

Powers-Ginsburg Elementary

10621666006431

Principal's Name: Angela Balliet

Principal's Signature: *Angela Balliet*

The Fresno Unified School District Board of Education approved this plan on: June 3, 2026

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District Goals		
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 and Guardrails 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.		
Academic Achievement	DISTRICT GOALS: Early Literacy Literacy Intervention College & Career Readiness Life Skills	DISTRICT GUARDAILS: Community Engagement Equitable Access Effective Staff Health & Wellness
The Whole Child (Engagement/SEL)		
Operational Excellence		

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 student groups 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 (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.
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 rewritten 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 – Angela Balliet	X				
2. Chairperson - Audrey Spenrath		X			
3. Darlene Garcia		X			
4. Estela Maldonado		X			
5. Nicole Potter			X		
6. Noelle Brown				X	
7. Violet Ballard				X	
8. Kathryn Dansby				X	
9. Frank Luna				X	
10. Sam Hopstone				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:

☒ ELAC reviewed the SPSA as a school advisory committee.☐ ELAC voted to consolidate with the SSC. Date _____.

Required Signatures

School Name: Powers-Ginsburg 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	Angela Balliet	Angela Balliet	4/9/26
SSC Chairperson	Audrey Spenrath	Audrey Spenrath	4/9/26

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

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

FY 2026/27

Powers/Ginsburg - 0365

ON-SITE ALLOCATION

3010	Title I	\$48,990 *
7090	LCFF Supplemental & Concentration	\$138,624
7091	LCFF for English Learners	\$28,980

TOTAL 2026/27 ON-SITE ALLOCATION

\$216,594

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$1,420
Program Budget	\$47,570
Total Title I Allocation	\$48,990

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Powers-Ginsburg Elementary 2026-2027 - SPSA Draft Edits

Needs Assessment

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

School Quality Review

School Level Dashboard

Goal	Selected Metrics	Current Target	Actual	As Of	Target	
Goal 1	ELPAC - percentage of students who scored 4		7.5 %	2024-2025	8.6 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		47.5 %	2024-2025	48.6 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		42.1 %	2025-2026	47.5 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.8 %	2025-2026	47.9 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		56.9 %	2025-2026	60 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		56.3 %	2025-2026	60.4 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)	38.3 %	33.7 %	2025-2026	38.8 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		68.4 %	2025-2026	73.5 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		44.9 %	2025-2026	49 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		50 %	2025-2026	55.1 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		59.6 %	2025-2026	64.7 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)	26.5 %	19.3 %	2025-2026	24.4 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-40.8 pts	-38.4 pts	2024-2025	-23.4 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.3 %	2024-2025	40.3 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-39.6 pts	-52.9 pts	2024-2025	-37.9 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		28.8 %	2024-2025	33.8 %	↑

Goal 2	Chronic Absenteeism - (Hispanic)	24.6 %	25.5 %	2024-2025	24.5 %	↓
Goal 2	Chronic Absenteeism - (Socioeconomically Disadvantaged)		29.9 %	2024-2025	28.9 %	↓
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		37.7 %	2024-2025	36.7 %	↓
Goal 2	Chronic Absenteeism - (White)		30.1 %	2024-2025	29.1 %	↓
Goal 2	Chronic Absenteeism (ALL) Semester 1	25.8 %	18.2 %	2025-2026	17.2 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	89.5 %	95 %	2025-2026	96 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	82.1 %	91 %	2025-2026	92 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		81 %	2025-2026	85 %	↑
Goal 2	Suspension Rate - (Socioeconomically Disadvantaged)		6.4 %	2024-2025	4.4 %	↓
Goal 2	Suspension Rate (ALL) Semester 1	3.07 %	2.1 %	2025-2026	1.77 %	↓

Section A: Use the metrics above to identify the problem(s), causes, and needs. Create a new POP, Causes, and Needs box for each POP you plan to address.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Literacy -
Based on iReady and SBAC metrics, about 65% of all students are not performing on grade level in reading. Additionally, only about 43% of students are making adequate growth (stretch) in reading.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Math -
Based on iReady and SBAC, about 70-80% of all students are not performing on grade level in math. Additionally, only about 45% of students are making adequate growth (stretch) in Math.

PROBLEM OF PRACTICE (POP): Based on the metrics, identify the problem(s) of practice.

Student Engagement (Chronic Absenteeism & Suspensions) -
Based on the CA Data Dashboard 2025, 27.5% of all students were chronically absent. SWD, SED, Hispanic, and White are specific student groups with disproportionately high rates of chronic absenteeism. As of semester 1 of the 2025-26 school year, 18.2% of all students are chronically absent.

Based on the CA Data Dashboard 2025, 5.8% of all students were suspended. SED is a specific student group who had disproportionately high rates of suspension (6.4%). As of semester 1 of the 2025-26 school year, 2.1% of all students have been suspended.

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

Literacy -

- Early literacy gaps limit later comprehension outcomes.
- Tier 1 literacy instruction is not consistently rigorous and aligned to grade level standards.
- Intentional and specific targeted skill instruction, based on assessed student needs, is not implemented routinely and consistently in all classrooms.

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

Math -

- The amount of time spent in Math instruction varies across grade levels.
- Tier 1 math instruction is not consistently aligned to assessment targets and item types in grades 3-6.
- Math number sense fluency is not consistently developed in students.

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

Student Engagement (Chronic Absenteeism & Suspensions) -

- A high rate of chronic absenteeism is reducing learning time, undermining growth and proficiency, with disproportionate impact on SED, SWD, Hispanic, and White student groups.
- Students/Families may lack education and awareness about the negative impact that poor attendance has on student success.
- Students lack social-emotional capacity and behavioral self-management necessary for school success.

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.

