

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Greenville Fundamental School

Superintendent
Jerry Almendarez

Board of Education
Carolyn Torres, President • Alfonso Alvarez, Vice President
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In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

General Goal targeting school climate-students connection to school, chronic absenteeism, expulsion, CHKS survey-Include growth mindset and sense of belonging, college preparation, levels of student engagement.

The collaborative efforts of staff, parents, and community members will ensure that Greenville Fundamental School will continue to demonstrate distinction through high academic achievement and maintenance of high expectation for all its students. Students will demonstrate the knowledge, skills and values necessary to become productive contributors in the 21st. century. Students will have equitable access to a high quality curricular and instructional program. Students and staff will work in a healthy, safe, and secure environment that supports learning. In order to support the district in reducing the number of dropouts, suspensions and expulsions and increasing the number of graduates, Greenville will engage students in meaningful and rigorous instruction, continue to implement PBIS strategies, and target high risk students.

Greenville Fundamental will work to create a community that fosters student engagement, safety, and academic rigor. All students, staff and parents will work to create an environment that enables our students to perform at their peak and become resilient, well-adjusted individuals. Greenville Fundamental School will attend to the social-emotional needs of our students to create an environment where they feel safe and are afforded every opportunity to learn and improve as individuals.

Strategy/Activity 1

Tier I - Greenville has a student engagement and attendance incentive promoting student success along with creating a positive school environment (such as the end of trimester certificates). All staff will be trained on best practices for engaging students in academics and creating a welcoming environment to encourage student attendance. Administrators monitor students at-risk of becoming disengaged and teachers will communicate to family members to investigate the cause and possible solutions to increase engagement and attendance.

Tier II -Students at risk of chronic absenteeism are referred to the administrative team for one on one meetings to discuss the root cause of attendance issues and ensure success going forward.

Tier III - After a meeting with administration, those families that continues to have issues with attendance and for those we are not able to connect with, home visits will be conducted to try and reach families. The administration continues to hold meetings with families.

Budgeted Amount:

31,000

Strategy/Activity 2

Schoolwide programs to support positive behavioral outcomes for students. This strategy includes teachers trained and all staff working together to create a climate of success and positive behavior. Collaborative meetings (SST, IEP, 504) will be held between teachers, parents, students, counselors, and administration to plan steps to improve behavior outcomes and monitor student progress. SEL counselors will be brought into the process where needed.

Budgeted Amount:

2,500

Strategy/Activity 3

21st Century Learning and Rigor that needs to be supported through the active use of technology to improve student outcomes and maintain high expectations. Programs that support the active use of technology to improve student outcomes and maintain high expectations. Teacher collaboration specifically for maintaining rigor in the classroom and supporting students that are at risk

of falling behind. Teachers will be trained on how to integrate technology to promote students' engagement through the curriculum. Included in this program are college promotion programs where students can explore career options. The goal of this program is to encourage students to push themselves to success and work collaboratively

Budgeted Amount:

11,167

Strategy/Activity 4

Program that is intended to provide support and improve the socio-emotional wellness of at-risk students. Teachers will be trained on how to identify potential signs of trouble and a part-time consultant/counselor will meet individually with tier III students and monitor progress. Turning Point MFCC intern will be used to support the Tier II socio-emotional programs. A licensed clinical social worker will also be employed to support 1-1 tier III programs directly to support family socio-emotional needs.

Budgeted Amount:

6,952

Total Expenditures

51,619.00

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Students will read for understanding and demonstrate their comprehension in a variety of ways including by participating in high level collaborative academic conversations using academic language and by writing complete and coherent sentences, responses and reflections in all content areas. Students will learn to read, read to learn, and maintain a love of reading and thus choose to read for enjoyment.

Greenville students will be proficient readers by third grade and demonstrate the grade level proficiency necessary to succeed in college and career through technology-driven curriculum and instruction.

All students will have access to high quality, standards-aligned instructional materials.

Strategy/Activity 1

All students will have access to the core ELA program through the Benchmark curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor student in the tier II and tier III category. In order to promote reading fluency and proficiency supplemental software programs assessing student reading proficiency will be purchase as well as school-wide reading text at each grade level. Teachers will be trained on all core curriculum and strategies to promote language development.

Budgeted Amount:

30,095

Strategy/Activity 2

Students at risk of not meeting ELA standards are identified for academic interventions and provided with before or after-school tutoring and summer remediation where they are given access to differentiated online programs. Students will be progress monitored on a weekly basis and modification in the program will be made as necessary. Collaborative Meetings will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in ELA and to monitor student progress. SEL counselors will be brought into the process where needed.

Budgeted Amount:16,800

Strategy/Activity 3

The lowest performing students and those performing 3 or more grade levels below standard and academically struggling are referred to the SST Process

Budgeted Amount:1,110

Total Expenditures

48,005.00

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

Greenville Fundamental English language learners will be reclassified within 5 years of entering the English Learner program.

All English Learners will demonstrate progress towards this goal as measured by the state assessment, ELPAC.

All students will have access to high quality, standards-aligned instructional materials.

Strategy/Activity 1

All students that are English Learners will have access to the core ELA program along with the supplemental ELD program. Explicit Designated ELD instruction will be provided at the appropriate level for each student; utilizing Benchmark Advanced ELA. Having this type of intervention available will make the reading program and other curricula more accessible to our English Learners. Teachers will continue to monitor student progress to make sure satisfactory progress will be made each trimester toward meeting and exceeding proficiency in English language development. English learners will be supported through scaffolded instruction and the use of sentence frames for different levels of proficiency. Increased language practice will be provided through collaborative conversations and academic language instruction. Students benefit from leveled reading materials based on assessed levels using the AR STAR placement test.

