

Greenberg Elementary

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read "Linda Ramirez", written over the printed text "Principal's Signature:". The signature is fluid and cursive.

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

Table of Contents	
Topic	Details
Cover Page	CDS Code with Signature
Table of Contents	Listing of SPSA Contents and District Goals
Centralized Services	N/A
School Site Council Assurances	Consolidated Program Assurances
School Site Council (SSC)	Members list
Required Signatures	Principal and SSC Chairperson
Budget	Site Allocations
School Quality Review Process	- Needs Assessment: Data Analysis and identification of needs and goals - Actions designed to meet needs and targeted goals - Budget allocations and planned expenditures
Additional Documents	SSC Bylaws/Parent and Family Engagement Policy /Compact **See Addendum

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 – Linda Ramirez	X				
2. Chairperson - Carla Sewell				X	
3. Victoria Jones				X	
4. Gabriella Abella				X	
5. Latoya Judge				X	
6. Reyna Preciado				X	
7. Jordyn Bardley		X			
8. Kristi Morales-Henkle		X			
9. Gabriela Santillan		X			
10. Marisela Sanchez-Lemus			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: 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		3/25/26
SSC Chairperson	Carla Sewell		3/25/26

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

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$69,690 *
7090	LCFF Supplemental & Concentration	\$195,072
7091	LCFF for English Learners	\$43,240

TOTAL 2026/27 ON-SITE ALLOCATION

\$308,002

* These are the total funds provided through the Consolidated Application

* Title I requires a specific investment for Parent Involvement

Parent Involvement Budget - Minimum	\$2,020
Program Budget	\$67,670
Total Title I Allocation	\$69,690

ESSA Assistance Status: Not Identified for Assistance

January 30, 2026

Greenberg 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		19.1 %	2024-2025	20.2 %	↑
Goal 1	ELPI - percentage of students who improved at least one ELPI level (English Learner)		51.2 %	2024-2025	52.3 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		41 %	2025-2026	42.1 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.9 %	2025-2026	44 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		48.3 %	2025-2026	49.4 %	↑
Goal 1	i-Ready ELA D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		60.1 %	2025-2026	61.2 %	↑
Goal 1	i-Ready ELA D2 proficiency - percentage of students on/above (ALL)		34.6 %	2025-2026	35.7 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (1st Grade)		35.5 %	2025-2026	36.6 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (ALL)		42.8 %	2025-2026	43.9 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above stretch growth (Kinder)		71.9 %	2025-2026	73 %	↑
Goal 1	i-Ready Math D1 to D2 - percentage of students who met 40% or above typical growth (ALL)		57.4 %	2025-2026	58.5 %	↑
Goal 1	i-Ready Math D2 proficiency - percentage of students on/above (ALL)		22.3 %	2025-2026	23.4 %	↑
Goal 1	SBAC ELA - Average distance from standard (ALL)	-12.7 pts	-32.5 pts	2024-2025	-17.5 pts	↑
Goal 1	SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		35.4 %	2024-2025	40.4 %	↑
Goal 1	SBAC Math - Average distance from standard (ALL)	-20.1 pts	-37.4 pts	2024-2025	-22.4 pts	↑
Goal 1	SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)		34.8 %	2024-2025	39.8 %	↑
Goal 2	Chronic Absenteeism - (Students w/ Disabilities)		41.1 %	2024-2025	40.5 %	↓

Goal 2	Chronic Absenteeism (ALL) Semester 1	35.8 %	26.1 %	2025-2026	25.5 %	↓
Goal 2	Fall Climate & Culture family survey - percent favorable in family engagement domain	95.8 %	99 %	2025-2026	100 %	↑
Goal 2	Fall Climate & Culture staff survey - percent favorable in staff culture domain	92.8 %	92 %	2025-2026	93.1 %	↑
Goal 2	Fall Climate & Culture student survey- percent favorable in student health & wellness domain		86 %	2025-2026	88 %	↑
Goal 2	Suspension Rate (ALL) Semester 1	2.57 %	1.8 %	2025-2026	1.47 %	↓

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.

Evidence

- CAASPP ELA – Average Distance from Standard (ALL): ~–12.7 points (red).
- i-Ready ELA: several line items show typical growth around the low-40%, and stretch growth in the 30s for primary grades (e.g., Grade 1 stretch ~34–35%; multiple items red).

Problem of Practice A large share of students are below grade-level standards in ELA, and current instruction/interventions are not yet yielding the percentage of typical and stretch growth needed—especially in early grades.

