

**Greenberg Elementary**

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read 'Linda Ramirez', with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 4, 2025

<b>Table of Contents</b>	
<b>Topic</b>	<b>Details</b>
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
School Site Council Assurances	<i>Consolidated Program Assurances</i>
School Site Council (SSC)	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Budget	<i>Site Allocations</i>
School Quality Review Process	<ul style="list-style-type: none"> <li>• <i>Needs Assessment: Data Analysis and identification of needs and goals</i></li> <li>• <i>Actions designed to meet needs and targeted goals</i></li> <li>• <i>Budget allocations and planned expenditures</i></li> </ul>
Additional Documents	<i>SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum</i>

<b>District Goals</b>	
<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**



<p>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.</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 student groups 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 (Parent Advisory Committee (PAC) and District English Learners’ Advisory Committee (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 and Family Engagement 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 School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and rewritten 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 - Linda Ramirez	X				
2. Chairperson - Carla Sewell				X	
3. Victoria Jones				X	
4. Debra Brown				X	
5. Ryan Turley				X	
6. Reyna Preciado				X	
7. Jeffery O'Neill		X			
8. Jaquilla Burris		X			
9. Gabriela Santillan		X			
10. Marisela Sanchez-Lemus			X		
11.					
12.					
13.					
14.					
15.					

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

**Required Signatures**

School Name: Greenberg Elementary			
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		3/12/25
SSC Chairperson	Carla Sewell		3/12/25

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

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

FY 2025/26

Greenberg - 0510

**ON-SITE ALLOCATION**

3010	Title I	\$64,446 *
7090	LCFF Supplemental & Concentration	\$199,794
7091	LCFF for English Learners	\$52,206

<b>TOTAL 2025/26 ON-SITE ALLOCATION</b>	<b>\$316,446</b>
---	------------------

* These are the total funds provided through the Consolidated Application	
* Title I requires a specific investment for Parent Involvement	
Parent Involvement Budget - Minimum	\$1,868
Program Budget	\$62,578
Total Title I Allocation	\$64,446

**ESSA Assistance Status: Additional Targeted Support and Improvement (ATSI)**

## Greenberg Elementary 2025-2026 - SPSA Draft Edits

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

### Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)

**School Quality Review**

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-27.7 pts	2023-2024	-12.7 pts
SBAC ELA - percentage of students met/exceeded standard	✓	33.8 %	39.6 %	2023-2024	44.6 %
SBAC Math - Average distance from standard	✓	0 pts	-35.1 pts	2023-2024	-20.1 pts
SBAC Math - percentage of students met/exceeded standard	✓	28.4 %	36.3 %	2023-2024	41.3 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Based on the metrics in this current goal, 60% of students are not meeting standards in SBAC. The problem is identified as lack of vocabulary and comprehension skills. Students have been improving foundational skills but lack the comprehension and vocabulary when engaging with complex texts.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Chronic Attendance creates gaps in learning.
- Need to increase academic language in oral communication

- Need to apply learned comprehension skill or strategies to a text
- Need to explain ideas from a text that they were able to read accurately
- Need to make sense of concepts or relationships that are described directly in a text

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Provide direct instruction of vocabulary words for a specific text while including repetition and multiple exposures to vocabulary items
- Looking back for keywords and rereading in order to clarify or answer questions.
- Discussing or activating prior knowledge by using making thinking visible strategies
- Visualizing or picturing what they are reading and making predictions.
- Using Thinking maps
- Using Think Aloud to model the strategies and thought processes needed for comprehension.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

### Action 1: Mathematical Focus

Partially Implemented

- The actions were partially implemented to meet the desired student outcomes because our focus for MLD training only involved grades 5th and 6th grade teachers. We chose to start with 2 grade levels to go deep in their learning. Next year we will move to training 4th grade teachers.

### Action 2: English Learner Focus

Partially Implemented

- The actions were partially implemented to meet the desired student outcomes. Our EL students are in need of more support. We are hiring a literacy TSA through our literacy funds to focus on delivering ELD instruction during our RTI blocks of instruction.

### Action 3: Literacy: Three Tiered Approach

Fully Implemented

- The actions were fully implemented, but did not meet the desired student outcomes with our Asian subgroup. All other subgroups made growth.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Mathematical Focus

Effective

As a site, we increased our SBAC scores in math by 9% from 27.3% to 36.3% meeting or exceeding standards. We moved 17.3 points closer to distance from standard. All subgroups increased 4.1% to 9.9% with the exception of reclassified students who had an increase of 0.1%. All student groups moved their distance from standard from 8.4 points to 30.1 points closer.

Action 2: English Learner Focus

Effective

Our English Learners increased SBAC scores in ELA by 11.5% and increased Math SBAC scores by 5.1%. However, our English Learner students continue to perform below all students. 39.6% of all students are meeting or exceeding standards in ELA SBAC while only 26.6% of EL students are meeting or exceeding n ELA. 36.3% of all students are meeting or exceeding standards in Math SBAC while only 24.2% of EL students are meeting or exceeding in math.

Action 3: Literacy: Three Tiered Approach

Partially Effective

As a site, we increased our SBAC scores in ELA by 6.9% from 32.7% to 39.6% meeting or exceeding standards. We increased 15 points distance from standard. All student groups increased 6.6% to 17.4% with the exception of Asian student group who had a decrease by 9%. All student groups with the exception of our Asian student group increased their distance from standard from 13.3 points to 23.9 points. Our Asian student groups decreased significantly. Our students lacked vocabulary and comprehension skills necessary to meet standards.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

To strengthen our RTI groups, we are utilizing a literacy TSA to support with ELD instruction for our English Learners in grades 1st-6th.

