

Greenberg Elementary

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in cursive script that reads "Linda Ramirez". The signature is written in black ink and is positioned to the right of the printed text "Principal's Signature:".

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

Title I SWP

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School Site Council (SSC)	<i>Members list</i>
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School Quality Review Process	<ul style="list-style-type: none"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including 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 District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p>	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students’ education

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

Consolidated Program Assurances



The School Site Council (SSC) develops and revises the School 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.
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.
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.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
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.
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.
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 and Family Engagement Policy and the Parent-School Compact.
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.
The School 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.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Ramirez	X				
2. Chairperson - Anita Ponce				X	
3. Ola Yarbrough				X	
4. Mai Ka Lee				X	
5. Tina Clark				X	
6. Lottie Swan				X	
7. Valeria Martinez		X			
8. Sophia Montero		X			
9. Gabriela Santillan		X			
10. Alicia Vega			X		
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input checked="" type="checkbox"/> ELAC reviewed the SPSA as a school advisory committee.
ELAC voted to consolidate with the SSC. Date _____.

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 School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Linda Ramirez		3/31/22
SSC Chairperson	Anita Ponce		3/31/22

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2022/23

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$59,670 *
7090	LCFF Supplemental & Concentration	\$201,106
7091	LCFF for English Learners	\$47,600
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$109,931</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$418,307

* 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	\$2,040
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$57,630</u>
	Total Title I Allocation	\$59,670

Greenberg Elementary 2022-2023 - SPSA

Goal 1 - STUDENTS: Improve academic performance at challenging levels.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
i-Ready ELAD2 proficiency - percentage of students on/above	✓		26.95 %	2021-2022	28.05 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.91 %	2021-2022	18.01 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Due to COVID restrictions, we were not able to implement our actions as intended and had to make adjustments. For example, during our RTI, time, we did not deploy students so that we reduced spreading the virus. We had many students, staff, and teaching fellows out due to covid guidelines. We did not have much consistency.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Due to not being able to deploy, it created inequities and inconsistencies to how services were originally intended.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Our plan is to have an assessment team to assess all student current levels by using multiple measures such as BPST and an oral reading and comprehension test. Those scores will be compared with iREADY scores to determine possible gaps and intervention or enrichments needed. Groupings will then determine allocation of resources and meeting the needs of all students.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

With covid restrictions lifting, I feel that we can move forward with intended actions.

Step 4: Educational Partner 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:

Met with SSC on March 16 and March 31 for input and approval on SPSA

2 ELAC:

Met with ELAC on April 4 for input.

3 Staff:

Met with staff and ILT to write school plan.

Action 1

Title: Literacy: Three Tiered Approach

[Action Details:](#)

Greenberg Elementary will provide a three-tiered approach to literacy support for students.

Tier 1 will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives with a focus on student ownership. Use of pathways to close and critical reading skills through text dependent questions allowing access to rigorous grade level texts for all students.

Tier 2 will be opportunities for strategic grouping, technology resources, and blended learning. Blended learning opportunities with on line resources such as iREADY.

Tier 3 will include small group instruction, tutoring services, technology resources, and an opportunity for RTI deployment with supported by teaching fellows.

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](#)

1. Grade Level Common Formative Assessments
2. Language Arts Grades in ATLAS
3. iREADY Interim Scores
4. Literacy IPG observations and Feedback
5. BAS Scores
6. SBAC Scores

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

1. All Teachers
2. Grades 2-6 Teachers
3. Grades 1-6 Teachers
4. Admin
5. Grades K-1 Teachers/
6. Grades 3-6 teachers

[Timeline:](#)

1. Quarterly
2. Quarterly
3. August, November, March
4. Ongoing
5. 1st/4th quarter
6. Annually

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

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- AC agendas to monitor and respond to achievement of African American, EL, and SPED subgroups.
- Materials and Supplies to support Literacy Materials such as paper, charts, folders, white boards, poster paper, post it notes, dryerase markers, etc.
- Resources to support blended learning program iREADY contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- Substitutes for BAS testing
- Substitutes for instructional rounds and planning
- Substitutes for SST's
- Teaching Fellows to support RTI deployment
- Funding for outside PL presenters Materials and supplies for incentives for student achievement
- Funding for conferences for PL
- Funding for guest speakers for PL
- Guided Readers program for Guided Reading Instruction
- Illuminate Ed for creating CFA's
- Funding for incentives
- Accelerated Reader as monitor for Bearcat Book Campaign
- Copy machine for color copies for instruction

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Specify enhanced services for low-performing student groups:

- Teaching of prerequisite skills needed to master standards
- PL for teachers on differentiated instruction
- Small group instruction
- SST's/IEP's

Action 2

Title: Mathematical Practices Focus

Action Details:

School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor.