Literacy -

- Daily explicit routines in RFS instruction (K-2) with aligned decodables.
- Protect daily 120-minute ELA block, ensuring grade level standards, materials, and tasks.
- Intentional and specific targeted skill small group instruction daily, based on assessed student needs.
- Weekly data-driven PLC structures/protocols, using common formative assessments aligned to SBAC/iReady.
- Focused, job-embedded coaching support.

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.

Math

- Schoolwide calibration of daily 60-90-minute Math block, ensuring grade level standards, materials, and tasks.
- Daily schoolwide math fluency routines
- Timely reteaching and regrouping based on CFA and FIABs.
- Tight PLC data cycles using a PLC protocol (exit ticket analysis, re-teaching, re-grouping)

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.

Student Engagement (Chronic Absenteeism & Suspensions) -

- Daily positive attendance messaging, classroom competitions, and immediate same-day parent contact for absences.
- Increase school contacts and home visits to intervene when student absences begin to increase and provide families with education and resources to remove barriers to good attendance (transportation, social-emotional supports, clothing, etc.)
- Increase explicit instruction on SEL skills and immediate intervention and support for students who demonstrate rising needs.

Section B:Investigation

Implementation: Review current 2025/26SPSA and budget. Describe the overall implementation based on the metrics aligned to each action. Use the questions in the Help Box to support you with your description.

Literacy

Fully Implemented

Actions were fully implemented. All students were provided tier 1 instruction focusing on teacher clarity with learning intentions and success criteria. All students in grades K-2 received daily tier 1 RFS instruction and tier 2 small group targeted reading foundational skill instruction (OG methodology) based on their assessed needs. In addition, identified students in grades 2-5 who were 2 or more years below received tier 3 intervention in reading foundational skills (OG methodology in phonics/decoding) through the Cullinan Institute. Identified students in grades 3-6 who were 2 or more years below received tier 3 literacy intervention on targeted skills, based on their assessed needs, from their teacher or the TSA. All PLCs engaged in cycles of inquiry, utilizing a variety of student assessment data, to drive instruction and interventions in literacy. Designated and Integrated ELD instruction was provided to EL students in all grade levels.

Mathematics

Partially Implemented

Actions were partially implemented. Students were provided with math instruction aligned to grade level standards. All students in grades K-6 engaged in iReady math lessons and took the diagnostics to determine their specific needs for tiered levels of support. Most teachers utilized researched-based effective instructional models, strategies, and curriculum resources to provide instruction. Most teachers increased focus on developing number sense fluency and conceptual understanding. Professional learning and coaching support were provided to all teachers, focusing on these improvement efforts. All teachers in grades 3-6 calendared and administered math FIABs to assess student learning, analyze errors and misconceptions, and plan instruction, based on student needs.

Student Centered Real-World Experiences

Fully Implemented

Actions were fully implemented. All students received instruction using strategies and approaches to increase student engagement, ownership, student talk, and help them make meaningful connections to their lives and the world around them. All grade levels participated in arts integration, music, enrichment trips, and CCR and/or CTE experiences. All students in grades 2-6 had opportunities to participate in student jobs. All students had a wide array of opportunities to participate in schoolwide activities, events, and celebrations to foster school participation, interest, and connections to school and their community.

Student Engagement - Suspensions

Fully Implemented

Actions were fully implemented. Social Emotional Learning (SEL) curriculum and instruction was implemented daily in all classrooms (i.e., Second Step, Morning Meeting, Olweus Bullying Prevention). Additional supplemental curriculum was utilized by all staff to support SEL learning and development around character strengths through Positivity Project. Students participated in schoolwide activities and incentives to promote a sense of belonging, good behavior, and kindness (Jaguar of the Week, Bucket Fillers, Jaguar Jobs). Identified students who demonstrated a need for extra instruction and support in SEL, participated in small skill-based tier 2 groups provided by the Intervention Specialist. SSTs and IEPs were held for identified students who demonstrated more intensive behavioral or SE needs, and in school counseling and/or Behavior Support Plans were developed and implemented. Students with extensive intervention needs were referred to ISET and received RBT support.

Student Engagement - Chronic Absenteeism

Fully Implemented

Actions were fully implemented. School-wide attendance expectations and policies were widely communicated with all students and families. Families were provided monthly opportunities to engage in school and learn about relevant topics in support of their students through family engagement hours and family literacy and math nights. Students received a wide variety of opportunities to engage in school activities, arts, music, athletics, clubs, after school program to foster school connectedness, motivation, and engagement. Daily attendance calls were made by office staff to clear absences, parent education on the importance of good attendance was provided and communicated in a variety of ways, and parent conferences for students with poor attendance were scheduled bi-weekly. Schoolwide attendance competitions were held and rewards were received. The HSL focused on targeted interventions for identified students/families to improve chronic absenteeism.

Staff Engagement & Professional Learning

Fully Implemented

Actions were fully implemented. All staff were provided with PL opportunities throughout the school year, resources, and varied support to adequately prepare them to meet the needs of students. All decision-making staff groups (ILT, CCT, TST, SST, SSC, ELAC, Committees) were fully operational through the school year. Weekly PLCs, monthly PL, and quarterly sub release for teacher PL was provided for on-going communication, support, and collaboration. Coaching support and classroom observation/feedback were provided to all teachers. Targeted coaching support was provided to PLCs/teachers with low student performance. Schoolwide and program schedules were developed to support clear expectations and work schedules for all employees. Weekly written communication was provided to all staff to ensure consistent messaging on school goals, activities, procedures, etc. Multiple opportunities were available for staff to engage in school activities, celebrations, recognition, challenges/competitions, community building, etc.