**Section D: 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.

SSC:

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
SSC Feedback included: SSC members were in agreement with all

ELAC:

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
ELAC Feedback included: ELAC members were in agreement with

Staff:

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
Staff Feedback included: Staff members were in agreement with all

goals, actions, and budget allocations.

all goals, actions, and budget allocations.

goals, actions, and budget allocations.

## Action 1 :

### Literacy Focus

#### Action Details:

---

Greenberg Elementary will provide an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate literacy instruction and research-based interventions when necessary. Greenberg will use high quality, data informed instruction and intervention practices to close the achievement gap for our students.

- Tier 1 Instruction will include good first teaching with common core literacy skills in every classroom with a focus on:
  - student ownership
  - student voice
  - informative writing instruction
  - vocabulary development
  - thinking maps
  - joy of reading
  - School Wide AR Goals
  - Standards Based Lesson Planning
  - All teachers will complete ELA goal setting chats with all students.
  - Subs will provide coverage for admin to complete goal setting chats twice a year with all teachers.
  - Teachers in grades K-1<sup>st</sup> will be trained in Haggerty to support phonics instruction.
  - A paraprofessional will be provided through Regional Literacy Funds to kindergarten to ensure all classrooms have a 6 hour paraprofessional.
- Tier 2 Instruction will focus on opportunities for strategic grouping, blended learning with technology resources, and foundational skills RTI deployment supported by teaching fellows.
  - TSA will oversee RTI groups in our RTI room. The groups will be formed by using Phonics Survey and iREADY data.
  - TSA will train and supervise Teaching Fellows in Orton Gillingham strategies to work with RTI groups.
  - TSA will oversee the Assessment Team to assess students utilizing the Phonics Survey during the first 2 weeks of school and at the end of every quarter.
  - Teachers will determine final RTI groupings based on iREADY and Phonics Survey data.
- Tier 3 Instruction will be specialized group instruction through Learning Lab.
  - Students will have accommodations and modifications through a SPED IEP or 504 plan.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

---

- PLC agendas to monitor and respond to achievement of all students but with an emphasis on our 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, dry erase markers, etc.
- Resources and licenses to support blended learning programs (Possible examples: Accelerated Reader, Immersive Reader, ABC Mouse, etc.)
- Technology to support instruction and assessment
- Resources to support professional learning
- Substitutes for goal setting chats
- Substitutes for SST's and IEP's
- Teaching Fellows to support RTI deployment
- Materials and supplies for incentives for student achievement
- Funding for a writing program-PL and materials and supplies (Ex. The Write Tools)
- Funding for Illuminate Ed for creating CFAs

- Copy machine for color copies for instruction

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- teaching fellow support for small group instruction
- Literacy TSA support.
- **Alternatives to suspension** that strive to reduce dropout rates and improve academic outcomes
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Parental involvement activities and events such as parent workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Supplemental staff or extra time to support students
- Subs or supplemental contracts for teachers to collaborate, plan instruction, observe exemplary lessons, or receive training
- Laptops, document cameras, projectors, electronic white-boards
- Software for students, including on-line subscriptions
- Materials and supplies to support instruction
- Student incentives
- Interpreters/babysitters for meetings with parents (IEP, 504, school meetings, etc.)

As a site: What are the planned actions to support this student group?

- teaching fellow support for small group instruction
- Literacy TSA support for writing
- Instructional materials and supplies
- Software licenses for instruction and assessment

## Progress Monitoring: Outcomes

Reasoning for using this action     Strong Evidence     Moderate Evidence     Promising Evidence

**Short-Term (Learning)**  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Daily CFU's monitored by teachers where teachers will respond when students cannot demonstrate their understanding.

CFAs monitored by PLC's. Teachers will reteach when less than 80% can demonstrate mastery.

IAB's and FIAB's monitored by teachers where teachers will reteach if students cannot demonstrate mastery.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Interim Assessment iREADY 1 monitored by teachers and admin team. Students should reach their typical growth by iREADY 1 and meet their stretch growth by iREADY 2.

Phonics Survey monitored by teachers and admin team. Students should gain 10% quarterly.

**Long-Term (Change in Condition)**  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Summative Assessments monitored by teachers and admin Team should demonstrate a growth of 10% per year.

**Action 2 :**

**Math Focus**

Action Details:

Greenberg Elementary will provide an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate mathematics instruction and research-based interventions.

Greenberg staff will utilize Math Lesson Design to provide high quality mathematics instruction for all students aligned to the Common Core State Standards with an emphasis on:

- conceptual mathematics
- 8 mathematical practices
- focus, coherence and rigor
- student ownership
- student voice

All teachers will complete math goal setting chats with all students.

Subs will provide coverage for admin to complete goal setting chats twice a year with all teachers.

Mathematics RTI will be implemented for grades 3<sup>rd</sup>-6<sup>th</sup>. Math Instructional Coach will support with RTI deployment.

Instructional Coach will do coaching cycles with all 4<sup>th</sup> grade teachers implementing MLD.

Instructional Coach will oversee BBF implementation and school wide BBF progress monitoring and assessments.

SWUN math materials will be purchased to support MLD.

