in providing extra support to identified students through intensive intervention.
- TSA will assist with coordinating interventions and monitoring student progress to ensure adequate growth is being made and that prescribed interventions are meeting student needs.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive academic needs.

Specify enhanced services for EL students:

- EL goal setting reports will be consistently utilized to create action plans to address needs, set goals with students, and monitor progress.
- Professional learning content will include planning instruction with integration of ELD standards with Math instruction and EL strategies for teachers to apply in their classrooms.
- Supplemental instructional materials, resources, and technology will be provided to support Math instruction in order to address the academic and language needs of English Learners.
- Identified EL students will be provided opportunities to participate in after school math tutoring, focusing on developing math content vocabulary, problem solving strategies, and conceptual understanding.

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

- Parents will receive ongoing communication of student academic progress through parent-teacher conferences, progress reports, report cards, ATLAS Parent Portal, EduText, and ISLPs.
- School-wide assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Translators for parents will be provided during parent-teacher conferences.
- Parents will be invited to participate in Student Success Team meetings for identified students in order to collaboratively develop interventions necessary to support individual students' needs.
- Parent University classes will be offered for on-going parent/student education support.
- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level Math content standards:

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing Go Math curriculum.
- All SPED students will receive tier one (whole class) and tier 2 (small flexible groupings) instruction and intervention in their classroom daily, and any necessary tier 3 (remedial/intensive) intervention will be provided in addition to tier 1 and 2, not in place of.
- Adopted supplemental Math curriculum will be utilized to provide tier 3 intervention.
- Identified SPED students will be provided opportunities to participate in after school math tutoring through the Library Expansion Initiative, focusing on developing math fluency and basic computational skills.

Describe Professional Learning related to this action:

- Teachers will receive quarterly regional professional learning, supported by district math coaches, focused on building upon knowledge and skills in Math content standards, conceptual understanding, academic discourse, and problem solving applications.
- Teachers will receive site professional learning opportunities designed to build upon their knowledge and skills in using effective instructional practices in the areas of challenging content and student ownership and ensuring implementation of an aligned instruction system (standards, instruction, assessment).
- Teachers will receive job-embedded professional learning opportunities through in-classroom side-by-side instructional support by the TSA focusing on building capacity in providing effective instruction (as defined by the Literacy IPG) and implementing a multi-tiered system of support.
- Teachers will participate in weekly Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support in response to student learning needs.
- Lead Teachers will participate in the site Instructional Leadership Team (ILT) meetings and regional Lead Teacher trainings, engage in analysis of school-wide data to determine effectiveness of school programs, instruction, and responses in meeting students needs, and plan for action for continuous improvement.
- PLC teams will receive sub release time three times per year in order to analyze data and develop quarterly assessment plans by mapping essential Math standards with strategic alignment of curriculum, instruction, and assessment.
- Teachers will have opportunities for peer observations, one-on-one instructional coaching, and goal setting/progress monitoring conferences, as needed.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			PLI 1 teacher 20 hours sup contract	890.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	IA Tier 3 Intervention 3.5 hrs.	12,297.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			ELA & Math Supplemental - No Food/Incentives	3,845.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	MTSS coordinator/support	127,216.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub Release (2 subs, 7 days)	2,484.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC/PL Sub Release (20 teachers, 2 days)	6,156.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental Materials	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	1,898.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors, 2 subs, 4 days	1,206.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating Parent Conferences 20 hrs.	437.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			PLC/PL Sub Release (20 teachers, 1 day), Conf. (1 sub, 3 days)	3,539.00

**\$161,968.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	64.671 %	91.313 %	2017-2018	98.313 %

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

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

**Goal 2 Participation Rate**

- Students participated in a variety of opportunities for increased engagement to school, their peers, and caring adults, including: athletic programs, Meaningful Work through Student Jobs, elective classes, student clubs, enrichment trips, and rallies/assemblies. As a result, we exceeded our 2018 goal by 26.6%, with an increase of 56% from 2017. As of March 2019, our student engagement participation rate is 73.5%, indicating that we are on target to meet our goal in 2019.

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

**Goal 2 Participation Rate**

- Grades K-1 - Power BI data did not show any student groups who were under-represented in student engagements. However, we do know that the number of engagement opportunities provided for students in kindergarten and first grade is fewer than in other grades. We attribute this to the ability of kinder and first grade students to independently participate in athletics, clubs, and activities beyond the school day.