Family Engagement

Fully Implemented

Actions were fully implemented. Multiple family participation and engagement opportunities were offered throughout the school year, such as Back-to-School-Night, parent-teacher conferences, family engagement meetings, family literacy and math nights, Principal vision night, AA family listening session, music concerts, classroom/grade level performances, athletics, art showcases, awards assemblies, family dance, turkey trot (jog-a-thon), School Site Council, ELAC, McDonalds nights, Read Across America Day, Spring Showcase/Open house, and a variety of family volunteer opportunities.

Effectiveness: Review metrics and the current SPSA. Explain the effectiveness of each action in achieving the expected outcomes based on the metrics aligned to the actions. For each action, provide the effectiveness (ineffective, partially effective, effective) and explain why that level of effectiveness was met.

Literacy

Effective

Actions were effective - On ELA SBAC, 35.3 % of students in grades 3-6 met/exceeded standards (increased of 6%) and the average distance from standard of all students was -38.4 points (a 17.4-point improvement).

Mathematics

Effective

Actions were effective - On Math SBAC, 28.8% of students in grades 3-6 met/exceeded standards (increase of 3%) and the average distance from standard of all students was -52.9 points (a 1.7-point improvement).

Student Centered Real-World Experiences

Effective

Actions were effective - There was a 2% overall increase in positive student responses on the Fall 2025 Climate & Culture student survey (compared to Fall 2024) indicating that the actions taken had a positive impact on students.

Student Engagement - Suspensions

Partially Effective

Actions were partially effective - 5.8% of all students were suspended in the 2024-25 school year, which was an increase of 2.4% from the year prior, and 6.4% of SED students were suspended, indicating this specific student group had disproportionally high rates of suspension. However, in semester 1 of this current 2025-26 school year, 2.1% of all students have been suspended (a 3.7% improvement), indicating our current actions are having a significant positive student impact.

Student Engagement - Chronic Absenteeism

Partially Effective

Actions were partially effective - 27.5% of all students were chronically absent in the 2024-25 school year, and SWD, SED, Hispanic, and White were specific student groups with disproportionally high rates of chronic absenteeism. However, in semester 1 of this current 2025-26 school year, 18.2% of all students were chronically absent (a 9.3% improvement), indicating our current actions are positively improving student attendance.

Staff Engagement & Professional Learning

Effective

Actions were effective - On the 2025 Fall Climate & Culture staff survey, 91% of staff responded favorably in the domain of Staff Culture (a 10% increase from Fall 2024), indicating the actions we have taken have resulted in a positive staff impact on feeling valued, having the necessary tools to do their work, receiving feedback that helps them grow, being involved in decision-making, and enjoying working at this school.

Family Engagement

Effective

Actions were effective - On the Fall Climate & Culture family survey, 95% of families responded favorably in the domain of family engagement (a 6% increase from Fall 2024), indicating that the actions we have taken have resulted in a positive impact on families' feelings of partnership, encouragement of participation, efforts to engage them, and good communication.

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.

Literacy - We will no longer fund a 3.5-hour paraprofessional to support tier 3 intervention. We will utilize classroom teachers and the Cullinan Institute (funded through the Literacy Plan) to provide students with early literacy intervention.

Student Engagement (Suspensions & Chronic Absenteeism): We will more effectively use our Targeted Support Team to identify students in need of SEL support and attendance interventions and provide targeted interventions through the intentional use of our Tier 2 IS and HSL to ensure these students are engaged and successful in school.

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:

- Keep TSA for intervention support
- Keep sub release for teacher PL and planning
- Keep student engagement opportunities, real-world learning experiences, and Arts Integration

ELAC:

- Keep TSA for intervention support
- Keep bilingual staff for parent communication
- Keep ELPAC Assessors
- Provide after school tutoring in ASP

Staff:

- Keep TSA for intervention support
- Keep sub release for teacher PL and planning
- Keep awards/incentives for student motivation and engagement

Action

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Literacy (Early Literacy & Literacy Intervention)

Action Details

Literacy Intervention

Powers-Ginsburg Elementary will increase the percentage of students who are reading on/above grade level by first grade and will ensure continued growth of students in grades 3-6 who are reading one or more years behind by strengthening Tier 1 instruction through high-quality, standards-aligned Literacy/ELD instruction supported by PLC planning, systematic assessment, and data-informed adjustments. Tier 2 supports will provide targeted small-group interventions coordinated through MTSS, supplemented by a TSA and the After School Program. Tier 3 services will include monthly progress monitoring by the RSP team, Targeted Support Team, and SST referrals for students needing individualized plans. In alignment with the District Literacy Plan, all students in grades K-2 will receive explicit instruction of reading foundational skills and small-group targeted skill instruction using Orton-Gillingham methodology. Teachers will receive job-embedded instructional coaching support to ensure high quality effective literacy instruction for all students.

Direct Instructional Services

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

Tier 1:

- Professional Learning Communities (PLCs) will collaboratively develop a daily 120-minute minimum ELA block to ensure protected and equitable time is spent on Literacy/ELD instruction.
- All students will receive high-quality effective literacy instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level standards.
- All students in grades K-6 will engage in the iReady Diagnostic to identify their strengths and deficit skills and create their individualized learning pathway. Student weekly usage, lesson completion, and progress towards typical and stretch growth goals will be monitored.
- All teachers in grades K-2 will provide effective early literacy instruction through daily explicit routines in reading foundational skills, use of research-based best practices, adequate structure of the language arts block, and efficient use of Wonders curriculum resources.
- All teachers will provide effective instruction in the application of reading comprehension skills and strategies, including an increased focus on use of expository texts and vocabulary development.
- All teachers will engage students in goal setting for growth in reading and will monitor their progress using a variety of assessment data, including DRDP, FSA, iReady, Fluency, CFAs, and IABs/FIABs.
- All PLCs will create/identify and administer Common Formative Assessments (CFAs) routinely, that are aligned to their grade level standards. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction and intervention, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Literacy IABs/FIABs and analyze the data to inform and adjust instruction, based on their error and response analysis.
- All students will receive effective Social-Emotional Learning (SEL) instruction, using district adopted and supplemental curriculum, to ensure students are equipped with SE and behavioral skills so they are available for learning.
- Supplemental curriculum, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will receive opportunities for job-embedded coaching support by the site Academic Coach to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom environment.