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- PLC agendas to monitor and respond to achievement of all students but with an emphasis on our 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, dry erase markers, grid paper, geoboards, etc.
- Resources to support blended learning program
- Licenses for programs to support personalized learning such as ST math, Reflux, Frax, etc.
- Subs for MLD coaching cycles
- Subs for goal setting chats
- Funding for Graphics for BBF and SWUN math resources
- Copy machine for color copies for instruction
- Technology to support instruction and assessment (tablets)
- Resources to support professional learning
- Materials and supplies for incentives for student achievement
- Illuminate Ed for creating CFA's
- Guest Speaker

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- Math TSA support.
- Sub release time for teachers for MLD coaching cycles
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Materials & Supplies for MLD & BBF lessons
- SWUN Math Journals
- ST math
- Student Achievement Incentives for Math
- 

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Math TSA support.
- Sub release time for teachers for MLD coaching cycles
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Materials & Supplies for MLD & BBF lessons
- SWUN Math Journals
- ST math
- Student Achievement Incentives for Math

As a site: What are the planned actions to support this student group?

- ○ Greenberg staff will utilize Math Lesson Design to provide high quality mathematics instruction for all students aligned to the Common Core State Standards with an emphasis on:
  - conceptual mathematics
  - 8 mathematical practices
  - focus, coherence and rigor
  - student ownership
  - student voice

All teachers will complete math goal setting chats with all students.

Subs will provide coverage for admin to complete goal setting chats twice a year with all teachers.

Mathematics RTI will be implemented for grades 3<sup>rd</sup>-6<sup>th</sup>. Math Instructional Coach will support with RTI deployment.

Instructional Coach will do coaching cycles with all 4<sup>th</sup> grade teachers implementing MLD.

Instructional Coach will oversee BBF implementation and school wide BBF progress monitoring and assessments.

SWUN math materials will be purchased to support MLD.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see	Medium-Term (Change in Behavior or Performance) Want to see	Long-Term (Change in Condition) Hope to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:</p> <p>Daily CFU's monitored by teachers where teachers will respond when students cannot demonstrate their understanding.</p> <p>CFAs monitored by PLC's. Teachers will reteach when less than 80% can demonstrate mastery.</p> <p>IAB's and FIAB's monitored by teachers where teachers will reteach if students cannot demonstrate mastery.</p>	<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Interim Assessment iREADY 1 monitored by teachers and admin team. Students should reach their typical growth by iREADY 1 and meet their stretch growth by iREADY 2.</p>	<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/> <p>Summative Assessments monitored by teachers and admin Team should demonstrate a growth of 10% per year.</p>

**Action 3 :**

**English Learner Focus**

Action Details:

Greenberg will focus on English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on informational writing strategies and vocabulary.

- ELD instruction will be provided in both designated and integrated forms:
- Integrated ELD will be taught throughout the day with and across the disciplines. Teachers will use the CAELD Standards to support their EL's linguistic and academic progress.
- Designated ELD will be provided during the RTI deployment daily. Teachers will use the CAELD Standards as focal standards in ways that build into and from content instruction in order to develop critical English language skills knowledge, and abilities needed for content learning in English.
- *For LTELs, we will provide additional support through targeted reading and language intervention opportunities.*
- *We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support.*
- *For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.*
- Literacy Coach will train all teachers in Write Tools Strategies to support EL students with writing strategies.
- Literacy coach will teach Designated ELD groups during RTI.

Our literacy coach will oversee RFEP monitoring and DIBELS testing

Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

- PLC'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
- Resources to support professional learning
- ELPAC assessors

- Subs for goal setting chats
- Subs for ELPAC testing and Alternative ELPAC testing
- Resources and Materials to support Newcomers, such as books in different languages.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

---

All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.

**1. Identify English learner students in Red and all the areas that they are identified in.**

EL progress on the CA Data dashboard has EL students in green. However, English Learner student population is performing at the lowest level in areas of ELA SBAC at 15.1% in comparison to all students at 32.7%.

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

With Title I funds we plan to support English learner students by providing teaching fellow support.

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

With 7090 or 7091 funds we plan to support English learner students by training all K-6th grade GE teachers in teaching writing strategies because we find that many of our EL students lack the knowledge of how to structure their writing. Write Tools is a program that supports teaching writing structures. We plan to support English learner students by providing teaching fellow support.

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA

- 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

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- teaching fellow support for small group instruction
- Literacy TSA support
- Field trips for educational purposes such as visits to museums, historic sites, or zoos
- **Alternatives to suspension** that strive to reduce dropout rates and improve academic outcomes
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Parental involvement activities and events such as parent workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- - ELD instruction will be provided in both designated and integrated forms:
  - Integrated ELD will be taught throughout the day with and across the disciplines. Teachers will use the CAELD Standards to support their EL's linguistic and academic progress.
  - Designated ELD will be provided during the RTI deployment daily. Teachers will use the CAELD Standards as focal standards in ways that build into and from content instruction in order to develop critical English language skills knowledge, and abilities needed for content learning in English.
  - For LTELs, we will provide additional support through targeted reading and language intervention opportunities.
  - We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support.
  - For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.
  - Literacy Coach will train all teachers in Write Tools Strategies to support EL students with writing strategies.
  - Literacy coach will teach Designated ELD groups during RTI.
  - Our literacy coach will oversee RFEP monitoring and DIBELS testing
  - Supplemental Contracts for ELPAC Assessors

As a site: What are the planned actions to support this student group?

- - - ELD instruction will be provided in both designated and integrated forms:
    - Integrated ELD will be taught throughout the day with and across the disciplines. Teachers will use the CAELD Standards to support their EL's linguistic and academic progress.
    - Designated ELD will be provided during the RTI deployment daily. Teachers will use the CAELD Standards as focal standards in ways that build into and from content instruction in order to develop critical English language skills knowledge, and abilities needed for content learning in English.
    - For LTELs, we will provide additional support through targeted reading and language intervention opportunities.
    - We will determine intervention needs for ELs and LTELs using ELPAC data on Ellevation to ensure our EL students receive appropriate support.
    - For Reclassified Fluent English Proficient (RFEP) students, teachers will utilize the Ellevation platform to progress monitor and set goals as needed.
    - Literacy Coach will train all teachers in Write Tools Strategies to support EL students with writing strategies.
    - Literacy coach will teach Designated ELD groups during RTI.
    - Our literacy coach will oversee RFEP monitoring and DIBELS testing
    - Supplemental Contracts for ELPAC Assessors

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning)  
Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Daily CFU's monitored by teachers where teachers will respond when students cannot demonstrate their understanding.