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

Likely Root Causes

- Tier 1 ELA core: inconsistent implementation of standards-aligned routines (foundational skills K–2, knowledge-building, text-dependent writing/discussion).
- Small-group/MTSS time not tightly matched to diagnostic data; intervention minutes vary by grade.
- Limited progress-monitoring cycles (e.g., every 6–8 weeks versus every 2–3 weeks for at-risk students).
- Variability in use of decodables/phonics routines in K–2; insufficient fluency and writing time 3–6.
- Attendance gaps (POP 1) reduce instructional dosage for the same students we are trying to accelerate.

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.

Needs

- Tier 1 Instruction: Non-negotiables walkthrough look-fors (foundational skills K–2, daily writing to sources, complex text routines); coaching cycles anchored in these.

- MTSS Literacy: Grade-level data meetings every 3–4 weeks; assign groups by i-Ready subdomain; protect 30–45 min intervention blocks.
- K–2 Foundational Skills: Daily phonemic awareness + explicit phonics with decodables; fidelity checks and quick screens (e.g., nonsense word fluency).
- Progress Monitoring: Bi-weekly probes for strategic groups; adjust groups based on growth-to-stretch targets.
- Dosage: Tutoring (high-dosage, 3x/week) prioritized for students off-track for stretch growth.
- Family Link: Send home simple “how to read at home” routine; SMS nudges tied to minutes read.

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 Focus

Partially Implemented

A large share of students are below grade-level standards in ELA, and current instruction/interventions are not yet yielding the percentage of typical and stretch growth needed—especially in early grades.

- CAASPP ELA – Average Distance from Standard (ALL): ~–12.7 points (red).
- i-Ready ELA: several line items show typical growth around the low-40%, and stretch growth in the 30s for primary grades (e.g., Grade 1 stretch ~34–35%; multiple items red).

Likely Root Causes

- Student absenteeism are causing gaps in instruction.
- Tier 1 ELA core: inconsistent implementation of standards-aligned routines (foundational skills K–2, knowledge-building, text-dependent writing/discussion).
- Small-group/MTSS time not tightly matched to diagnostic data; intervention minutes vary by grade.
- Limited progress-monitoring cycles (e.g., every 6–8 weeks versus every 2–3 weeks for at-risk students).
- Variability in use of decodables/phonics routines in K–2; insufficient fluency and writing time 3–6.
- Attendance gaps (POP 1) reduce instructional dosage for the same students we are trying to accelerate.

Math Focus

Partially Implemented

Students are substantially below standard in Math, and many are not meeting typical growth—indicating that Tier 1 coherence and problem-solving opportunities may be insufficient and MTSS supports are not yet accelerating progress.

- CAASPP Math – Average Distance from Standard (ALL): listed near –37 to –38 points (red).
- i-Ready Math items show % meeting typical growth below target in several grades (reds).

Likely Root Causes

- Instruction over-emphasizes procedures before concepts; limited productive struggle and discourse.
- Inconsistent lesson internalization (anticipating misconceptions, exemplar solutions, checks for understanding).
- Intervention time heavily skills-drill without coherence to grade-level content.
- Assessment use: exit-ticket/action cycles not weekly in all grades.

English Learner Focus

Fully Implemented

While most ELs are growing at least one level, fewer are reaching advanced proficiency (Level 4), limiting reclassification and access to grade-level literacy.

- ELPAC – % of students who scored Level 4 (ALL ELs): ~19% (red against target ~23%).
- ELP – % improved ≥1 level: ~91% (green; exceeding target).

Likely Root Causes

- Strong general growth supports but limited targeted work on advanced domains (oral academic language, complex writing).
- Insufficient integrated ELD in content classes and limited designated ELD focused on Level 3→4 language features

Student Engagement

Fully Implemented

Family partnership, staff culture, and student wellness perceptions are below district targets, which likely interacts with attendance and academic acceleration.

- Family Survey –
- Staff Survey –
- Student Survey –

Likely Root Causes

- Need to strengthen two-way feedback loops.
- Increase staff recognition and wellness supports during high-stress points of the year.
- Students’ access to Tier 1 SEL routines and Tier 2 supports varies by classroom.

Tiered Level of Behavior Supports

Fully Implemented

Students—especially Students with Disabilities—are missing instruction at high rates, undermining growth in ELA/Math and school climate goals.

- Chronic Absenteeism (ALL), Semester 1: ~36–37% (red, above target).
- Chronic Absenteeism (Students with Disabilities), Semester 1: ~30–31% (red).
- Both exceed targets and are among the most off-track indicators on the dashboard.