Tier 2:

- The Teacher on Special Assignment (TSA) will support student literacy progress through coordination and implementation of the schoolwide MTSS.

- Teachers will provide small group targeted instruction to students, based on learning data, and engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in literacy skills towards grade level proficiency.
- The Targeted Support Team (TST) will meet bi-monthly to identify students and monitor progress of students who demonstrate needs for additional academic, behavioral, or attendance interventions. Support may be provided by the Tier 2 Intervention Specialist, classroom teachers, the TSA, and/or the HSL.
- Students will receive opportunities to attend the After School Program and receive additional support through tutoring and homework help.

Tier 3:

- After receiving at least 8 weeks of consistent Tier 2 targeted intervention, students who are non-responsive or not making adequate growth, may be referred to the Student Success Team (SST) in order to develop an individualized action plan (required teachers will participate through sub release).
- Identified students may receive Tier 3 supports through the Cullinan Institute (early literacy), the TSA, the All 4 Youth Clinician, and/or the HSL.

District Literacy Plan:

- Identified students who are performing more than one year behind in reading, based on pre-determined criteria, will receive additional pull-out intervention through the Cullinan Institute.
- All students in kindergarten will be in a classroom that has a paraprofessional to support RFS instruction.
- All students in grades K-2 will receive targeted reading foundational skills instruction in small groups from a teacher that is utilizing the Orton-Gillingham methodology.
- Students in grades K-2 will have opportunities to access decodables.
- Leaders in the Bullard Region have committed to collaborating on a shared FIAB/IAB assessment calendar to align administration in order to collectively analyze and respond to data.

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.

- Daily Designated and Integrated ELD (Tier1) in classrooms
- ELD support through small group instruction and after school program
- Home School Liaison support with family communication
- Consistent use of academic discourse, talk moves/accountable talk, and language frames
- Professional Learning opportunities and support from EL Services
- LTEL- targeted reading intervention opportunities
- Use of ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Supplemental curriculum, materials, and supplies
- ELPAC assessors to administer the ELPAC to all EL students in grades K-6.
- TSA support EL program implementation and intervention

Student Groups

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

Students with Disabilities (SWD) (Orange on CA Data Dashboard 2025):

- Teacher on Special Assignment to support MTSS
- Teacher sub release to participate in SST meetings and data conferences.
- Materials and supplies for family engagement

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

Students with Disabilities (SWD):

- Teacher on Special Assignment to support MTSS
- Teacher sub release for professional learning, instructional planning/application, and PLC data analysis/action planning
- Teacher sub release for attendance at IEP meetings
- SEL skill supplemental curriculum (Positivity Project)
- Supplemental materials and supplies to support instruction, attendance, behavior, etc.
- Color Copier lease to print instructional visuals
- Milage for HSL home visits to support family engagement and attendance

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

Students with Disabilities (SWD):

- Implementation of Tier 3 interventions, using research-based practices, strategies, and curriculum resources
- Use formative assessments and progress monitoring tools to track student growth
- Student Success Team (SST) meetings to develop individualized action plans (required teachers will participate through sub release).
- Quarterly data chats with RSP teacher to discuss student learning needs and progress and determine effective structures and strategies to meet student IEP goals.
- Increased use of strategic and intentional teaching strategies and lesson structures that will support SWD in the general education classroom.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Access to a wide variety of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
- On-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- District, school, and classroom communications available to all families through ParentSquare, FUSD and school websites, email, phone calls, etc.

- Family engagement hours, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making and feedback opportunities, and educational information.
- Language support to access school meetings, conferences, communication with staff, etc.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities on researched-based best practices and strategies for effective instruction, including Teacher Clarity and using data to differentiate instruction and provide effective MTSS.
- Professional learning for K-2 teachers focusing on application of researched-based best practices in reading foundational skills, structure of the language arts block, effective use of Wonders curriculum resources, and Orton Gillingham methodology.
- Job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on application of PL and building capacity in providing effective instruction (as defined by the Literacy and Math IPGs).
- PLCs will engage in intentional instructional planning, using current and relevant student assessment data, in response to student needs.
- Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT), participate in monthly ILT meetings to focus on continuous improvement of the school-wide instructional program, and plan/communicate/implement actions in response to students' learning needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 observations/feedback utilizing site-developed Look-fors and monitoring tool
- Targeted Coaching Cycles

Outcomes measured by trends in alignment of standards, LISC, tasks, and assessment (Teacher Clarity), gathered through observations.

Outcomes monitored by Principal, VP, and Academic Coach.

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.

- K-FSA 1 and 2 (K) - Benchmark Progress Monitoring Sheets
- Phonics Screener (K-2)
- iReady D1 and D2 (K-6) - On/Above Grade Level and Meeting Stretch Growth Reports and Goal Setting Sheets
- FIABs/IABs ELA (3-6) - Proficiency and DFS
- iReady D2 (3-6) - Meeting Stretch Growth of Identified Students More Than 1 Year Behind

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.

- K-FSA 3 (K) - Mastery
- iReady D3 (K-2) - On/Above Grade Level and Meeting Stretch Growth
- SBAC ELA (3-6) - Proficiency and DFS

Outcomes measured by overall proficiency growth from one year to the next and stretch growth/growth in distance from standard.

Outcomes measured by Principal, VP, and teachers.