CFAs monitored by PLC's. Teachers will reteach when less than 80% can demonstrate mastery.

IAB's and FIAB's monitored by teachers where teachers will reteach if students cannot demonstrate mastery.

Medium-Term (Change in Behavior or Performance)  
Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

Interim Assessment iREADY 1 monitored by teachers and admin team. Students should reach their typical growth by iREADY 1 and meet their stretch growth by iREADY 2.

Phonics Survey monitored by teachers and admin team. Students should gain 10% quarterly.

Long-Term (Change in Condition)  
Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

Summative Assessments monitored by teachers and admin Team should demonstrate a growth of 10% per year.

# 2025-2026 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	Mat & Supp			: Materials & Supply **No food or incentives**	138.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	61,428.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST's	11,809.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,121.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Brain Pop Subscription	4,100.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News Subscription	2,063.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance Accelerated Reading Subscription	4,300.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student instructions, Awards, Incentives & Engagement	39,684.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	22,986.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Ricoh Copier Office	3,100.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for MLD 4th Grade	3,160.00
G1A2	Sup & Conc	Instruction	Bks & Ref			SWUN math materials	17,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: ST Math Subscription	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Classroom Budget	17,500.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters	2,880.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,110.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Illuminate ED subscription EL Students	3,500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL students	1,010.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Tutor ELD Support	40,586.00

**\$255,475.00**

**Current Goal 2 - STUDENTS: Expand student centered and real-world learning experiences.****Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	83.2 %	87 %	2024-2025	88.1 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

77% of students feel that the school prepares them for real life experiences.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Relevance of Lessons
- Limited Life Skills Curriculum
- Lack of Real-World Connections
- Need to improve Social and Emotional Learning (SEL)

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Connecting relevance with lesson objectives.
- Integrate life skills such as conflict resolution, personal responsibility, money management, or communication when applicable to daily lessons.
- Lessons in subjects like math and science can sometimes feel abstract to young students, without clear connections to how they might be used in the real world.

- When possible, embed SEL into the curriculum.

### Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Student Engagement

Fully Implemented

- The actions were **Fully Implemented** to meet the desired student outcomes. However, there is a need to develop actions at a deeper level.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Student Engagement

Partially Effective

Although we met our overall target, when digging deeper into the data, we uncovered 77% of students feel that the school prepares them for real life experiences.

### Section C: NEXT SCHOOL YEAR: As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Connecting relevance with lesson objectives.
- Integrate life skills such as conflict resolution, personal responsibility, money management, or communication when applicable to daily lessons.
- Lessons in subjects like math and science can sometimes feel abstract to young students, without clear connections to how they might be used in the real world.
- When possible, embed SEL into the curriculum.

### Section D: 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.

SSC:

ELAC:

Staff:

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

SSC Feedback included: members were in agreement with all goals, actions, and budget allocations.

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

ELAC Feedback included: members were in agreement with all goals, actions, and budget allocations.

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

Staff Feedback included: members were in agreement with all goals, actions, and budget allocations.

## Action 1 :

### Student Engagement

#### Action Details:

---

**Greenberg Elementary will create an environment that feels socially and intellectually safe for learners. We will engage all students in arts, activities, and athletics. Greenberg will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities.**

- athletics
- clubs
- dance groups
- music/band
- leadership
- Spelling Bee
- Yearbook Club
- spirit wear for student incentives
- student incentives (AR., BBF, ST Math)
- field trips
- other school-wide activities such as school dances, school rallies, and assemblies

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.

#### Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):

---

- 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
- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students.

English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- mentoring support
- Field trips for educational purposes such as visits to museums, historic sites, or zoos
- **Alternatives to suspension** that strive to reduce dropout rates and improve academic outcomes
- contracts for clubs
- materials and supplies for clubs
- Parental involvement activities and events such as parent workshops
- Student incentives for iREADY, Bearcat Store, Golden Tickets, Attendance, Academics, etc.
  
- Awards Medals
  
- Mentoring Supplemental Contract
  
- Additional staff contracts to provide clubs

Using 7090/7091 funds only: What are the planned expenses to support this student group?

Supplemental staff or extra time to support students

Materials and supplies to support extra curricular activities

Study trips for students

Materials and Supplies for student engagements

Student incentives for iREADY, Bearcat Store, Golden Tickets, Attendance, Academics, etc.

Awards Medals

Mentoring Supplemental Contract

Additional staff contracts to provide clubs

As a site: What are the planned actions to support this student group?

- **Greenberg Elementary will create an environment that feels socially and intellectually safe for learners. We will engage all students in arts, activities, and athletics. Greenberg will work to implement a comprehensive program to increase the number of students participating in after school and extra-curricular activities.**

- athletics
- clubs
- dance groups
- music/band
- leadership
- Spelling Bee
- Yearbook Club
- spirit wear for student incentives
- student incentives (AR., BBF, ST Math)
- field trips
- other school-wide activities such as school dances, school rallies, and assemblies

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.