A focus will be placed on Math Practice 1: Make sense of problems and persevere in solving them.

Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RTI with use of ST Math as a supplemental tool to support students' conceptual understanding.

Reasoning for using this action:	<input 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

1. Math IPG data collection
2. SBAC Scores
3. Interim Scores
4. Common Formative Assessments

Owner(s):

1. Admin
2. Grade 3-6 teachers
3. Grades K-6 teachers
4. All Teachers

Timeline:

1. Quarterly
2. Annually
3. Fall Winter and Spring
4. Quarterly

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

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- RTI of low achievement of African American, EL, and SPED subgroups.
- Materials and Supplies to support mathematics instruction such as paper, charts, folders, white boards, poster paper, post it notes, dryerase markers, etc.
- Resources to support blended learning program ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- Materials and supplies for incentives for student achievement
- Illuminate Ed for creating CFAs
- License for ST math

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses Utilize partner talk

Specify enhanced services for low-performing student groups:

- Use of Common core companion for teaching strategies
- Teaching of prerequisite skills needed to master standards
- PL for Differentiated Instruction
- Small group instruction
- SST's/IEP's

Action 3

Title: English Learner Focus

Action Details:

Greenberg will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments.

In partnership with English Learner Services, we will create positive and culturally responsive learning environments, observe students closely to provide planned appropriate scaffolding and foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content.

ELD instruction will be provided in both designated and integrated forms. Designated ELD will be provided during the ELA deployment. Integrated ELD will be primarily focused on content with language supports. Designated ELD will be primarily focused on language skills using content.

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

1. ELPAC scores
2. SBAC scores
3. iREADY Scores
4. BAS Scores

Owner(s):

1. All Classroom Teachers
2. 3-6 Classroom Teachers
3. K-6th Grade Teachers
4. K-1st grade teachers

Timeline:

1. Annually
2. Annually
3. Fall and Spring
4. Fall and Spring

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

- Grading and rubrics to address achievement gap of English Learner subgroup.
- AC's to monitor and respond to achievement of English Learner subgroup.
- Materials and Supplies to EL support such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc.
- Resources to support blended learning program
- iREADY and ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning ELPAC assessors
- Teaching Fellows
- Materials and supplies for incentives for student achievement
- Subs for ELPAC testing

Specify enhanced services for EL students:

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time
- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Specify enhanced services for low-performing student groups:

- Use of Common core companion for teaching strategies
- ELD Designated Instruction
- ELD Integrated Instruction
- Differentiated group

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	44,686.00
G1A1	Title 1 Basic	Instruction	Travel			PL Conferences	2,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for Instruction	44,104.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Color copier for student materials	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Regional Literacy Work Speaker	2,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra time lab aide	8,376.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for SST's and IEP's	8,000.00
G1A1	One-time School	Instruction	Teacher-Subs			BAS Assessors	2,936.00
G1A1	One-time School	Instruction	Bks & Ref			: Accelerated Reader	8,000.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology	12,780.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : Illuminate	2,400.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for instructional rounds-No IEPs	9,984.00
G1A2	One-time School	Instruction	Bks & Ref			ST Math	13,002.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELD planning and instructional rounds	21,696.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC assessors	6,388.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters for conferences	5,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	11,393.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			NC-Equipment	3,123.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	36,520.00
G1A5	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA for social skills support	53,488.00

\$303,376.00

Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓		88.7 %	2021-2022	89.8 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

Due to covid restrictions, We were not able to all of our actions to full fidelity. Many adjustments had to be made such as need for technology and incentives.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

The differences to our original plan is to provide learning environments for our autism classrooms that conducive to their learning needs. Historically our SPED classrooms have furniture that can pose a danger due to autistic behaviors. There is a need for a sensory room and furniture that is appropriate for sensory need.

Step 4: Educational Partner 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:

2 ELAC:

3 Staff:

Met with SSC on March 16 and March 31 to review SPSA and seek input and approval

Met with ELAC on April 7 review SPSA and seek input

Met with staff and ILT on March 3, 7, 21 and April 7 seek input and write the SPSA

Action 1

Title: Student Engagement

Action Details:

Greenberg is committed to engaging all students in arts, activities, and athletics. Greenberg will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as:

- athletics
- clubs
- academic competitions
- dance groups
- music/band
- student council
- service projects
- field trips
- other school-wide activities such as school dances, school rallies, and assemblies.
- Sensory room and furniture that is appropriate for autism needs (Supplemental supports for 4 SDC classes, Autism inclusion students, and de-escalation supports for all students at Greenberg who require the support)

We will strategically implement strategies to engage all students in the full school community, through participation in Goal 2 activities, with attention given to reducing disproportionality in Goal 2 participation. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities.