Outcomes measured by overall proficiency growth from one year to the next and growth from assessment to assessment.

Outcomes monitored by teachers, PLCs, and ILT.

Academic Growth and Achievement: Aligns with New Goals: Early Literacy, Literacy Intervention, & CCR

Mathematics Instruction

Action Details

College & Career Readiness

Powers-Ginsburg Elementary will improve mathematics achievement through strong Tier 1 instruction supported by PLC collaboration, standards-aligned teaching, effective use of curriculum and assessments, and ongoing coaching. Instruction will prioritize number sense, conceptual understanding, and equitable access to rigorous grade-level content, with students actively setting goals and monitoring their progress. Tier 2 supports will provide targeted small-group intervention and additional help through the After School Program. Tier 3 supports will include monthly Targeted Support Team meetings and individualized plans for students not responding to interventions. Across all tiers, students will have access to necessary materials, technology, and differentiated resources to support progress toward grade-level proficiency.

Direct Instructional Services

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

Tier 1:

- Professional Learning Communities (PLC) will collaboratively develop a daily 60–90-minute Math block to ensure equitable time is spent on Math instruction.
- All students will receive high-quality effective Math instruction, as defined by the Fresno Unified Instructional Practice Guide (IPG), that is aligned to their grade level standards.
- All students in grades K-6 will engage in the iReady Diagnostic to identify their strengths and deficit skills and create their individualized learning pathway. Student weekly usage, lesson completion, and progress towards typical and stretch goals will be monitored.
- All teachers will implement effective math concept and skill development instruction, use of research-based best practices, ensuring adequate structure of the math block, and efficient use of Go Math curriculum resources.
- All teachers will increase focus on developing number sense fluency (math fluency routines) and conceptual understanding and will have professional learning and coaching support opportunities on how to implement more effective tier 1 (whole class, grade level standards) and tier 2 (targeted small group, deficit skills) math instruction in their classrooms.
- All teachers will engage students in student goal setting and data chats for growth in math and consistently monitor progress towards goals.
- All PLCs will create/identify and administer Common Formative Assessments (CFAs) for Math that are aligned to their grade level standards. PLCs will analyze grade level, whole class, and individual student data, diagnose learning needs, and provide targeted instruction, based on identified needs.
- All teachers in grades 3-6 will calendar and systematically administer Math IABs/FIABs and analyze the data to inform and adjust instruction, based on identified trends and needs.
- Supplemental curriculum, materials and supplies will be utilized by staff to support instruction and interventions for differentiation, high levels of student engagement, and access to rigorous content. All students will have access to technology, internet, and digital resources that allow for engagement in differentiated learning, enrichment, and assessment.
- All teachers will receive opportunities for job-embedded coaching support by the site Academic Coach to engage in coaching cycles, focusing on building capacity in providing effective instruction and creating and maintaining a positive classroom climate and culture.

Tier 2:

- Teachers will provide small group targeted math instruction to students, based on learning data, and engage in on-going progress monitoring, record-keeping, and feedback of students' response to intervention to ensure growth in math skills towards grade level proficiency.
- Students will receive opportunities to attend the After School Program for additional support through tutoring/homework help.

Tier 3:

- Targeted Support Team will meet monthly to support Tier 2 interventions and needs of identified struggling students and monitor student progress.
- Identified students who are non-responsive to tier 2 interventions, after receiving at least 8 weeks of consistent small group targeted instruction towards their goals, may be referred to the Student Success Team (SST) in order to develop an individualized action plan (required teachers will participate through sub release).

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.

- Daily Designated and Integrated ELD (Tier1) in classrooms
- ELD support through small group instruction and after school program
- Home School Liaison support with family communication
- Consistent use of academic discourse, talk moves/accountable talk, and language frames
- Professional Learning opportunities and support from EL Services
- LTEL- targeted reading intervention opportunities that supports success with math word problems and constructed responses
- Use ELPAC data in Ellevation to monitor and identify ELs academic progress and needs
- Supplemental curriculum, materials, and supplies
- ELPAC assessors to administer the ELPAC to all EL students in grades K-6.
- TSA support EL program implementation

Student Groups

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

White (WH) (Orange on CA Data Dashboard 2025):

- Teacher on Special Assignment to support MTSS
- Teacher sub release to participate in SST meetings and data conferences.
- Materials and supplies for family engagement

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

White (WH) (Orange on the CA Dashboard 2025):

- Teacher on Special Assignment to support MTSS
- Teacher sub release for professional learning, instructional planning/application, and PLC data analysis/action planning
- Teacher sub release for attendance at IEP meetings
- SEL skill supplemental curriculum (Positivity Project)
- Supplemental materials and supplies to support instruction, attendance, behavior, etc.
- Color Copier lease to print instructional visuals
- Milage for HSL home visits to support family engagement and attendance

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

White (WH) (Orange on the CA Dashboard 2025):

- Data chats with teachers to discuss identified student learning needs and progress and determine structures and strategies to most effectively meet goals.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- Access to a wide variety of district and school information regarding student expectations, school procedures, disciplinary guidelines, schedules, and programs offered to students.
- On-going communication from school staff regarding progress monitoring of student attendance, behavior, academic achievement, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- District, school, and classroom communications available to all families through ParentSquare, FUSD and school websites, email, phone calls, etc.
- Family engagement hours, School Site Council, English Language Advisory Committee, parent-teacher conferences, Back-to-School-Night, and other school based/community meetings that include discussions with school staff, decision-making and feedback opportunities, and educational information.
- Math Family Engagement Night
- Language support to access school meetings, conferences, communication with staff, etc.

Professional Learning

Describe Professional Learning related to this action.