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/>
<p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>Track the number of students involved in sports, arts, and other extracurricular activities.</li><li>Social and Emotional Growth: Assess whether extracurricular activities help improve students' social skills, emotional well-being, and teamwork abilities.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>Admin: Track student participation and achievement in extracurricular activities.</li><li>Teachers and Coaches: Provide feedback on students' development in areas like teamwork, communication, and emotional regulation.</li></ul>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/>
<p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>Participation Rates: Track the number of students involved in sports, arts, and other extracurricular activities.</li><li>Social and Emotional Growth: Assess whether extracurricular activities help improve students' social skills, emotional well-being, and teamwork abilities.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>Extracurricular Program Coordinators: Track student participation and achievement in extracurricular activities.</li><li>Teachers and Coaches: Provide feedback on students' development in areas like teamwork, communication, and emotional regulation.</li></ul>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p> <hr/>
<p>Inclusive Extracurricular Opportunities</p> <p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>Participation Rates: Track the number of students involved in sports, arts, and other extracurricular activities.</li><li>Academic Performance: Measure whether participation in extracurriculars correlates with improvements in academic performance.</li><li>Social and Emotional Growth: Assess whether extracurricular activities help improve students' social skills, emotional well-being, and teamwork abilities.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>Admin: Track student participation and achievement in extracurricular activities.</li><li>Teachers and Coaches: Provide feedback on students' development in areas like teamwork, communication, and emotional regulation.</li><li>Student surveys to assess the impact of extracurricular involvement on student outcomes.</li></ul>

# 2025-2026 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	Teacher-Supp			Clubs, Activities, Special Projects	9,220.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Clubs, Engagement, Special Projects	27,751.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: School Spirit Wear	10,000.00

**\$46,971.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (Needs Assessment)**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism	✓		36.4 %	2023-2024	35.8 %
Chronic Absenteeism - (African American)	✓		51.5 %	2023-2024	50.9 %
Chronic Absenteeism - (Asian)	✓		22.9 %	2023-2024	22.3 %
Suspension Rate	✓	1.87 %	2.9 %	2023-2024	2.57 %

**District Goals (DRAFT):** Aligned to the current goals, the Board of Education adopted four Student Outcomes Focused Goals for 2025-2030.

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

Although our suspensions decreased during the 23-24 school year, our African American students are being suspended at a disproportionate rate.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Lack of Emotional Regulation Skills
- Environmental Stressors
- Attention Deficits or Learning Disabilities
- Social and Peer Issues
- Need for Attention

NEEDS: For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Consistent and Clear Expectations
- Emotional and Social Skills Development
- Positive Reinforcement
- Support for Learning Challenges
- Parental Involvement
- Safe and Supportive Environment
- Behavioral Interventions

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Tiered Level of Behavior Supports

Fully Implemented

- The actions were **Fully Implemented** to meet the desired student outcomes

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Tiered Level of Behavior Supports

Effective

Tier1: Second Step curriculum, Class Meetings, Morning meetings

Tier 2: Social skills lessons with Tier 2 specialist, Check in/Check outs, Counseling referrals, RP counselor supports

Tier 3: ISET referral and RBT referral support

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Consistent and Clear Expectations
- Emotional and Social Skills Development
- Positive Reinforcement
- Support for Learning Challenges
- Parental Involvement
- Safe and Supportive Environment
- Behavioral Interventions

**Section D: 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.

**SSC:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
SSC Feedback included: members were in agreement with all goals, actions, and budget allocations.

**ELAC:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
ELAC Feedback included: members were in agreement with all goals, actions, and budget allocations.

**Staff:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.  
Inform educational partners of funding.  
Staff Feedback included: members were in agreement with all goals, actions, and budget allocations.

**Action 1 :**

## 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.

- 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 have a classroom to support small group instruction provided by our Tier 2 specialist.
- 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. RP Counselor and school psychologist.

[Describe Direct Instructional Services to students, including materials and supplies required \(curriculum and instruction\). When applicable, insert Multi-Tiered System of Supports \(MTSS\):](#)

Materials and supplies to support social skills

Materials and supplies for attendance and behavior incentives for individuals and classes.

Tier 2 specialist, RP Counselor & School psychologist to support our Tier 2 and Tier 3 students with counseling services.

Subs for SST meetings

Supplemental contracts to support mentors

[English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner \(LTEL\) students, and students who have been reclassified.](#)

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

**Asian:**

**African American:**

With Title I funds we plan to support by providing:

- Materials and supplies to support social skills
- Materials and supplies for attendance and behavior incentives for individuals and classes.
- Tier 2 specialist, RP Counselor & School psychologist to support our Tier 2 and Tier 3 students with counseling services.
- Subs for SST meetings
- Supplemental contracts to support mentors

Using 7090/7091 funds only: What are the planned expenses to support this student group?

**Asian:**

**African American:**

- Supplemental staff or extra time to support students
- Software for students, including on-line subscriptions
- Study trips for students
- Materials and supplies to support student engagement.
- Student incentives
- Behavior Supports
- Counseling Resources
- PL for social emotional supports

As a site: What are the planned actions to support this student group?

**Asian:**

**African American:**

- After-School programs to give students a safe space to learn, study, or engage in productive activities beyond school hours.
- Counseling Services or referrals: Providing access to mental health professionals who can offer counseling, therapy, and emotional support is essential to help students cope with stress, trauma, or difficult circumstances.
- Meaningful Jobs for students
- Social-Emotional Learning (SEL): Implementing SEL programs in schools can help students develop skills like emotional regulation, resilience, empathy, and conflict resolution.
- Parent Education: Empowering families with resources and knowledge about how to support their children's education and well-being is important. This can be through workshops, counseling, or community events.
- Cultural Competency Training
- Incentives for students

### Progress Monitoring: Outcomes

Reasoning for using this action     Strong Evidence     Moderate Evidence     Promising Evidence

**Short-Term (Learning)**  
Expect to see

---

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

---

Classroom walk throughs utilizing the FUSD Instructional Practice Guide (IPG) for teacher feedback:

Outcomes measured by walkthrough data focused on IPG and PL school focus areas. 80% of classroom observations will show implementation of IPG 1 in the short term.