Budgeted Amount:

Strategy/Activity 2

Students at risk of not meeting growth in their English Language Development are identified for academic interventions both during the day, small group, or before/after-school and are given access to differentiated online programs. Students will be progress monitored and modifications in the program will be made as necessary according to their area of need of Listening, Speaking, Reading, or Writing.

Budgeted Amount:5,000

Strategy/Activity 3

Those students who continue to struggle, and are the lowest-performing and who are 3 or more grade levels below standards will be referred to the Student Study Team process. Those students

in grades 4-5 who continue to be long-term English Learners will be eligible for specific program and/or tutoring before or after-school.

Budgeted Amount:

Total Expenditures

5,000.00

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

Greenville students will demonstrate grade appropriate mathematical knowledge and skills as well as the fundamental skills needed to be successful in Algebra through technology-driven curriculum and instruction.

All students will have access to high quality, standards-aligned instructional materials. Students will have the grade level skills to be prepared for college/careers of the 21st century.

Strategy/Activity 1

All students will have access to the core Math program through the Expressions and Irvine Math Project curriculum. Teachers will differentiate instruction to meet the needs of all students and identify and monitor students in Tier II and Tier III categories. In order to promote math fluency and proficiency supplemental software programs assessing student reading proficiency will be purchased as well as school-wide reading texts at each grade level. Teachers will be trained on all core curriculum and strategies to promote math development.

Budgeted Amount:

26,046

Strategy/Activity 2

Students at risk who are not meeting their Math standards are identified for academic interventions and provided with in class and after school tutoring and are given access to differentiated online program's. Students will be progress monitored and modifications in the program will be made necessary. Collaborative meetings (SST, IEP, 504) will be held between teachers, parents, students, counselors and administration to plan steps to improve academic outcomes in math and monitor student progress. SEL counselors will be brought into the process where needed.

Budgeted Amount:

1,000

Strategy/Activity 3

The lowest-performing students and those performing three or more grade levels below standard and struggling academically are referred to the COST/ Student Success Team process.

Budgeted Amount:

1,000

Total Expenditures

28,046.00

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

School Content Area Goal:

We want our students to be able to engage appropriately in the world they will live in and work in 10 to 20 years from now. We want students to expand their learning in the area of Science, Technology, Engineering, Art and Math as it relates to future experiences and job exposure and opportunity.

Total Expenditures

10,000.00

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Greenville parents will participate in all aspects of the school as stakeholders, decision makers and support systems. 100% of parents are encouraged to volunteer on field trips, on campus and in classrooms as indicated in the fundamental school agreement and parent compact, establishing a strong partnership between school and home.

1. Greenville will create a welcoming, safe, sensitive, and productive school environment for parents and community.
 2. Greenville will establish and expand parenting programs that support student success by working with community partners and organizations and other family services
 3. Greenville will provide parent training on accessing student information such as attendance, grades, and progress reports.
 4. Greenville will assist parents of EL students by providing translation services, English and computer classes, or workshops offering transportation and childcare
 5. Greenville will conduct annual parent surveys and meetings to demonstrate that issues are brought forward and needs are addressed quickly and effectively.
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Strategy/Activity 1

It is understood that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Parents are notified of special events (Back to School, Open House, Carnivals, Parent/Teacher conferences, Parent Meeting) through a variety of means fliers, Dojo messages, banners, school marquee, emails, text messages, and PeachJar. Classroom teachers are expected to communicate on regular basis.

Our school will hold regular recognition and celebration events in order for parents to feel welcome at the school and to take pride in their child's accomplishments. We will continue to support seasonal festivals, book-fairs, Jog-A-Thon, Spring Talent Show, 5th grade promotion activities, grade level performances, and schoolwide exhibitions (STEM and Math Family Nights, Science fair, social studies displays, etc.).

Budgeted Amount:

1,000

Strategy/Activity 2

Based on parent feedback through surveys, parent meeting, and committee suggestions invite community agencies/organizations and District sponsored trainings to provide workshop/training, supports groups on topics requested by parents.

Provide grade level and/or topic specific family workshops lead by out staff that equip parents to support their children's education for school readiness, success with the CCSS, and family learning activities at home. Involve parents in the planning of these events to capitalize on the strengths and knowledge they bring to the workshop and build parent capacity.

So that incoming students transition smoothly into kindergarten/First grade, offer parent trainings in the Spring/Summer that focus on best practices to help prepare their children for Kindergarten/First Grade that can be easily implemented at home.

Budgeted Amount:

2,000

Strategy/Activity 3

Encourage parents to participate as volunteers, attend meets, workshops or events, and/or participate on school committees. Actively promote and support the continued growth of the PFO or Parent Faculty Organization and foster parent leadership within this group. Actively recruit new members for the Title 1 committees (SSC and ELAC), other committees, and volunteer in the classrooms to build parent capacity.

Budgeted Amount:

3,000

Total Expenditures

6,000.00

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	51,619.00
Goal Area 2, English Language Arts	48,005.00
Goal Area 3, English Learner Progress	5,000.00
Goal Area 4, Math	28,046.00
Goal Area 5, Content Area Goal	10,000.00
Goal Area 6, Parent Engagement	6,000.00
Total Funds Budgeted	148,670