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

We intended to identify students who were not engaged in arts, activities, and athletics to encourage participation in something of interest; however, we did not follow through on this.

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

We will take the following actions for our K-1 students:

Action 1: Student Engagement - Develop opportunities for K-1 students to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs).

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1 SSC:**

Budget Priorities:

1. Assemblies/Rallies - Fun Works
2. Materials/supplies/incentives- Electives, Jaguar Jobs

Feedback:

- Eliminate cost for food for parent meetings
- Quarterly arts/activities for K-2
- Innovative lessons/activities from outside school

**2 ELAC:**

No Feedback

**3 Staff:**

Budget Priorities:

1. Assemblies/Rallies - Fun Works
2. Materials/supplies/incentives- Electives, Jaguar Jobs

Feedback:

- Start cheer/pep team
- More student clubs
- Increase family/community events
- 3rd/4th grade intramural sports

**Action 1**

**Title:** Student Engagement

[Action Details:](#)

Powers-Ginsburg will increase student engagement in arts, activities, and athletics and ensure students feel connected to school, their peers, and adults.

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

**Explain the Progress Monitoring and data used for this Action**

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

ATLAS Student Engagements (Goal 2) Data

School Culture and Climate Staff, Student, and Parent Surveys

Student Goal Setting

[Owner\(s\):](#)

Vice Principal

Vice Principal/Climate & Culture Team

Teachers and Students

[Timeline:](#)

Quarterly

Spring 2020

Quarterly

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

Tier 1:

- 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 and rallies provided by Fun Works, activities, and enrichment trips to foster school participation, interest, and connections to school and their community.
- Students in grades 1-6 will participate in a weekly elective class for increased opportunities to engage in arts, activities, and athletics.
- Students in grades 2-6 will have opportunities to participate in Music classes.
- Students in grades 3-6 will be encouraged to participate in after school athletics (3 & 4 grade students cross country only).
- All students will have opportunities to participate in Student Clubs before school, during recesses, or after school.
- All students will have opportunities to receive awards and incentives to encourage participation and attendance in various school activities.

Tier 2:

- Students in grades TK-3 will receive increased opportunities to engage in school activities, clubs, music, and electives.

Tier 3:

- Students demonstrating a need for increased school involvement and connections to peers and adults will be identified and highly encouraged to participate in a club, sport, school job, or music class.

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**Specify enhanced services for EL students:**

- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

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

- Parents will have opportunities to participate in school activities and events, such as selection of Student Jobs, Elective Wheel courses, and opportunities for engagements in arts, activities, and athletics (i.e. student performances, athletic events, 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 a calendar of parent meetings and school activities, and information about school events through school newsletters, website, and automated phone call messages.

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**Specify enhanced services for low-performing student groups:**

Students in grades K-1 demonstrate a need for increased engagement opportunities:

- K-1 students will have additional opportunities to engage in arts and activities of interest during or following the school day (i.e. Reading or PE Buddies, Jobs).

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**Describe Professional Learning related to this action:**

- Staff will receive site professional learning opportunities on the importance of school engagement including Meaningful Work Through Student Jobs and Student Clubs
- Culture & Climate Team will engage in planning for increased engagement opportunities, monitoring student engagements, and identifying student groups and individuals who are lacking engagement.



## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			Supplies & incentives for engagements	2,429.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 8 Events/Assemblies	2,800.00

**\$5,229.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	95.385 %	2017-2018	100 %
Exposure to Careers - 4th Grade	100 %	96.774 %	2017-2018	100 %
Exposure to Careers - 6th Grade	100 %	96.053 %	2017-2018	100 %

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

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

**Exposure to Careers - 3rd Grade**

- 95.4% of 3rd grade students received classroom activities/instruction with Bricks4Kidz; however, we did not meet our target of 100%, which is entirely based on attendance on the day of the activity.

**Exposure to Careers - 4th Grade**

- 96.8% of 4th grade students attended Young Chef's Academy field trip; however, we did not meet our target of 100%, which is entirely based on attendance on the day of the activity.

**Exposure to Careers - 6th Grade**

- 100% of 6th grade students participated in STEM lessons through Kids Invent.
- 96.1% of 6th grade students attended a tour of Clovis Community College. We did not meet our target of 100%, which is entirely based on attendance on the day of the activity.