Tier 2 specialist will monitor students during weekly social skills groups.

**Medium-Term (Change in Behavior or Performance)**  
Want to see

---

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

---

Inclusive Extracurricular Opportunities

Outcomes to Measure:

- Participation Rates: Track the number of students involved in sports, arts, and other extracurricular activities.
- Social and Emotional Growth: Assess whether extracurricular activities help improve students' social skills, emotional well-being, and teamwork abilities.

Monitoring:

- Extracurricular Program Coordinators: Track student participation and achievement in extracurricular activities.
- Teachers and Coaches: Provide feedback on students' development in areas like teamwork, communication, and emotional regulation.

**Long-Term (Change in Condition)**  
Hope to see

---

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

---

Inclusive Extracurricular Opportunities

Outcomes to Measure:

- Participation Rates: Track the number of students involved in sports, arts, and other extracurricular activities.
- Academic Performance: Measure whether participation in extracurriculars correlates with improvements in academic performance.
- Social and Emotional Growth: Assess whether extracurricular activities help improve students' social skills, emotional well-being, and teamwork abilities.

Monitoring:

- Track student participation and achievement in extracurricular activities.
- Teachers and Coaches: Provide feedback on students' development in areas like teamwork, communication, and emotional regulation.
- Student surveys to assess the impact of extracurricular involvement on student outcomes.

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	86.3 %	91.7 %	2024-2025	92.8 %

**Section A:** Use the metrics above to identify the problem(s), causes, and needs.

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

84% of staff feels the school prepares them to meet student needs.

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

PL was focused primarily on academics than social emotional learning.

PLC content was primarily focused on academics.

Increase in counseling referrals.

Did not fund a RCA as in past years.

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

Provide professional development opportunities that focus on enhancing teachers' skills and knowledge to address diverse student needs.

Improve culture of collaboration and teamwork allowing time to share best practices and resources for supporting students effectively.

Increase support structures such as intervention programs, counseling services, and access to specialists, which help staff feel prepared to meet students' needs.

Increase the availability of appropriate resources that meet the variety of student needs, making staff feel equipped.

**Section B: Investigation**

**Section B: Investigation**

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Staff Engagement

Fully Implemented

- The actions were **Fully Implemented** to meet the desired student outcomes

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Staff Engagement

Effective

1. Explain what went well and helped you make gains in the metrics that show growth.
  2. What are the existing structures and resources that are currently available to you that should have or could fill the need?
  3. Are the systems, products, or services that are currently in place not delivering the results I expected? Why or why not?
  4. What are the "holes" in the system, products, or services, if any?
  5. What lessons were learned? What were the strong points or talents that can be replicated or refined?
- Example:

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Provide professional development opportunities that focus on enhancing teachers' skills and knowledge to address diverse student needs.
- Improve culture of collaboration and teamwork allowing time to share best practices and resources for supporting students effectively.
- Increase support structures such as intervention programs, counseling services, and access to specialists, which help staff feel prepared to meet students' needs.
- Increase the availability of appropriate resources that meet the variety of student needs, making staff feel equipped.

**Section D: 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.

SSC:

ELAC:

Staff:

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

SSC Feedback included: members were in agreement with all goals, actions, and budget allocations.

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

ELAC Feedback included: members were in agreement with all goals, actions, and budget allocations.

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

Staff Feedback included: members were in agreement with all goals, actions, and budget allocations.

## Action 1 :

### Staff Engagement

#### Action Details:

---

**Greenberg will focus on increasing recruitment and intention of staff reflecting the diversity of the community.**

- Provide professional Learning Opportunities for Cultural Proficiency Training
- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Sunshine Club to organize monthly activities such as potlucks, birthday recognition, staff team building activities, and social hours, etc..
- Staff appreciation activities
- Spirit wear
- "Check Ins" with staff members
- Staff planning and participating in cultural assemblies and rallies

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

- PL for staff
- Materials and supplies to promote staff engagement
- Funding for Spirit wear
- Funding for staff events

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

---

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

### Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- teaching fellow support for small group instruction
- Literacy TSA support.
- Field trips for educational purposes such as visits to museums, historic sites, or zoos
- **Alternatives to suspension** that strive to reduce dropout rates and improve academic outcomes
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Parental involvement activities and events such as parent workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Supplemental staff or extra time to support students
- Subs or supplemental contracts for teachers to collaborate, plan instruction, observe exemplary lessons, or receive training Technology
- Laptops, document cameras, projectors, electronic white-boards
- Software for students, including on-line subscriptions
- Materials and supplies to support the use of technology for instruction, such as printing supplies, projector bulbs, or cables Supplemental Materials/Activities
- Study trips for students
- Materials and Supplies for staff engagement
- Student incentives
- Interpreters/babysitters for meetings with parents (IEP, 504, school meetings, etc.)
- Extra personnel or extra time for personnel to support parents Initiatives
- Actions to improve school climate and culture
- Actions to improve attendance
- Actions to address the social/emotional needs of students

As a site: What are the planned actions to support this student group?