- Professional learning opportunities on researched-based best practices and strategies for effective instruction, including Teacher Clarity and using data to differentiate instruction and provide effective MTSS.
- Professional learning for teachers focusing on application of researched-based best practices in developing math number sense fluency and conceptual understanding, structure of the math block, and effective use of GoMath curriculum resources.

- Job-embedded professional learning opportunities (coaching cycles, peer observations, etc.) through the support of the Academic Coach, focusing on application of PL and building capacity in providing effective instruction (as defined by the Math IPG).
- PLCs will engage in intentional instructional planning, using current and relevant student assessment data, in response to student needs.
- Lead Teachers, the TSA, the Academic Coach, and the Principal/VP will serve on the site Instructional Leadership Team (ILT), participate in monthly ILT meetings to focus on continuous improvement of the school-wide instructional program, and plan/communicate/implement actions in response to students' learning needs.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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 observations/feedback utilizing site-developed Look-fors and monitoring tool
- Targeted Coaching Cycles

Outcomes measured by trends in alignment of standards, LISC, tasks, and assessment (Teacher Clarity), gathered through observations.

Outcomes monitored by Principal, VP, and Academic Coach.

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.

- K-FSA 1 and 2 (K) - Benchmark Progress Monitoring Sheets
- iReady D1 and D2 (K-6) - On/Above Grade Level and Meeting Stretch Growth Reports and Goal Setting Sheets
- FIABs/IABs Math (3-6) - Proficiency and DFS

Outcomes measured by overall proficiency growth from one year to the next and growth from assessment to assessment.

Outcomes monitored by teachers, PLCs, and ILT.

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.

- K-FSA 3 (K) - Mastery
- iReady D3 (K-2) - On/Above Grade Level and Meeting Stretch Growth
- SBAC Math (3-6) - Proficiency and DFS

Outcomes measured by overall proficiency growth from one year to the next, stretch growth, and growth in distance from standard.

Outcomes measured by Principal, VP, and teachers.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500		44,581.00
G1A1	Title 1 Basic	Instruction	Teacher-Subs			11 Cert. Sub Days at \$217/ea. SSTs (4 dates, 2 subs) & Data Chats (3 dates, 1 sub). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,850.00
G1A1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.6163		109,898.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			49 Cert Sub Days at \$217/ea. K-6 15 teachers X 3 Days for PL/PLC Q1, Q2, & Q3 and 2 teachers x 2 days for IEPs. **Budget lines for personnel include salaries and related benefits	12,692.00
G1A1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.1337		23,841.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors Sup. Contract - 2 Assessors x 35 hours each. **Budget lines for personnel include salaries and related benefits	4,148.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials/Supplies EL Supplemental	991.00
G1A2	Sup & Conc	Instruction	Off Eq Lease			Ricoh Color Copier	3,100.00

\$202,101.00

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Student Engagement (Chronic Absenteeism & Suspensions)

Action Details

Life Skills

Powers-Ginsburg Elementary will improve student well-being, attendance, and engagement by establishing clear behavioral and attendance expectations, delivering daily SEL instruction, and fostering a positive, inclusive school climate where all students feel connected and supported. Through consistent Tier 1 practices, targeted Tier 2 interventions, and intensive Tier 3 supports—including restorative approaches, family outreach, home visits, and individualized plans—the school will reduce chronic absenteeism and behavior incidents while increasing student connectedness and school participation.

Direct Instructional Services

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

Tier 1:

- Schoolwide and classroom behavioral expectations and structures for the health, safety, and civility of our school climate and culture will be explicitly taught and communicated with students in a variety of settings and formats, frequently practiced, reinforced consistently by all staff, and monitored regularly in support of all students.
- District and school attendance policies will be communicated to all students, families, and staff and implemented consistently to support all students with school success.
- All students will have opportunities to engage in school activities, arts, music, activities, and athletics through classroom instruction, student clubs, the music program, the athletics program, the After School Program, and/or the extended year program (winter and summer sessions) to foster school connectedness and belonging and increase engagement and motivation.
- Daily attendance phone calls will be made to all families of absent students to ensure absences are reported accurately and cleared immediately.
- Schoolwide incentives and rewards will be provided to increase student motivation to improve attendance and/or behavior.
- All students will receive daily direct, explicit instruction on Social Emotional Learning (SEL) skills and strategies in their classroom. Teachers will utilize Second Step online curriculum lessons and Olweus Bullying Prevention materials to support students with developing social emotional skills and responses, positive peer relationships, and conflict resolution and bullying prevention strategies.
- All teachers will implement The Positivity Project weekly lessons focused on Positive Psychology's 24-character strengths to empower students to build positive relationships and foster a mindset that other people matter.
- All teachers will implement culturally responsive instructional practices to increase student engagement and attendance and strengthen relationships between staff and students.
- Supplemental curriculum, materials, supplies, and technology will be provided to support social emotional learning.
- Tiered responses for student misbehavior will be collaboratively developed, agreed-upon, and implemented consistently by all staff.
- The Culture and Climate Team will identify schoolwide (Tier 1) areas for growth to support student behavioral, attendance, and social-emotional needs and will develop action plans for improvement.

Tier 2:

- The Targeted Support Team (TST) will meet regularly to collaboratively identify students in need of support for behavior, social-emotional learning, or attendance, based on data, and develop goals for improvements and progress monitoring.
- Identified student groups with high rates of absenteeism/tardies or misbehaviors will receive increased engagement opportunities, parent contacts, education and messaging about the importance of good attendance.
- The Home School Liaison will support student attendance improvement efforts by providing family, staff, and student communications, information, resources, and monitoring.
- Alternative approaches and restorative practices for misbehavior interventions will be implemented by all staff, whenever appropriate, to support positive on-going relationships and create a positive school environment.
- For students who demonstrate increasing misbehaviors, teachers will implement interventions, including goal setting conferences, behavioral improvement plans, strategies, and incentives in partnership with families.
- The Tier 2 Intervention Specialist will provide direct services to identified student groups, such as support with social skills lessons, peer conflict strategies, and offer alternatives to recess/structured play.

