

Powers-Ginsburg Elementary

106216660064311

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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District Goals	
<p>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.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal – Angela Balliet	X				
2. Chairperson – Stephen Stewart		X			
3. Linda Herman		X			
4. Susan Northcross			X		
5. Audrey Spenrath		X			
6. Amy Winebrenner				X	
7. Ruben Luna				X	
8. Sylvia Contreras				X	
9. Emily Howard				X	
10. Stephanie 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>2-9-18</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 L Balliet</i>	3-21-18
SSC Chairperson	Stephen Stewart	<i>Stephen Stewart</i>	3-21-18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$37,485 *
7090	LCFF Supplemental & Concentration	\$156,410
7091	LCFF for English Learners	\$31,242
TOTAL 2018/19 ON-SITE ALLOCATION		\$225,137

* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$882
Remaining Title I funds are at the discretion of the School Site Council	\$36,603
Total Title I Allocation	\$37,485

Powers-Ginsburg Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	27.113	35.113
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	25.614	32.614

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

- TSA provided job embedded PL and instructional support to staff and students
- ACs implemented Common Formative Assessments (minimum of 2 per unit), and engaged in continuous data analysis and prescriptive response for tiered intervention.
- ACs developed quarterly standards/assessment plans with strategic alignment of curriculum, instruction, and assessments
- Increased student use of technology

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

- TSA provided job embedded PL and instructional support to staff and students
- ACs implemented Common Formative Assessments (minimum of 2 per chapter), and engaged in on-going data analysis and prescriptive response for tiered intervention
- ACs developed quarterly standards/assessment plans with strategic alignment of curriculum, instruction, and assessments
- Increased student use of technology

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

English Learners-0% met standards on SBAC in ELA. Their language acquisition levels are not increasing, as they struggle with reading and writing in English. Not all EL students received designated ELD consistently.

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

English Learners-9% met standards on SBAC in Math. EL students are struggling with vocabulary and reading in English.

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

2 ELAC:

3 Staff:

Our 2017-18 SPSA Goal in ELA and Math is to increase by 6%. Our Interim #2 data indicates significant growth in the number of students meeting standards in ELA and Math (+10% in each area), as compared to Interim #2 last year; therefore, the actions we began implementing this year are working and we are on track to reach our goal.

Budget Priorities:

1. TSA to support instructional implementation and intervention program
2. IA to support tier 3 intervention
3. Supplemental materials and supplies

Budget Priorities:

1. Spanish translator available full time
2. EL supplemental curriculum, materials, technology
3. More instructional support for EL students

This year, our Interim #2 data indicates significant growth in the number of students meeting standards in ELA and Math (+10% in each area), as compared to Interim #2 last year; therefore, the actions we began implementing this year are working and we should only work to go deeper.

Budget Priorities:

1. IA to support tier 3 intervention
2. TSA to support instructional implementation and intervention program
3. Student technology

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Sub release for teacher quarterly planning in ELA and Math - feedback is to increase by 1 day
- Paraprofessional support for tier 3 reading intervention
- Additional psych support for SSTs
- Technology, materials, supplies - feedback was to decrease funds in this area because more technology and materials have been provided by district funds

Action 1

Title: Literacy and Math Instruction/Intervention

Action Details:

Powers-Ginsburg will increase student learning in Literacy and Math by providing effective instruction and implementing a tiered response to intervention 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 & Math Interim Assessments #1 & #2, Grades 1-6

AC Common Formative Assessments (minimum of 2 per unit/chapter)

AC Data Chats

Student Goal Setting

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

ELA & Math SBAC

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

Tier 1:

- ACs will calibrate and restructure daily instructional schedules to ensure maximized and equitable minutes spent on reading and math instruction.
- All students will receive high quality Literacy & Math instruction, aligned to Common Core State Standards, using the Guaranteed and Viable Curriculum (GVC), focused on student engagement, challenging content, and student ownership.
- TSA will develop, coordinate, and support staff in implementing tiered responses to intervention in grades K-6
- Supplemental materials and resources, aligned to Literacy and Math CCSS, will be provided for high levels of student engagement and access to rigorous content.
- Students will have increased access to technology and digital resources that allow for differentiated learning, scaffolding, enrichment, and assessment.