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

**Exposure to Careers - 3rd Grade**

None

**Exposure to Careers - 4th Grade**

None

**Exposure to Careers - 6th Grade**

None

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

All actions and budget expenditures were implemented as intended.

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

None. We will not write an action plan for this goal; however, we will continue to implement actions and provide all existing opportunities to expose students to college and careers, including:

- Students will participate in Career Technical Education (CTE) study trips/experiences designated for their grade level (i.e. Young Chef's Academy, Brickz for Kidz, College Tours).
- All students will participate in HERO/Career Day and Read Across America Day with both events providing opportunities to meet various community members from a variety of career fields.
- Students may apply for Jaguar Jobs each semester, to learn about responsibility, accountability, how to work as a team, and the importance of contributing to our school community.
- Students will receive opportunities to learn about a variety of career fields through relevant classroom activities, literature, and instruction.

**Step 4: Stakeholder Involvement.** Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

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**1** SSC:

- None provided.

**2** ELAC:

None provided.

**3** Staff:

None provided.

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

### Needs Assessment

#### School Quality Review

##### School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	14.415 %	16.021 %	2017-2018	14.021 %
Suspensions Per 100	9.539 %	6.436 %	2017-2018	5.436 %

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

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

#### Chronic Absenteeism

- Automated daily phone call messages were sent to parents for all students absent. Uncleared students absences were followed up with a parent phone call by office staff. Bi-weekly attendance meetings were scheduled with parents of truant students to discuss the importance of good attendance and ways the school/district can help support students to improve attendance. The school nurse worked closely with families of students with severe or frequent medical concerns. Classrooms participated in competitions to earn classroom perfect attendance rewards. However, we did not have a Home-School Liaison for 7 months of the 2018-19 school year, so many of the attendance related actions were not implemented. As a result, we did not meet our 2018 target of 14.4%, rather our chronic absenteeism was 16%. As of March 2019, our rate of chronic absenteeism is 13.5% (63/467 students), which is just under the end of year target.

#### Suspensions Per 100

- All teachers implemented Social Emotional Learning (SEL) as part of their daily/weekly classroom curriculum, via Classroom Meetings, Morning Meetings, or Second Step lessons. Students participated in school-wide activities and incentives to promote character development and positive behavior. Students were referred to the Student Success Team to determine necessary Tier 3 behavioral/social-emotional interventions. On-Site Counseling services were provided to identified students exhibiting intensive social-emotional needs (Tier 3). Voluntary PL was provided to staff on trauma informed teaching. As a result, we surpassed our 2018 target of 9.5% (suspensions per 100 students), decreasing our suspension rate to 6.4%. On the CA School Dashboard 2018, 3.6% of students had been suspended at least once. As of March 2019, Power BI data showed 5.4% suspension rate (28/518 students), indicating that we may not meet our end of year target.

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

#### Chronic Absenteeism

- African American - Based on the CA School Dashboard 2018, of the 30 African American students at our school, 30% were chronically absent. Additionally, as of March 2019, Power BI data showed that 35% (7/20 students) of African American students were chronically absent. We know that 2 of the 7 are students with special needs in our Kinder ALPS program and have medical conditions that keep them out of school frequently, and for prolonged periods. 3 of 7 students are members of the same family who do not live in our area, so they have challenges with transportation to school.
- SPED - Based on the CA School Dashboard 2018, 30.5% of 95 students with special needs were chronically absent. Additionally, as of March 2019, Power BI showed that 30.9% (21/68 students) of students with disabilities were chronically absent. This may be a result of the number of these students who have serious medical conditions and/or illness that keeps them out of school frequently, or for multiple days at a time.
- Kinder - As of March 2019, Power BI showed that 28.3% (17/60 students) of kinder students are chronically absent. This may be a result of kinder students being likely to have more illnesses due to first exposure to a school setting. Parents also elect to keep kinder students out of school more frequently.