Tier 3

- The HSL will make weekly contact with families of individual students exhibiting chronic absenteeism to address continuing concerns about absences and plans for improvement.
- Individual student conferences will be held by the HSL to establish goals for improvement and incentive contracts for chronically absent students. Weekly/Daily check-ins with students will be conducted to monitor progress and implement incentives.
- Home visits will be made by HSL to families of students who are chronically absent and unable to be contacted or who are not attending school for extended periods to explore possible alternative interventions or supports needed.
- Individual students who do not respond positively to tier 1 and 2 interventions by improving attendance or behavior will be referred to more intensive intervention supports, such as Student Success Team, Counseling, SARB, and ISET.
- Students exhibiting intensive social-emotional needs that negatively impact their learning and school success will be referred for counseling services, as available.
- The School Psychologist will conduct threat assessments, student well-checks, and provide crisis support for identified students, as necessary.

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.

- Participation in available field trips, arts, athletics, assemblies, clubs, and other extracurricular activities.
- District language support services will provide interpretation/translation for families to access school communications (conferences, meetings, etc.), when needed.
- The Home School Liaison (HSL) will support families of English Learners with how to access district and school communication platforms in a language that is accessible to them, whenever possible.

Student Groups

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

White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI) (Red on the CA Dashboard 2025):

- Teacher on Special Assignment to support MTSS
- Teacher sub release to participate in SST meetings and data conferences.
- Materials and supplies for family engagement

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

White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI) (Red on the CA Dashboard 2025):

- Teacher on Special Assignment to support MTSS
- Teacher sub release for professional learning, instructional planning/application, and PLC data analysis/action planning
- Teacher sub release for attendance at IEP meetings
- SEL skill supplemental curriculum (Positivity Project)
- Supplemental materials and supplies to support SEL instruction, attendance, behavior, etc.
- Color Copier lease to print instructional visuals
- Milage for HSL home visits to support family engagement and attendance

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

White (WH), Students with Disabilities (SWD), Socio-economically Disadvantaged (SED), Hispanic (HI) (Red on the CA Dashboard 2025):

- Tier 2 Intervention Specialist and HSL support identified students through targeted strategies/interventions/incentives and on-going progress monitoring of attendance and behaviors.
- HSL provide targeted support to families of identified student groups, based on assessed needs.
- Family Engagement meetings focused on improving student engagement, behavior, and attendance.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

- The Home School Liaison will provide monthly opportunities for all families to engage in school through family engagement meetings about a variety of high interest topics, including the importance of good attendance and how to support their student with behavior, motivation, etc. for school success.
- All families will have opportunities to participate in a wide range of school activities to engage in their students' education (i.e. parent meetings, parent/teacher conferences, SSTs, IEPs, student performances, athletics, music programs, award assemblies, Back-to-School-Night)
- All families will receive on-going communication from school staff regarding progress monitoring of student attendance, behavior, academics, social-emotional well-being, and health (i.e. ATLAS Parent Portal, quarterly progress reports, quarterly report cards, parent/teacher conferences).
- All families will be encouraged to participate in decision-making groups (i.e., School Site Council, English Language Advisory Committee) and provide feedback for school improvement.
- All school staff will promote family and community involvement in school activities to assist students in achieving their personal best.
- Families of identified students will be invited to participate in Student Success Team meetings to collaboratively develop academic, attendance, behavioral, and/or social-emotional interventions necessary to support individual students' needs, as appropriate.

Professional Learning

Describe Professional Learning related to this action.

- All staff will receive professional development on suicide awareness and prevention to support students who are struggling with thoughts of self-harm.
- All staff will receive support with SEL teaching/learning through job-embedded professional learning/coaching by the site Academic Coach.
- All staff will receive feedback that helps them grow and improve, as well as recognition for the work that they do. The CCT will develop increased opportunities and varied ways in which staff can recognize each other for the work they do to increase feelings of value.
- All teachers will actively participate in Professional Learning Communities (PLCs) to engage in cycles of inquiry and problem solving to improve student learning and school success through a multi-tiered system of support.
- Certificated staff, classified staff, and the Vice Principal will serve on the Climate & Culture Team (CCT). CCT members will engage in monthly CCT meetings to analyze data (attendance, misbehaviors, suspensions, staff, student, and family surveys) and conduct observations in various settings to determine the effectiveness of school-wide tier 1 structures, policies, operations, and student supports in order to develop actions for improvement.
- All staff will have opportunities to participate in school events and activities to build meaningful relationships with students, staff, and families. The CCT will plan quarterly staff community building opportunities to build staff connectedness and sense of belonging.

Progress Monitoring: Outcomes

Reasoning for using this action:

 Strong 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.

- Decrease in chronic absenteeism and suspension rates each month, as compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance and suspension data, schoolwide.

Outcomes monitored by CCT.

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.

- Decrease in chronic absenteeism and suspension rates by semester, as compared to last year.

Outcomes measured by monthly meetings to review/analyze attendance and suspension/misbehavior data by school, grade level, teacher.

Outcomes monitored by VP and Climate & Culture Team.

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.

- Decrease in chronic absenteeism and suspension rates from this year to last year.

Outcomes measured by monthly meetings to review/analyze attendance and suspension/misbehavior data by school, grade level, teacher.

Outcomes monitored by Admin., TST, and Climate & Culture Team.

The Whole Child (SEL & Student Engagement): Aligns with New Goals: Life Skills and Health & Wellness

Art and Music Education (Prop 28)

Action Details

Not Aligned

Powers-Ginsburg Elementary will offer a variety of opportunities for students to engage in arts education by integrating VAPA standards into classroom instruction, providing an arts integration teacher to co-teach lessons with staff, and classroom music instruction and ensembles, reinforcing academics through creativity, critical thinking, and more meaningful connections to school.