Tier 2:

- All ACs will create and administer CFAs in Literacy and Math, aligned to Essential Standards (minimum of 2 per unit/chapter), analyze data, diagnose learning needs, and prescribe immediate interventions to address needs.
- All students in grades K-6 will receive small group differentiated reading instruction in their classroom, based on students' assessed reading levels and needs. Instructional reading level progress will be monitored 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.

Tier 3:

- Identified students (based on established criteria) will be referred to the Student Success Team in order to determine appropriate intensive intervention supports needed (SPED and GE teachers will participate through sub release).
- Students who are performing significantly below grade level in reading (according to established criteria) will receive intensive, remedial, reading intervention through the support of the RSP teacher and Instructional Assistant in the Reading Lab, using supplemental reading curriculum (i.e. Reading Mastery, Corrective Reading, WonderWorks, etc.), in addition to tier 1 and tier 2 interventions provided by the classroom teacher.
- After school tutoring, focused on improving math fluency, will be offered to identified students through the Library Expansion initiative.
- School Psychologist will conduct psycho-educational evaluations for identified students with intensive

Owner(s):

Instructional Leadership Team

Accountable Communities

Accountable Communities

Teachers and Students

Principal & Vice Principal

Principal & Vice Principal

Timeline:

Interim - Oct. 2018 & Jan. 2019

CFAs - on-going (every unit/chapter)

Quarterly

On-going (after each CFA & Interim)

IPG Report - Quarterly

SBAC - June, 2019

Specify enhanced services for EL students:

- Materials and resources will be provided to support instruction addressing the academic and language needs of English Learners.
- Home School Liaison will support parents of EL students through verbal and written communications between home and school.

academic needs.

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

- School-wide 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 participate in Student Success Team meetings for identified students in order 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 for on-going parent/student education support.

Describe Professional Learning related to this action:

- Teachers will receive monthly regional professional learning, supported by district math coaches, focused on effective instructional practices in the areas of challenging content and ownership, ensuring aligned instruction and assessment to the rigor of grade level content standards.
- 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 and Math IPGs) and implementing tiered levels of intervention.
- Lead Teachers will receive support in strengthening their AC teams through the Foundations for Accountable Communities (Focused on responding to student learning needs, based on assessment data) and participate in analyzing school-wide data to determine needs and plan for action for continuous improvement of school programs.
- AC teams will receive support with developing instructional/assessment plans by mapping Essential Standards with strategic alignment of curriculum, instruction, and assessment, through sub release 3 times per year.
- Teachers will have opportunities for peer observations, one on one instructional coaching, and goal setting/progress monitoring conferences, as needed.

Action 2

Title: English Learners

Action Details:

Powers-Ginsburg will increase the percentage of English Learners meeting/exceeding standards in ELA and Math by ensuring that EL students receive integrated and designated ELD instruction that targets their language and academic 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 and Math Interim Assessments #1 and #2, EL sub-group data
- AC Data Chats/EL Goal Setting Report (ELPAC and ELA Interim/DRP assessment data)
- Student Goal Setting
- ELPAC
- ELA and Math SBAC, EL sub-group data

Owner(s):

- Vice Principal
- Teacher on Special Assignment/Teachers
- Teachers and Students
- Vice Principal
- Principal & Vice Principal

Timeline:

- Interim - Oct. 2018 & Jan. 2019
- Aug. 2018, Oct. 2018, Jan. 2019, May 2019
- Quarterly
- May 2019
- June 2019

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

Tier 1:

Specify enhanced services for EL students:

- Ensure that additional translators are provided for parent-teacher conferences.