#### Suspensions Per 100

- African American - Based on the CA School Dashboard 2018, of the 33 African American students at our school, 15.2% were suspended at least once ("Red" category). However, as of March 2019, Power BI data showed that 0 of the total 28 suspensions were African American students.
- 4th and 6th Grade - As of March 2019, Power BI showed that the only student groups who are over-represented in suspension data is students in 4th grade at 15.49% (11/71 students) and students in 6th grade at 12.05% (10/83 students). These results may be attributed to the lack of school wide systematic tier 2 behavioral interventions, along with the lack of specific behavioral support personnel.
- Males - As of March 2019, of the 18 students involved in 23 incidents that resulted in suspension,

88.46% of the students involved were male. Male students are demonstrating more physical aggression towards peers on the playground during games, sometimes resulting in injury, and a lack of appropriate responses to their emotions, resulting in physical altercations.

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

- We intended to have a HSL who would focus on supporting students and families in the area of attendance by identifying those students with chronic absenteeism, offering incentives for improvement, and connecting with families to provide information, resources, and accountability. However, we only had a permanent HSL for 3 months of the 2018-19 school year.
- We planned to provide students in grades 1-6 with opportunities to attend an alternative recess location (Jaguar Tree House) for structured play through social skills lessons, supported by the Home School Liaison. However, with the lack of consistency with the HSL position, the Jaguar Tree House proved to be ineffective and was not successful, so it was eliminated.
- We intended to pay staff on CCT a supplemental contract, but the district ended up providing it, so we transferred funds.

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

Action 1: Attendance - SPED and African American student groups fell within the "Red" category on the Ca. Dashboard for 2018. However, currently, 63 students are chronically absent; 21 of these are students with special needs and 17 are in kindergarten, so these two student groups are demonstrating the biggest need for support in improving attendance. We will increase monitoring of student attendance and home-school connections, and implement a new tardy procedure to assist in deterring truancy.

Action 2: Social Emotional Learning - Male students are demonstrating the biggest need for social-emotional support through school wide systematic tier 2 behavioral interventions. We need to increase SEL PL opportunities for all staff and develop a menu of alternative consequences (i.e. school/community service) to implement school-wide.

**Step 4:** Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

**1** SSC:

Budget Priorities:

1. Onsite Counseling
2. Home School Liaison
3. SEL materials, supplies, incentives

Feedback:

- Eliminate cost of Parent Handbook - upload to school website instead

**2** ELAC:

Budget Priority:

1. Spanish interpreting for school-home communication

**3** Staff:

Budget Priorities:

1. Onsite Counseling
2. Additional Psych Time
3. MTSS sub release (SSTs)

Feedback:

- Develop new/different individual and classroom rewards for perfect and improved attendance
- Conduct home visits for chronically absent students
- Develop/implement alternative to suspension consequences
- Increase SEL training for all staff, including NTAs



## Action 1

**Title:** Attendance

### Action Details:

Powers-Ginsburg will increase school attendance of students' who are chronically absent by implementing 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.

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

### Explain the Progress Monitoring and data used for this Action

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

ATLAS Attendance Data Reports

Power BI Attendance Data

Attendance Conferences with Parents - Sign-in Sheets/Logs

Student Goal Setting

Parent Contacts/Home Visits for students with chronic attendance

#### Owner(s):

Office Staff/HSL

Climate & Culture Team

Office Manager

Teachers and Students

Home School Liaison

#### Timeline:

Weekly

Quarterly

Bi-Weekly

Quarterly

Weekly

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

Tier 1:

- School-wide attendance practices will be designed, implemented, and monitored to support all students with good attendance for school success.
- All students and their families will be informed about the importance of good attendance, school and classroom attendance practices, and will be encouraged to come to school every day and on time.
- School-wide tardy practices will be implemented in an effort to deter students from being tardy/late.
- All students with perfect attendance will be recognized with quarterly awards.
- All students will participate in classroom attendance incentives to recognize good attendance.

Tier 2:

- Students who have increasing absences/tardies will be identified monthly and strategies/interventions will be implemented to support students in improving their attendance/tardies, including bi-weekly parent-staff-student attendance conferences to discuss truency, the SARB process, and ways to improve attendance.
- Students with improved attendance will receive incentives/rewards.
- Identified student groups with high rates of absenteeism/tardies will be identified and targeted group interventions will be developed, including increased opportunity for connection to school, communicating the importance of good attendance more frequently in a variety of formats with students and parents, and providing resources to address student/family needs.