Likely Root Causes (hypotheses)

- Limited early intervention for students trending toward 10%+ absence by September/October.
- Inconsistent Tier 1 attendance messaging and Tier 2 follow-up (home visits, problem-solving conferences).
- Barriers for specific groups (transportation, health, caregiver schedules), especially for SWD (medical, services scheduling).
- Family awareness of attendance impact is mixed; incentives and recognition are sporadic.

Staff Engagement

Fully Implemented

Family partnership, staff culture, and student wellness perceptions are below district targets, which likely interacts with attendance and academic acceleration.

- Family Survey – Family Engagement domain (Fall): ~56–57% favorable (red).
- Staff Survey – Staff Culture domain (Fall): ~52–53% favorable (red).
- Student Survey – Health & Wellness (Fall): ~59% favorable (red).

Likely Root Causes

- Need to strengthen two-way feedback loops.
- Increase staff recognition and wellness supports during high-stress points of the year.
- Students’ access to Tier 1 SEL routines and Tier 2 supports varies by classroom.

Family Engagement

Fully Implemented

Family partnership, staff culture, and student wellness perceptions are below district targets, which likely interacts with attendance and academic acceleration.

- Family Survey – Family Engagement domain (Fall): ~56–57% favorable (red).
- Staff Survey – Staff Culture domain (Fall): ~52–53% favorable (red).
- Student Survey – Health & Wellness (Fall): ~59% favorable (red).

Likely Root Causes

- Need to strengthen two-way feedback loops.
- Increase staff recognition and wellness supports during high-stress points of the year.
- Students’ access to Tier 1 SEL routines and Tier 2 supports varies by classroom.

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 Focus

Partially Effective

- Although we gained 14.7% from iREADY 1 to iREADY 2, we dropped 1.9% from 24-25 iREADY 2 to 25-26 iREADY 2. 60.1% of students met their typical growth target and 42.9% met their stretch goal by mid year.
- FSA ELA: Upper case letters 44% to 100%; Lower case letters: 34% to 98%; Sounds: 18% to 95%; HFW 2% to 17%; Overall: 2% to 17%
- Our students are showing gains in Phonics Survey, FIAB's/IAB's, and Writing Samples.
 - Student absenteeism are causing gaps in instruction.
 - Tier 1 Instruction: Our Wonders Curriculum needs better alignment and crafting of assessment questions to match how they are tested on iREADY.
 - Tier 2 instruction varies from classroom to classroom based on needs of students. RTI is better streamlined and TF's are trained in Orton Gillingham and IMSE strategies.
 - Tier 3 Instruction is helping students grow, but they are not meeting standards yet.

Math Focus

Partially Effective

- Although we gained 10.7% from iREADY 1 to iREADY 2, we dropped 3.1% from 24-25 iREADY 2 to 25-26 iREADY 2. 57.4% of students met their typical growth target and 42.8% met their stretch goal by mid year.
- FSA Math: Number recognition: 11% to 93%; Counting by 1's 8% to 95%; Counting by 10'S 11% to 95%; Rote counting: 7% to 90%; Overall: 3% to 83%
- Our students are showing gains in FIAB's/IAB's and STMath.
 - Student absenteeism are causing gaps in instruction.
 - Tier 1 Instruction: Our Go Math Curriculum needs better alignment and crafting of assessment questions to match how they are tested on iREADY. We are supplementing with SWUN math.
 - Tier 2 instruction varies from classroom to classroom based on needs of students. Next year we will develop a RTI block for math to address the gaps.
 - Tier 3 Instruction is helping students grow, but they are not meeting standards yet.

English Learner Focus

Partially Effective

- Although we gained 12.8% from iREADY 1 to iREADY 2, we dropped 5.4% from 24-25 iREADY 2 to 25-26 iREADY 2. 53.8% of students met their typical growth target and 34.6% met their stretch goal by mid year.
- Our students are showing gains in Phonics Survey, FIAB's/IAB's, and Writing Samples.
 - Designated ELD: 30–45 min needs to focus on academic vocabulary and comprehension.
 - Integrated ELD: Need to strengthen strategies for newcomers.

Student Engagement

Partially Effective

- 26.1 % are chronically absent
- 1.8% of students have been suspended

- Fall Student survey= 86%; Spring=81%
 - Need to increase opportunities for students to participate in activities. Currently there are competing interests
 - Need to start a peer mediator program
 - Need to offer more cultural activities

Tiered Level of Behavior Supports

Partially Effective

- 26.1 % are chronically absent
- 1.8% of students have been suspended
 - Systems: Weekly Early Warning/attendance huddles with live list of students; assign case managers.
 - Need to incorporate the following:
 - Tier 1: Schoolwide attendance campaign
 - Tier 2: Rapid outreach within 24–48 hours of the second absence in a 20-day window; problem-solving conferences; transportation/health referrals.
 - Tier 3: SARB pathway with supportive plans; connect SWD cases to IEP teams to coordinate medical and service barriers.