- All teachers will review the EL Goal Setting Report (ELPAC and reading assessment data), identify the specific instructional needs of EL students, set goals, and create an action plan to address needs.
- All teachers will conduct goal setting conferences with EL students and monitor progress quarterly.
- All EL students will receive integrated ELD instruction in alignment with CCSS and ELD standards throughout the day in every lesson/content area.
- ELPAC assessors will be provided to assist staff in administering the ELPAC to all K-6 EL students.
- 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.

Tier 2:

- EL students at levels 1-3 will receive small group designated ELD instruction in their classroom, focused on increased language acquisition through reading, writing, listening, and speaking ELD standards.

Tier 3:

- Identified EL students who are not making adequate progress, will be referred to the Student Success Team in order to determine appropriate intensive intervention supports needed (SPED and GE teachers will participate through sub release).
- Students who are performing significantly below grade level in reading (according to established criteria) will receive intensive, remedial, reading intervention through the support of the RSP teacher and Instructional Assistant in the Reading Lab, using supplemental reading curriculum (i.e. Reading Mastery, Corrective Reading, WonderWorks, etc.), in addition to tier 1 and tier 2 interventions provided by the classroom teacher.

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

- School-wide assessment results will be shared with parents during meetings, including School Site Council, English Language Advisory Committee, and Parent Coffee Hour.
- Teachers will share EL student academic and language acquisition progress with parents, using the EL Goal Setting Report and ELPAC reports, and provide guidance on how to help students reach English language proficiency.
- Parent University courses will be offered to support parents of EL students with 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 Professional Learning related to this action:

- Teachers will receive support with understanding the EL Goal Setting Report and how to use it to identify each EL student's assessed areas of need. Teachers will plan actions to target specific areas of need.
- Professional Learning content will include: an ELD strategy per month to be applied during integrated or designated ELD instruction; effective use of Wonders ELD curriculum for integrated and designated ELD instruction; instructional planning and implementation with alignment between ELD standards/framework and ELA/Literacy standards.
- Teachers will have opportunities for side by side instructional coaching, peer observations, and goal setting/progress monitoring conferences, as needed.
- ILT members will analyze school-wide EL data, determine needs, and plan for action in support of improving the school-wide EL program to address the needs of EL students.

2018-2019 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-Subs			PL/AC Planning-Sub Release (20 teachers, 1 day); Conferences (1 sub, 3 days)	3,523.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	IA Intervention 3.5 hrs.	12,383.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional Material & Supplies: Literacy/Math NO FOOD/NO INCENTIVES	5,321.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		125,636.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST-Sub Release (2 subs, 7 days)	2,144.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies in Support of EL	7,305.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology Literacy/Math/ELD Support for EL	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			PL/AC Planning-Sub Release (20 teachers, 2 days)	6,129.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors (2 subs, 4 days)	1,100.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating Parent Conferences 30 hrs.	550.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Meetings Food & Supplies (PU, ELAC)	500.00

\$167,591.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	57.671	64.671

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Provided students with opportunities for increased connections with their peers and caring adults at school by implementing: Sports programs, Meaningful Work through Student Jobs, elective classes, student clubs, and rallies/assemblies. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • There were not any subgroups with significant disproportional representation. • Students in grades TK-3 did not receive as many opportunities to engage in school activities and athletics, as did students in grades 4-6.
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Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

<p>1 SSC:</p> <p>Our 2017-18 SPSA goal is to increase student engagements by 8%, reaching 80% of students being engaged in arts, activities, or athletics. Our current ATLAS data shows that 83% of our students are engaged, so we are on track to reaching our goal.</p> <p>Suggested 1 performance per year per class and using The Well Sanctuary for winter/spring music concerts.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> 1. Electives 2. Jaguar Jobs 3. Character Counts Assemblies 	<p>2 ELAC:</p> <p>No Feedback</p>	<p>3 Staff:</p> <p>We can increase engagements recorded by logging Student of the Month and Jaguar of the Week, and students who participate in bi-monthly Character Counts assemblies.</p> <p>Budget Priorities:</p> <ol style="list-style-type: none"> 1. Character Counts Assemblies 2. Electives 3. Jaguar Jobs
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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 Student and Parent Surveys