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

of Engagements entered

Owner(s):

VP

Timeline:

Quarterly

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

- Materials and supplies to promote student engagement for clubs and activities
- Materials and supplies to promote cultural assemblies reflective of our community
 - Hispanic Awareness Assembly
 - Hmong New Year Assembly
 - Black History Month Assembly
 - Autism Awareness Assembly
- Materials and supplies for incentives for student achievement
- Sensory room and furniture that is appropriate for autism needs.

Specify enhanced services for EL students:

- Interpreters for conferences and meetings
- Flyers and letters translated in Spanish and/or Hmong
- Music wheel so that all students may participate in the Arts without missing new instruction.

Specify enhanced services for low-performing student groups:

Music wheel so that all students may participate in the Arts without missing new instruction

Sensory room and furniture that is appropriate for autism needs.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds for school spirit wear	2,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: sensory room and furniture	71,138.00
G2A1	One-time School	Instruction	Nc-Equipment			: Sensory room and furniture	26,293.00

\$99,931.00

Goal 3 - STUDENTS: Increase student engagement in their school and community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		52.62 %	2021-2022	52.02 %
Suspension Rate - Semester 1	✓		1.89 %	2021-2022	1.56 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no differences to our original plan and are confident that we can implement our plan as intended with covid restrictions lifting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue with our original plan.

Step 4: Educational Partner 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:

Met with SSC on March 16 and March 31 to review SPSA and seek input and approval

2 ELAC:

Met with ELAC on April 7 review SPSA and seek input

3 Staff:

Met with staff and ILT on March 3, 7, 21 and April 7 seek input and write the SPSA

Action 1

Title: Tiered Level of Behavior Supports

[Action Details:](#)

Greenberg Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. These will support student engagement.

Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3.

In Tier 1, guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.

In Tier 2, we will create a Care Center for students to receive social skill support by the Resource Counseling Assistant.

In Tier 3, students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention.

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](#)

Suspension data

Attendance data

Owner(s):

Campus and Culture Team

Timeline:

Quarterly

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

Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups.

Materials and supplies for CARE center Mind Up Curriculum to support social skills

Materials and supplies for incentives

School psychologist to support our Tier 2 and Tier 3 students with counseling services.

Subs for SST meetings

De-escalation space for all students who need support

[Specify enhanced services for EL students:](#)

Culturally relevant teaching strategies

[Specify enhanced services for low-performing student groups:](#)

Social Skills groups for students who have behavior issues that are impeding learning

Goal 4 - STAFF: Increase recruitment and retention of staff reflecting on the diversity of our community.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey- percent favorable in organizational culture domain	✓		91.73 %	2021-2022	92.83 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no differences to our original plan and are confident that we can implement our plan as intended with covid restrictions lifting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue with our original plan.

Step 4: Educational Partner 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:

2 ELAC:

3 Staff:

Met with SSC on March 16 and March 31 to review SPSA and seek input and approval

Met with ELAC on April 7 review SPSA and seek input

Met with staff and ILT on March 3, 7, 21 and April 7 seek input and write the SPSA

Action 1

Title: Staff Engagement

Action Details:

Greenberg will provide an inclusive school climate, focused on building relationships and having high expectations for all. Relationship building will begin with four critical building blocks; identification, authenticity, empathy, and trust to enhance staff-staff, staff-student, and student-student relationships.

In order to retain the very best we will:

- Provide professional Learning Opportunities for Cultural Proficiency Training
- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Sunshine club to organize monthly activities such as potlucks, birthday recognition, paint night, etc.
- Staff appreciation meals and activities
- Incentives including spirit wear and materials/supplies for staff events
- "Check Ins" with staff members
- Staff planning and participating in Cultural Assemblies

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

Staff Surveys

SBC Meetings

Owner(s):

ILT

SBC members

Timeline:

Quarterly

Monthly

Describe Direct Services and/or Professional Development to staff, including materials and supplies required (curriculum and instruction) in support of hiring and retention:

- Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other
- Student Centered and Real-World Learning: Staff planning cultural assemblies and field trips offer students opportunities to connect learning with history and real life experiences.
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Materials and supplies to promote student engagement
- Materials and supplies to promote cultural assemblies
- Materials and supplies for incentives for student achievement
- Funding for Spirit wear
- Funding for staff events

Specify Professional Development or Staff Services to support EL students:

Culturally Responsive Professional Learning to understand the features of Individualistic and Collectivist Cultures to better serve our students. Naming the Sociopolitical context schools operate within that may contribute to disparities and unequal opportunities for people of color and low socioeconomic incomes. Understanding culture for moving dependent learners and building intellectual capacity.