Staff Engagement

Effective

- Fall Staff survey= 89%; Spring=91%
- Family: Monthly “family learning” events tied to literacy/math strategies; bilingual two-way updates; family ambassadors in each grade.
- Staff: Recognition plan (weekly shout-outs, peer nominations), protected PLC time, and access to wellness resources.
- Students: Schoolwide SEL routine (e.g., morning meetings), calm-corner norms, rapid Tier 2 check-in/check-out for students flagged by survey or attendance.

Family Engagement

Effective

- Fall Family Survey= 99%; Spring=99%
- Family: Monthly “family learning” events tied to literacy/math strategies; bilingual two-way updates; family ambassadors in each grade.
- Staff: Recognition plan (weekly shout-outs, peer nominations), protected PLC time, and access to wellness resources.
- Students: Schoolwide SEL routine (e.g., morning meetings), calm-corner norms, rapid Tier 2 check-in/check-out for students flagged by survey or attendance.

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.

1) Attendance Overhaul

- Weekly Early Warning “Attendance Huddle.”
 - Every Monday, VP/Attendance Clerk/Community Schools Coordinator review a live list of students at ≥10% YTD and 5–9% (watchlist).
 - Change from current: Moves from monthly/reactive to weekly/proactive with named case managers.
- Rapid Tier 2 Response Protocol.
 - What: 24–48 hour outreach after 2 absences in a 20-day window; problem-solving conference within 5 days; written plan.
 - SWD alignment: IEP team looped for students with service or medical barriers.
- Barriers-to-Attend Menu.
 - What: Transportation referral, health partnerships, alarm clock kits, walking bus pilot.
- Measurement: % students at ≥90% attendance (biweekly), chronic absenteeism (S1/S2), and attendance for SWD specifically.
 - Targets: Reduce ALL by 8–10 pts and SWD by 10–12 pts year-over-year.

Owners & Timeline: VP/Community Schools Coordinator; weekly

2) ELA Instructional Core Reset

- Guaranteed ELA Block & Look-Fors.
 - What: Schoolwide non-negotiables: complex text routines, daily writing to sources, checks for understanding; 120-min K–2 with explicit PA/phonics + decodables.
 - Change from current: Tight fidelity checks via calibrated walkthroughs.
- K–2 Foundational Skills Acceleration.
 - What: Daily PA/phonics routine with decodables, timed fluency, and weekly quick screens for at-risk students.
 - Intervention: 10–15 min 1:1/1:2 “burst” tutoring for bottom two quintiles.
- MTSS Literacy Cycles.
 - What: Every 3–4 weeks PLCs regroup students by i-Ready subdomains; bi-weekly probes for strategic/urgent groups.
 - Change from current: Faster regrouping; growth-to-target visible per student.
- Coaching Cycles.
 - What: Two 6-week cycles (fall/spring) with observation–feedback–practice on text-dependent talk and writing.

Measurement: % students meeting typical and stretch growth by grade; % K–2 on/above benchmark (screeners); CAASPP DFS improvement.

- Targets: +12–15 pts more students meeting typical growth; +8–10 pts stretch; DFS ELA gain +10 to +15.

Owners & Timeline: Instructional Coach & Grade Leads; launch PD in August; first regroup cycle by September Week 4.

3) Math Core Coherence & Problem Solving Why: CAASPP Math ~-37 to -38 DFS; multiple grades below target for typical growth. Major Changes

- Weekly Lesson Internalization in PLCs.
 - What: Plan launch—explore—discuss, anticipate misconceptions, choose exemplar solutions.
 - Change from current: Formal protocol and artifacts collected.
- Discourse & Productive Struggle Routines.
 - What: 3–4 structured academic discussions per lesson using sentence frames/talk moves; turn-and-talk with share-outs.
- Exit Tickets + Next-Day Reteach.
 - What: Cold-call sample, mastery threshold (e.g., 80%); reteach through POD during next lesson
- MTSS Math by Domain.
 - What: 30+ min small groups tied to i-Ready domains (Number/Operations, Algebraic Thinking, etc.).

Measurement: % lessons with discourse look-fors (walkthrough tool), exit-ticket proficiency rates, i-Ready typical growth %, CAASPP DFS gain.

- Targets: +15 pts typical growth; DFS Math gain +12 to +18.