Student Goal Setting

Owner(s):

Vice Principal

Vice Principal/Culture & Climate Team

Teachers and Students

Timeline:

Quarterly

Feb. 2019

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, presentations, and field 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 3-6 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 contentedness to peers and adults will be identified and highly encouraged to participate in a club, sport, school job, or music class.

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

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- 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, 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 a monthly calendar of parent meetings and school activities, and information about school events through school newsletters and School Messenger phone calls.
- 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 school improvement efforts

2018-2019 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			Materials, Supplies, & Educational Incentives	2,034.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works Assemblies/Activities	2,800.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meetings Food & Supplies (Coffee Hr.)	500.00

\$5,334.00

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	95.161	100
Exposure to Careers - 4th Grade	96.104	100
Exposure to Careers - 6th Grade	98.611	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade

- 3rd grade students received classroom activities/instruction with Bricks4Kidz

Exposure to Careers - 4th Grade

- 4th grade students attended Young Chef Academy field trip.

Exposure to Careers - 5th Grade

- 5th grade students received classroom activities/instruction with Kids Invent

Exposure to Careers - 6th Grade

- 6th grade students attended a tour of Clovis Community College.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade

None

Exposure to Careers - 4th Grade

None

Exposure to Careers - 5th Grade

No Metric or Data Available

Exposure to Careers - 6th Grade

None

95-98% of all students participated in offered grade level experiences/exposure to careers. Only students who were not present in school on the day of the scheduled experience did not participate.

Step 2: 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:

Suggestions:

- Introduce TK-6 grade students to career technical fields through a career day.
- Host a career technical night for parents/families.

2 ELAC:

None provided.

3 Staff:

Suggestions:

- Continue with HERO day and Read Across America, as both events focus on bringing in community members from a variety of career fields to share with students.

- Reach out to Bitwise for opportunities like robotics classes or field trips.

- Continue Jaguar Jobs to teach job responsibility, accountability, and how to work as a team.

Action 1

Title: Exposure to Careers

Action Details:

Powers-Ginsburg will provide opportunities for all students to be exposed to a variety of future career options.

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 Report

Student Goal Setting

Owner(s):

Vice Principal/Attendance Clerk

Teachers and Students

Timeline:

Quarterly

Quarterly

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

- 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 in grades 2-6 may apply for a Jaguar Job 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.

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 invited to share their career fields with students through school and classroom events.

Describe Professional Learning related to this action:

Book, "Meaningful Work: Changing Student Behavior with School Jobs"

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	16.415	14.415
Suspensions Per 100	12.539	9.539

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Chronic Absenteeism

- Classrooms participated in competitions for earning perfect attendance, recognized by classroom Perfect Attendance Poster.
- Home School Liaison conducted check-ins with identified students and contacted parents of students to discuss attendance and the importance of being at school every day.
- Students with chronic absenteeism received individual incentives to encourage improved attendance.

Suspensions Per 100

- Teachers implemented weekly Classroom Meetings and Second Step lessons to support students with conflict resolution, bullying, social skills, and to promote positive classroom and school climate.
- Students participated in school-wide activities and incentives to promote character development through the pillars of Character Counts.
- Students in grades 1-6 received opportunities to attend an alternative recess location (Jaguar Tree House) for structured play through social skills lessons, supported by the Home School Liaison.
- Students were referred to the Student Success Team (based on criteria) 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).
- School Psychologist conducted assessments and provided crisis support for identified students with intensive social emotional needs.