Direct Instructional Services

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

- Implement weekly arts-integrated lessons co-planned and co-taught by the Arts Integration Teacher in collaboration with classroom teachers across all grade levels.
- Provide standards-aligned music instruction delivered by credentialed music staff.
- Integrate Visual and Performing Arts (VAPA) standards and curriculum into core academic instruction to support student creativity, engagement, and cross-disciplinary learning.
- Provide differentiated arts learning opportunities tailored to student developmental levels, interests, and abilities.
- Expand student participation in performances, showcases, or exhibitions (e.g., music concerts, grade level performances, art showcases, assemblies).
- Implement project-based and performance-based learning experiences (e.g., ensemble performances, collaborative art pieces).
- Facilitate PLC collaboration between classroom teachers and the Arts Integration Teacher, to align instruction, share strategies, and analyze student engagement.
- Materials, supplies, and technology will be purchased to support arts integration instruction, music instruction, student performances, and student showcases, such as art supplies, instruments, audio equipment, etc.
- Ensure proper storage, maintenance, and inventory management of instruments and art materials.
- Offer extracurricular arts and music clubs.
- Integrate arts-based activities into the After School Program to expand access and deepen student engagement.
- Create partnerships with local arts organizations, museums, or performing groups to enrich the instructional program.
- Provide field trips to arts performances, museums, and cultural institutions to broaden real-world experiences.

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.

Not required to speak to this section for Prop 28.

Student Groups

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

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

Not required to speak to this section for Prop 28.

Family Engagement

Describe inclusive opportunities to increase family engagement related to this action.

Arts will be showcased at various family engagement events, such as:

- family arts nights and/or student art showcases
- family music events (winter and spring concerts, open house spring performances, monthly grade level performances)
- Invite families to participate in schoolwide arts projects
- Share student artwork and performances through family communication platforms, social media, and school displays to increase visibility and connection.
- Encourage families to volunteer in arts and music classrooms, assist with events, or support performances.
- Partner with local organizations to offer family-centered events or community arts celebrations.

Professional Learning

Describe Professional Learning related to this action.

Professional learning opportunities for art and music teachers to improve instruction, as needed.

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Strong 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.

Increased student engagement:

- Students show enthusiasm, participation, and joy in arts learning

Measured by teacher observation, attendance, and student surveys.

Monitored by the arts integration teacher, music teachers, and classroom teachers.

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.

Increased student motivation and engagement:

- Students demonstrate stronger motivation and engagement in school.

Measured by teacher observation, attendance, and student surveys.

Monitored by teachers and administration.

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.

Enhanced school climate and culture:

- School fosters a positive, inclusive environment where the arts are valued, and students feel a sense of belonging.

Measured by Student Climate and Culture Surveys (Student Engagement Domain).

Monitored by teachers, CCT, and administration.

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0365 Powers Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Title 1 Basic	Parent Participation	Mat & Supp			: Materials/Supplies for Family Engagement *No Food or Incentives*	1,559.00
G2A1	Sup & Conc	Instruction	Bks & Ref			: SEL (Positivity Project)	3,795.00
G2A1	Sup & Conc	Instruction	Mat & Supp			Materials/Supplies, Incentives, Rewards	8,939.00
G2A1	Sup & Conc	Attendance & Social Work Service	Local Mileag			HSL Mileage for Home Visits	200.00

\$14,493.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0365 Powers Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0365	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Deslauriers, Kimberly	0.2500	G1A1		44,581.00
060	3010	0365	1110	1000	1120	Teacher-Subs					G1A1	11 Cert. Sub Days at \$217/ea. SSTs (4 dates, 2 subs) & Data Chats (3 dates, 1 sub). *No IEPs or 504s* **Budget lines for personnel include salaries and related benefits	2,850.00
060	3010	0365	1110	2495	4300	Mat & Supp					G2A1	: Materials/Supplies for Family Engagement *No Food or Incentives*	1,559.00
030	7090	0365	1110	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Deslauriers, Kimberly	0.6163	G1A1		109,898.00
030	7090	0365	1110	1000	1120	Teacher-Subs					G1A1	49 Cert Sub Days at \$217/ea. K-6 15 teachers X 3 Days for PL/PLC Q1, Q2, & Q3 and 2 teachers x 2 days for IEPs. **Budget lines for personnel include salaries and related benefits	12,692.00
030	7090	0365	1110	1000	4200	Bks & Ref					G2A1	: SEL (Positivity Project)	3,795.00
030	7090	0365	1110	1000	4300	Mat & Supp					G2A1	Materials/Supplies, Incentives, Rewards	8,939.00
030	7090	0365	1110	1000	5631	Off Eq Lease					G1A2	Ricoh Color Copier	3,100.00
030	7090	0365	1110	3130	5211	Local Mileag					G2A1	HSL Mileage for Home Visits	200.00
030	7091	0365	4760	1000	1110	Teacher-Regu	Teacher, Spec Assgn	T083	Deslauriers, Kimberly	0.1337	G1A1		23,841.00
030	7091	0365	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors Sup. Contract - 2 Assessors x 35 hours each. **Budget lines for personnel include salaries and related benefits	4,148.00
030	7091	0365	4760	1000	4300	Mat & Supp					G1A1	Materials/Supplies EL Supplemental	991.00
													\$216,594.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$48,990.00
Sup & Conc	7090	\$138,624.00
LCFF: EL	7091	\$28,980.00
Grand Total		\$216,594.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$202,101.00
G2 - The Whole Child (SEL and Engagement)	\$14,493.00
Grand Total	\$216,594.00