Specify Professional Development or Staff Services to support low-performing student groups:

Culturally Responsive Professional Learning to understand the features of Individualistic and Collectivist Cultures to better serve our students. Naming the Sociopolitical context schools operate within that may contribute to disparities and unequal opportunities for people of color and low socioeconomic incomes. Understanding culture for moving dependent learners and building intellectual capacity.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G4 - Increase recruitment and retention of staff reflecting the diversity of our community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for staff retention **No food or incentives**	10,000.00

\$10,000.00

Goal 5 - FAMILIES: Increase inclusive opportunities for families to engage in their students' education.

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓		89.86 %	2021-2022	90.96 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups as it relates to this goal.

Due to covid restrictions, We were not able to implement our actions to full fidelity. Many adjustments had to be made.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

There are no changes to our original plan and are confident that we can implement our plan as intended with covid restrictions lifting.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2022-23 SPSA.

We will continue with our original plan.

Step 4: Educational Partner 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:

2 ELAC:

3 Staff:

Met with SSC on March 16 and March 31 to review SPSA and seek input and approval

Met with ELAC on April 7 review SPSA and seek input

Met with staff and ILT on March 3, 7, 21 and April 7 seek input and write the SPSA

Action 1

Title: Family Engagement

Action Details:

Greenberg will view parents, families, and caregivers as a key resource with increased efforts to engage parents and building in time and resources:

- Participating in FUSD Parent University
- Using multiple communication platforms such as school messenger, Peach Jar, Class Dojo, Remind app, Facebook, and Twitter.
- Parent Structures for parents to co create student goals
- Sharing Unit Overviews, Lesson, Topics, and Testing calendar
- Family Nights for Literacy, Math, Science, and Art

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

Parent Survey

Owner(s):

CC Team

Timeline:

Yearly

Describe Direct Services and Opportunities for parents and families, including materials and supplies required (curriculum and instruction) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:

- Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly
- Student Centered and Real-World Learning: Staff planning cultural assemblies and field trips
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Funding for incentives for parent participation such as VIP t-shirts
- Funding for Autism breakfast and Parent breakfasts

Specify Direct Service and Opportunities for parents and families to support EL students:

Parent University Classes to engage parents in their child's education.

Parent Participation in Family Nights

ELAC meetings to inform parents of progress

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

Parent University Classes to engage parents in their child's education.

Parent Participation in Family Nights

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G5 - Increase inclusive opportunities for families to engage in their students' education

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	2,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for parents	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			Mileage	500.00

\$5,000.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0510 Greenberg Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	44,686.00
G1A1	Title 1 Basic	Instruction	Travel			PL Conferences	2,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for Instruction	44,104.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Color copier for student materials	6,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : Regional Literacy Work Speaker	2,000.00
G1A1	Sup & Conc	Other Instructional Resources	Cl&Tech-Ext			Extra time lab aide	8,376.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for SST's and IEP's	8,000.00
G1A1	One-time School	Instruction	Teacher-Subs			BAS Assessors	2,936.00
G1A1	One-time School	Instruction	Bks & Ref			: Accelerated Reader	8,000.00
G1A1	One-time School	Instruction	Nc-Equipment			Technology	12,780.00
G1A1	One-time School	Instruction	Cons Svc/Oth			*Other* : Illuminate	2,400.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for instructional rounds-No IEPs	9,984.00
G1A2	One-time School	Instruction	Bks & Ref			ST Math	13,002.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELD planning and instructional rounds	21,696.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for ELPAC assessors	6,388.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters for conferences	5,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies	11,393.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			NC-Equipment	3,123.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	36,520.00
G1A5	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA for social skills support	53,488.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Funds for school spirit wear	2,500.00
G2A1	Sup & Conc	Instruction	Nc-Equipment			: sensory room and furniture	71,138.00
G2A1	One-time School	Instruction	Nc-Equipment			: Sensory room and furniture	26,293.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for staff retention **No food or incentives**	10,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation **No food or incentives**	2,000.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for parents	2,000.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileage			Mileage	500.00

\$418,307.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$59,670.00
Sup & Conc	7090	\$201,106.00
LCFF: EL	7091	\$47,600.00
One-time School	7099	\$109,931.00
Grand Total		\$418,307.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$303,376.00
G2 - Expand student-centered and real-world learning experiences	\$99,931.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$10,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,000.00
Grand Total	\$418,307.00