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Chronic Absenteeism

- As of Q3, 2018, 90/540 (17%) of students are chronically absent.
- 18/90 (20%) of the students are in kindergarten. Kinder students tend to have more illnesses due to first exposure to a school setting.
- 28/90 (31%) of the students are SPED, many of whom have serious medical conditions that keep them out of school frequently, or for multiple days at a time.
- 54/90 (60%) of the students are transfer students, most of whom are transported to school by parents. When parents have transportation issues, these students tend to miss school.
- 4/90 (4%) of the students who are chronically absent are Homeless (2% of our total population); these students were disproportionately chronically absent at a rate of 2%.

Suspensions Per 100

- As of Q3 2018, there have been 25 incidents resulting in suspension, involving 14 students.
- 3/14 (21%) students who were suspended were African American. Reasons for this over-representation may include that there is a need for more social emotional support for our African American students.
- African American students are disproportionately represented in our suspension data; they make up 4.5% (25/552) of our total school population, and 12% of that population (3/25) has been suspended this school year.
- 6/14 (43%) students suspended were in grade 5.
- 11/14 students suspended are male. This may be a result of males tending to exhibit more physical behaviors on the school yard to express their emotions and frustrations.
- All suspensions have decreased by 7%, as compared to last year at this time.

Step 2: 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:

According to current SQI data for Q3, our suspension rate is 4.53% (25 incidents, 14 students). This is a significant decrease in suspensions.

Budget Priorities:

1. Onsite Counseling
2. Home School Liaison
3. Culture/Climate Team supplemental contract

2 ELAC:

Budget priority:

Spanish interpreting for school communication

3 Staff:

Budget Priorities:

1. Onsite Counseling
2. Additional Psych Time
3. Home School Liaison

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

- Additional psych support for SSTs, SPED assessments, and crisis support
- Technology, materials, supplies

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
- Attendance Conferences with Parents - Sign-in Sheets/Logs
- Student Goal Setting
- Parent Contacts/Home Visits for students with chronic attendance

Owner(s):

- Vice-Principal/Office Assistant
- Principal
- Teachers and Students
- Home School Liaison

Timeline:

- Quarterly
- Monthly
- Quarterly
- Monthly

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

Tier 1:

- 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 weekly and encouraged to come to school every day, on time. Incentives may be offered to increase attendance.
- Kinder, SPED, and Transfer students have demonstrated a disproportionate amount of absences/tardies; therefore, these groups will be more closely monitored by teachers, the importance of good attendance will be communicated more frequently in a variety of formats, and resources to address these needs will be provided by the HSL.

Tier 3:

- Home School Liaison will conduct regular check-ins with students who have chronic or severely chronic attendance and develop goals and incentive contracts to improve attendance.
- Students with chronic attendance will receive individual rewards for improved attendance

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

- Parents of identified students with attendance concerns will be invited to attend conferences with administrators/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.
- All parents will receive ongoing school communications about the importance of good attendance.
- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, disciplinary guidelines, and programs offered to students.

Specify enhanced services for EL students:

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

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.

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, a character building program, and provide social-emotional support inside and outside of the classroom.

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

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

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

Student Success Team Behavior Referrals

Student Behavior Support Plans

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

Tier 1:

- All teachers will implement weekly Classroom Meetings, Second Step lessons, and Morning Meetings to support students with conflict resolution, bullying, social skills, and promoting positive classroom and school climate and positive peer relationships.
- Students will have opportunities to participate in school-wide activities and incentives to promote character development through the pillars of Character Counts.

Tier 2:

- Students in grades 1-6 will receive opportunities for alternative recess location (Jaguar Tree House), structured play, and support by the Home School Liaison with appropriate social interactions.
- Identified students will receive support through informal behavior support contracts/interventions with incentives/rewards monitored by the classroom teacher to promote positive behavior.
- African American students are disproportionately represented in our suspension data; therefore, this group of students will be more closely monitored and proactive/preventative approaches to misbehavior will be employed by staff.