- Supplemental staff or extra time to support students
- Subs or supplemental contracts for teachers to collaborate, plan instruction, observe exemplary lessons, or receive training Technology
- Laptops, document cameras, projectors, electronic white-boards
- Software for students, including on-line subscriptions
- Materials and supplies to support the use of technology for instruction, such as printing supplies, projector bulbs, or cables Supplemental Materials/Activities
- Study trips for students
- Materials and Supplies for the school
- Student incentives
- Interpreters/babysitters for meetings with parents (IEP, 504, school meetings, etc.)
- Extra personnel or extra time for personnel to support parents Initiatives
- Actions to improve school climate and culture
- Actions to improve attendance
- Actions to address the social/emotional needs of students

**Reasoning for using this action**

Strong Evidence

Moderate Evidence

Promising Evidence

**Short-Term (Learning)**

Expect to see

*We will achieve these changes in knowledge and learning...*

Include how these outcomes will be measured and who will monitor them.

- Increase participation in team-building activities.
- Improve communication between employees and management.
- Address immediate concerns from employee surveys.

Monitoring:

- Conduct quick pulse surveys or polls to gauge employee satisfaction and feedback on recent initiatives.
- Track attendance in engagement activities, meetings, or feedback forums.
- Examine early signs of improvement, like increased collaboration or feedback on specific initiatives.

**Medium-Term (Change in Behavior or Performance)**

Want to see

*Shape these behaviors...*

Include how these outcomes will be measured and who will monitor them.

- Develop and implement a formal recognition program.
- Establish professional development opportunities.
- Promote work-life balance initiatives.

Monitoring:

- Employee Feedback: Use detailed surveys or focus groups to gauge the effectiveness of recognition programs or development opportunities.
- Retention Rates: Measure changes in staff turnover and retention to see if engagement efforts are paying off.

**Long-Term (Change in Condition)**

Hope to see

*And ultimately achieve these impacts.*

Include how these outcomes will be measured and who will monitor them.

- Build a culture of trust and inclusivity.
- Achieve high employee retention and satisfaction.
- Develop leadership pipelines and growth opportunities for employees.

Monitoring:

- Staff Survey
- Retention and Career Growth: Measure turnover rates, promotions, and internal movement
- Assess our culture through qualitative feedback and employee interviews.

## 2025-2026 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			: Staff Retention/Engagement	10,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Family Engagement	3,500.00

**\$13,500.00**

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

**Academic Return on Investment Current Goal Analysis - Current SPSA (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	✓	93.9 %	94.7 %	2024-2025	95.8 %

**Section A: Use the metrics above to identify the problem(s), causes, and needs.**

**PROBLEM OF PRACTICE (POP):** Based on the metrics in this Current Goal, identify the problem(s) of practice.

- Low Parent Participation

**CAUSES:** List the major causes (3-5) that lead to the problem(s) you stated above.

- Variety of Communication Platforms used by staff
- Cultural or Language Barriers
- Time Constraints
- Limited Access to Technology

**NEEDS:** For each cause listed above, identify a specific need(s) to address the problem(s) identified in Section A. When applicable, address the resource inequities of the disproportionate/low-performing student groups.

- Need to create systems that ensure clear, consistent, and accessible communication with parents. This might include regular updates, bilingual communication, and multiple ways for parents to interact with the school
- Improve building trust and positive relationships with families, so they feel welcome and valued in the school community.
- Engaging with parents in culturally sensitive ways, understanding their unique needs and background, and ensuring that engagement practices are inclusive.

- Offering flexible meeting times, virtual participation options, and engaging parents in various types of activities (e.g., volunteering, attending workshops, or participating in decision-making) can help overcome barriers like time constraints.

## Section B: Investigation

Review current SPSA and Budget. Describe the overall implementation of each action in this Current Goal. Use the questions in the Help Box to support you with your description.

Action 1: Family Engagement

Fully Implemented

- The action was **Fully Implemented** - while we still do not have as much participation as we want, we have implemented everything that was planned.

Review metrics for this Current Goal and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics in this Current Goal. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Action 1: Family Engagement

Partially Effective

Actions were partial effective due to lack of participation in some events.

**Section C: NEXT SCHOOL YEAR:** As a result of the analysis from Sections A and B, describe major changes that will be made (next school year) to achieve this Current Goal.

- Need to create systems that ensure clear, consistent, and accessible communication with parents. This might include regular updates, bilingual communication, and multiple ways for parents to interact with the school
- Improve building trust and positive relationships with families, so they feel welcome and valued in the school community.
- Engaging with parents in culturally sensitive ways, understanding their unique needs and background, and ensuring that engagement practices are inclusive.
- Offering flexible meeting times, virtual participation options, and engaging parents in various types of activities (e.g., volunteering, attending workshops, or participating in decision-making) can help overcome barriers like time constraints.

**Section D: 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.

**SSC:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

SSC Feedback included: members were in agreement with all goals, actions, and budget allocations.

**ELAC:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

ELAC Feedback included: members were in agreement with all goals, actions, and budget allocations.

**Staff:**

Informed educational partners of improvement status (CSI/ATSI/TSI), associated metrics, and action to support improvement.

Inform educational partners of funding.

Staff Feedback included: members were in agreement with all goals, actions, and budget allocations.

**Action 1 :**

## Family Engagement

**Action Details:**

---

**Greenberg will increase inclusive opportunities for families to engage in their students' education.**

- HSL will provide monthly parent coffee hours.
- Narrowing the communication platforms for parents
- Student Planners
- Quarterly overview and testing calendar for parents.
- Family Nights for Literacy, Math, Science, and Art
- Family engagement events: dances, bingo night, carnival, donuts with grown-ups, etc.
- Participating in Career Day
- School Fundraisers

**Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction). When applicable, insert Multi-Tiered System of Supports (MTSS):**

---

\*Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other. They will share 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, materials and supplies, babysitting and translations.