Tier 3:

- Individual students with chronic absenteeism will be identified weekly. The Home School Liaison will conference with families and students to discuss concerns about absences and create a plan for improvement.
- The HSL will conduct individual student conferences with chronically absent students to establish goals for improvement and incentive contracts. Weekly check-ins with students will be conducted to monitor progress and implement rewards.
- HSL will make weekly phone or home contact with parents of chronically absent students to address continuing concerns and needs.

- Students/parents who do not respond positively to tier 1 and 2 interventions by improving attendance, will be referred to the district Child Welfare/Attendance Specialist to proceed with the SARB process.

Specify enhanced services for EL students:

- Home School Liaison will support parents of EL students through verbal and written communications between home and school

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

- Parents will be encouraged to participate in school parent meetings, including School Site Council, English Language Advisory Committee, Parent Coffee Hour, and Parent University courses, where the importance of school involvement and good attendance will be shared.
- Parents of identified students with attendance concerns will be invited to attend conferences with administrators/office staff/HSL, focused on improving their child's attendance and the consequences of poor attendance.
- The Home School Liaison will make weekly phone contacts and home visits to families of students who are chronically absent to encourage improved attendance.
- All parents will be invited to attend quarterly awards ceremonies where students with perfect attendance are recognized.
- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, guidelines for success, and programs available to students.

Specify enhanced services for low-performing student groups:

Students with special needs and kindergarten students are demonstrating the highest rates of chronic absenteeism:

- SPED students who have serious medical conditions and/or illness that impact their school attendance and keep them out of school frequently, or for prolonged periods, will be offered alternative options, such as Home Hospital Instruction or Independent Study Contracts.
- Kinder students and families will be provided with information on ways to stay healthy at school (i.e. frequent hand-washing), strategies to help alleviate separation anxiety, and the importance of school attendance, even in kindergarten.
- We will increase monitoring of student attendance and home-school connections with these student groups.

Describe Professional Learning related to this action:

- 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.
- Climate & Culture Team will design, implement, and monitor school-wide and classroom attendance practices, and utilize attendance data as part of their on-going cycle of continuous improvement.
- Targeted Support Team will assist in developing and monitoring interventions, and identifying targeted groups and individuals who are not responding.

## Action 2

**Title:** Social Emotional Learning

Action Details:

Powers-Ginsburg will reduce incidents of misbehavior that result in suspensions by implementing Social Emotional Learning (SEL) strategies, agreed upon staff responses to misbehavior, and a multi-tiered system of support to ensure a positive school climate for all students, staff, and families.

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

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

ATLAS Monthly Suspension Reports/ Weekly Office Referral by Teacher Analysis

SEL Survey

Student Survey (Misbehavior Ratings)

Staff Survey (Discipline and Misbehavior Ratings)

Class Meetings Quarterly Documentation

Student Goal Setting

SST Referrals for Behavior

Student Behavior Support Plans

Owner(s):

Climate & Culture Team/Targeted Support Team

Climate & Culture Team

Climate & Culture Team

Climate & Culture Team

Teachers/Mc Principal

Teachers and Students

Student Success Team

Vice Principal/School Psychologist

Timeline:

Monthly/Bi-Weekly

Spring, 2020

Spring, 2020

Spring, 2020

Quarterly

Quarterly

Monthly

As needed

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

Tier 1:

- All teachers will implement daily Morning Meetings and weekly Classroom Meetings/Second Step lessons to support students with developing social emotional skills, positive peer relationships, conflict resolution, bullying prevention, and promoting positive classroom and school climate.
- Students will have opportunities to participate in school-wide activities and incentives to promote social emotional learning, character development, and positive school connections.
- School-wide expectations and practices will be designed, implemented, and monitored to support all students with appropriate behavior for school success.
- School-wide and classroom expectations, structures for safety and civility, and consequences for misbehavior will be developed, taught, practiced, and reinforced with all students.
- Leveled responses to student misbehavior will be implemented consistently by all staff.
- All students with good citizenship (social skills and work habits) will be recognized with quarterly awards.

Tier 2:

- Students who demonstrate increasing misbehavior will be identified weekly by PLCs and strategies/interventions will be implemented to support students in improving their behavior.
- A menu of alternative consequences (i.e. school/community service) to suspension will be developed and implemented school-wide for students exhibiting frequent/moderate misbehavior.
- Identified students will receive opportunities for alternative recess locations, structured play, and support with appropriate social interactions, as needed.
- Students exhibiting frequent misbehavior will receive extra support in their classroom through informal behavior support contracts/interventions and incentives, developed through parent-teacher collaboration, to promote positive behavior.
- Identified student groups will be more closely monitored and proactive/preventative approaches to misbehavior will be employed by staff.