Tier 3:

- Identified students 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.

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

- Parents will receive proactive teacher contact and conferences to address student behavioral concerns and discuss resolutions.
- Parents will participate in Student Success Team meetings to collaboratively develop behavioral/social

Owner(s):

Culture/Climate Team

Vice Principal

Vice Principal

Teachers and Students

Student Success Team

School Psychologist

Timeline:

Monthly

March, 2019

Quarterly

Quarterly

Monthly, as needed

As needed

Specify enhanced services for EL students:

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

Describe Professional Learning related to this action:

- The site 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

emotional interventions necessary to support individual students.

- Parents will receive verbal and written communications regarding school-wide expectations, policies, procedures, disciplinary guidelines, and programs offered to students.

Schools, CHAMPS, Tough Kids, Class Meetings, and Second Step Training).

- All teachers will receive PL in implementation of Morning Meetings, focused on creating and maintaining a positive classroom culture and climate.

2018-2019 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	Title 1 Basic	Parent Participation	Direct-Graph			Parent Communication - Graphics, Handbook	885.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL 3.5 hrs.	12,658.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.1000	Psych Extra Time .5 day p/w	15,373.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Culture Team (4 teachers, 6 hrs.)	1,061.00
G4A2	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Sup			Culture Team (1 classified, 6 hrs., Potter)	141.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling REA 2% Fee	434.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling 15 hrs. p/wk 38 wks	21,660.00

\$52,212.00

2018-2019 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-Subs			PL/AC Planning-Sub Release (20 teachers, 1 day); Conferences (1 sub, 3 days)	3,523.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.4375	IA Intervention 3.5 hrs.	12,383.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Instructional Material & Supplies: Literacy/Math NO FOOD/NO INCENTIVES	5,321.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	1.0000		125,636.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			SST-Sub Release (2 subs, 7 days)	2,144.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies in Support of EL	7,305.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			Technology Literacy/Math/ELD Support for EL	3,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			PL/AC Planning-Sub Release (20 teachers, 2 days)	6,129.00
G1A2	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors (2 subs, 4 days)	1,100.00
G1A2	LCFF: EL	Parent Participation	Cls Sup-Sup			Translating Parent Conferences 30 hrs.	550.00
G1A2	LCFF: EL	Parent Participation	Mat & Supp			Parent Meetings Food & Supplies (PU, ELAC)	500.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials, Supplies, & Educational Incentives	2,034.00
G2A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Fun Works Assemblies/Activities	2,800.00
G2A1	Sup & Conc	Parent Participation	Mat & Supp			Parent Meetings Food & Supplies (Coffee Hr.)	500.00
G4A1	Title 1 Basic	Parent Participation	Direct-Graph			Parent Communication - Graphics, Handbook	885.00
G4A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375	HSL 3.5 hrs.	12,658.00
G4A2	Title 1 Basic	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.1000	Psych Extra Time .5 day p/w	15,373.00
G4A2	Sup & Conc	Instruction	Teacher-Supp			Culture Team (4 teachers, 6 hrs.)	1,061.00
G4A2	Sup & Conc	Instructional Library, Media & Tech	Cls Sup-Sup			Culture Team (1 classified, 6 hrs., Potter)	141.00
G4A2	Sup & Conc	Guidance & Counseling Services	Direct-Other			Counseling REA 2% Fee	434.00
G4A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : Counseling 15 hrs. p/wk 38 wks	21,660.00

\$225,137.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$37,485.00
Sup & Conc	7090	\$156,410.00
LCFF: EL	7091	\$31,242.00
Grand Total		\$225,137.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$167,591.00
G2 - All students will engage in arts, activities, and athletics	\$5,334.00
G4 - All students will stay in school on target to graduate	\$52,212.00
Grand Total	\$225,137.00