\*Funding for Autism events

**English Learner Students: Specify enhanced services for EL students: Write to the data points called out in the metrics sections or to the work you do to support EL students at your site. All sites are required to speak to how they support ALL EL students, including newcomer students, Long-term English learner (LTEL) students, and students who have been reclassified.**

---

Our English Learner student population is performing ELA SBAC at 26.6% in comparison to all students at 39.6%.

## Student Groups

Using Title I funds Only: What are the planned expenses to support this student group?

With Title I funds we plan to support by providing:

- teaching fellow support for small group instruction
- Literacy TSA support.
- Field trips for educational purposes such as visits to museums, historic sites, or zoos
- **Alternatives to suspension** that strive to reduce dropout rates and improve academic outcomes
- Instructional materials and resources including textbooks, workbooks, teacher guides, computers, smartboards, and other technological devices used for educational purposes
- Software licenses for instruction and assessment
- Parental involvement activities and events such as parent workshops

Using 7090/7091 funds only: What are the planned expenses to support this student group?

- Supplemental staff or extra time to support students
- Subs or supplemental contracts for teachers to collaborate, plan instruction, observe exemplary lessons, or receive training Technology
- Software for students, including on-line subscriptions
- Materials and supplies to support the use of technology for instruction, such as printing supplies, projector bulbs, or cables Supplemental Materials/Activities
- Materials and supplies for parent meetings
- Student incentives
- Interpreters/babysitters for meetings with parents (IEP, 504, school meetings, etc.)
- Extra personnel or extra time for personnel to support parents Initiatives

As a site: What are the planned actions to support this student group?

- Supplemental staff or extra time to support students
- Subs or supplemental contracts for teachers to collaborate, plan instruction, observe exemplary lessons, or receive training Technology
- Software for students, including on-line subscriptions
- Materials and supplies to support the use of technology for instruction, such as printing supplies, projector bulbs, or cables Supplemental Materials/Activities
- Materials and supplies for parent meetings
- Student incentives
- Interpreters/babysitters for meetings with parents (IEP, 504, school meetings, etc.)
- Extra personnel or extra time for personnel to support parents Initiatives

## Progress Monitoring: Outcomes

Reasoning for using this action

Strong Evidence

Moderate Evidence

Promising Evidence

Short-Term (Learning) Expect to see
<p><i>We will achieve these changes in knowledge and learning...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>• Increased Attendance: Students regularly attending school</li><li>• Improved Academic Engagement: Students participating more actively in classes or receiving tutoring.</li><li>• Improved Behavior: Reduced disciplinary actions (e.g., suspensions) as a result of supportive school environments.</li><li>• Increased Access to Counseling: More students utilizing available mental health and counseling services.</li><li>• Improved Emotional Regulation: Students showing initial improvements in managing emotions through social-emotional learning (SEL) programs.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>• Attendance tracked by office assistant and HSL</li><li>• Behaviors tracked by admin</li><li>• Counseling referrals tracked by school psychologist.</li><li>• TST team tracking student supports</li></ul>

Medium-Term (Change in Behavior or Performance) Want to see
<p><i>Shape these behaviors...</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>• Stronger School-Community Connections: More families engage in community-building activities, improving the relationship between schools and local organizations.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>• HSL: Track family participation in school events and workshops.</li><li>• Teachers and School Staff: Provide feedback on how family engagement impacts student performance and behavior.</li></ul>

Long-Term (Change in Condition) Hope to see
<p><i>And ultimately achieve these impacts.</i></p> <p>Include how these outcomes will be measured and who will monitor them.</p>
<p>Outcomes to Measure:</p> <ul style="list-style-type: none"><li>• Stronger School-Community Connections: More families engage in community-building activities, improving the relationship between schools and local organizations.</li></ul>
<p>Monitoring:</p> <ul style="list-style-type: none"><li>• HSL: Track family participation in school events and workshops.</li><li>• Teachers and School Staff: Provide feedback on how family engagement impacts student performance and behavior.</li></ul>

# 2025-2026 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	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Milage for HSL	500.00

**\$500.00**

# 2025-2026 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	Mat & Supp			: Materials & Supply **No food or incentives**	138.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	61,428.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP/SST's	11,809.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data Chats	2,121.00
G1A1	Sup & Conc	Instruction	Bks & Ref			Brain Pop Subscription	4,100.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News Subscription	2,063.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Renaissance Accelerated Reading Subscription	4,300.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Student instructions, Awards, Incentives & Engagement	39,684.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology	1,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	22,986.00
G1A1	Sup & Conc	Instruction	Copier Maint			: Ricoh Copier Office	3,100.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for MLD 4th Grade	3,160.00
G1A2	Sup & Conc	Instruction	Bks & Ref			SWUN math materials	17,000.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: ST Math Subscription	10,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies Classroom Budget	17,500.00
G1A3	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters	2,880.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	7,110.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Illuminate ED subscription EL Students	3,500.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials & Supplies for EL students	1,010.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Tutor ELD Support	40,586.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Clubs, Activities, Special Projects	9,220.00
G2A1	Sup & Conc	Instruction	Ins Aide-Sup			Clubs, Engagement, Special Projects	27,751.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: School Spirit Wear	10,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Staff Retention/Engagement	10,000.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials and Supplies for Family Engagement	3,500.00
G5A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			: Local Milage for HSL	500.00

\$316,446.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$64,446.00
Sup & Conc	7090	\$199,794.00
LCFF: EL	7091	\$52,206.00
<b>Grand Total</b>		<b>\$316,446.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$255,475.00
G2 - Expand student-centered and real-world learning experiences	\$46,971.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$13,500.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$500.00
<b>Grand Total</b>	<b>\$316,446.00</b>