Tier 3:

- Identified students with misbehavior resulting in suspensions will receive support through a formal Behavior Support Plan, developed by administration, teacher, parent and school psych to respond to the needs of the student in an effort to change the behavior.
- Teachers, Administrations, School Psych, Nurse, and parents will participate in Student Success Team meetings to determine intensive behavioral/social-emotional interventions for identified students.
- On-Site Counseling services will be provided for identified students exhibiting intensive social-emotional needs.
- School Psychologist will conduct assessments and provide crisis support for identified students with intensive social emotional needs.
- Weekly check-ins with students will be conducted to monitor progress and implement rewards.

Specify enhanced services for EL students:

- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

Specify enhanced services for low-performing student groups:

Male students are demonstrating the biggest need for social-emotional support:

- Opportunities for SEL and engagement in clubs will be provided that focus on other ways to respond to emotions, rather than physical aggression/altercations.
- More opportunities for intramural games/activities with direct supervision by NTAs at recess will be provided in order to teach game rules, appropriate play, and conflict resolution.



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

- Parents will be encouraged to participate in school parent meetings, including School Site Council, English Language Advisory Committee, Parent Coffee Hour, and Parent University courses, where the importance of school involvement and positive behavior will be discussed.
- Parents will receive on-going communication from teachers to address student behavioral or social emotional concerns and discuss resolutions.
- Parents will participate in Student Success Team meetings to collaboratively develop behavioral/social emotional interventions necessary to support individual student needs.
- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, disciplinary guidelines, and programs offered to students.
- Parent University classes will be offered for on-going parent/student education support.

Describe Professional Learning related to this action:

- The Culture and Climate Team will participate in monthly meetings, focusing on identifying areas for growth to support student needs, developing staff professional learning opportunities for implementation of SEL strategies (Behavioral interventions/supports, Levels of Responses to Misbehavior, Safe & Civil Schools, CHAMPS, Tough Kids, Class Meetings, and Second Step Training).
- All teachers will receive PL in implementation of SEL strategies, focused on creating and maintaining a positive school and classroom climate and culture.
- Classified staff and NTAs will receive opportunities for PL in the area of SEL.

## 2019-2020 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement Food and Supplies	500.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	3.5 hours	14,473.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - No food/incentives	1,200.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	Psych Extra Time .5 day p/wk	15,547.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling 15 hrs. p/w, 38 wks.	26,220.00

**\$57,940.00**

# 2019-2020 Budget for SPSA/School Site Council

## State/Federal Dept 0365 Powers Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			PLI 1 teacher 20 hours sup contract	890.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	IA Tier 3 Intervention 3.5 hrs.	12,297.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			ELA & Math Supplemental - No Food/Incentives	3,845.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000	MTSS coordinator/support	127,216.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST Sub Release (2 subs, 7 days)	2,484.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			PLC/PL Sub Release (20 teachers, 2 days)	6,156.00
G1A1	LCFF: EL	Instruction	Mat & Supp			EL Supplemental Materials	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology	1,898.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors, 2 subs, 4 days	1,206.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating Parent Conferences 20 hrs.	437.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			PLC/PL Sub Release (20 teachers, 1 day), Conf. (1 sub, 3 days)	3,539.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Supplies & incentives for engagements	2,429.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 8 Events/Assemblies	2,800.00
G4A1	LCFF: EL	Parent Participation	Mat & Supp			Parent Engagement Food and Supplies	500.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	3.5 hours	14,473.00
G4A2	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Involvement - No food/incentives	1,200.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Psych Extra Time .5 day p/wk	15,547.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling 15 hrs. p/w, 38 wks.	26,220.00

\$225,137.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,318.00
Sup & Conc	7090	\$161,149.00
LCFF: EL	7091	\$26,670.00
<b>Grand Total</b>		<b>\$225,137.00</b>

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$161,968.00
G2 - All students will engage in arts, activities, and athletics	\$5,229.00
G4 - All students will stay in school on target to graduate	\$57,940.00
<b>Grand Total</b>	<b>\$225,137.00</b>