Owners & Timeline: Math Lead & Coach; PLC agendas: Quarterly Data

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:
Presented to Staff, SSC, and ELAC; Agreed with plan	Presented to Staff, SSC, and ELAC; Agreed with plan	Presented to Staff, SSC, and ELAC; Agreed with plan

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

Literacy Focus

Action Details

Early Literacy

- 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:
 - Teacher Clarity
 - Student Ownership and Student Voice
 - Write Tools: Narrative Writing Focus
 - Grade Level Assessment Calendar
 - Tracking system for IAB's/FIAB's
 - ELA goal setting chats (students/teachers)
 - Admin goal setting chats with teachers 3 times a year (teachers/admin)
 - Tier 1 Instruction: Non-negotiables walkthrough look-fors (foundational skills K–2, daily writing to sources, complex text routines); coaching cycles anchored in these.
 - MTSS Literacy: Grade-level data meetings every 3–4 weeks; assign groups by i-Ready subdomain; protect 30–45 min intervention blocks.
 - K–2 Foundational Skills: Daily phonemic awareness + explicit phonics with decodables; fidelity checks and quick screens (e.g., nonsense word fluency).
 - Progress Monitoring: Bi-weekly probes for strategic groups; adjust groups based on growth-to-stretch targets.
 - Family Link: Send home simple “how to read at home” routine
 - Kindergarten paraprofessional provided through Regional Literacy Funds to ensure each Kindergarten classroom has a 6-hour paraprofessional.
 - Tier 2 Instruction will focus on opportunities for strategic grouping: blended learning with technology resources, foundational skills instruction, designated ELD instruction, and comprehension and vocabulary development.
 - 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.
 - TSA will train and supervise Teaching Fellows in Orton Gillingham/IMSE strategies.
 - TSA will oversee RTI groups in our RTI room. The groups will be formed by using: Phonics Survey and iREADY data.
 - Teachers will oversee RTI groups in their classrooms. The groups will be formed by using: iREADY, FIAB's/IAB's, and CFA 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.

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):

- 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 CFA's
- 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.

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 CA ELD Standards to support their EL's linguistic and academic progress.
- Designated ELD will be provided during the RTI deployment daily. Teachers will use the CA ELD 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.
- Our literacy coach will oversee RFEP monitoring

Student Groups

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

Asian (AS):

English Learner (EL):

Long Term English Learner (LTEL):

English Learner (EL):

African American (AA):

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?

• **Asian (AS):**

English Learner (EL):

Long Term English Learner (LTEL):

English Learner (EL):

African American (AA):

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?

• **Asian (AS):**

English Learner (EL):

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

Family Engagement

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

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: Class Dojo and Parent Square
- 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.
- School Fundraisers
- Community School Advisory Meetings, SSC meetings, ELAC meetings

Professional Learning

Describe Professional Learning related to this action.

- Teacher Clarity
- Student Ownership and Student Voice
- Write Tools: Narrative Writing Focus

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 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.

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

Math Focus

Action Details

Literacy Intervention

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

- Tier 1 Math Core: Weekly lesson internalization in PLCs (launch—explore—discuss structure, anticipated misconceptions, exemplar student work).
- Discourse: Adopt talk moves/sentence frames; target 3–4 academic discussions per lesson.
- Checks for Understanding: Exit tickets tied to the daily objective; reteach using POD next lesson
- Coaching/Walkthroughs: Look-fors on conceptual → procedural → application balance.
- 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 3rd-6th. Math Instructional Coach will support with RTI deployment.
- Instructional Coach will do coaching cycles with teachers implementing MLD.
- SWUN math materials will be purchased to support MLD.

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):

- 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.

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 CA ELD Standards to support their EL's linguistic and academic progress.
- Designated ELD will be provided during the RTI deployment daily. Teachers will use the CA ELD 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.
- Our literacy coach will oversee RFEP monitoring

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 3rd-6th. Math Instructional Coach will support with RTI deployment.

Instructional Coach will do coaching cycles with 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.

Family Engagement

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

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: Class Dojo and Parent Square
- 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.
- School Fundraisers
- Community School Advisory Meetings, SSC meetings, ELAC meetings

Professional Learning

Describe Professional Learning related to this action.

- Teacher Clarity
- Student Ownership and Student Voice
- MLD

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.

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.

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.

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.

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.

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

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G1 - Academic Growth and Achievement

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Interpreters **Budget lines for personnel include salaries and related benefits	2,860.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			: Parent Engagement *No Food or Incentives*	1,500.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for IEP's/SST's **Budget lines for personnel include salaries and related benefits	12,712.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Scholastic News	3,125.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Classroom Budgets	20,737.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Student Planners	1,200.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Incentives such as iREADY rewards, SBAC rewards, Bearcat tickets, Golden tickets, Award Medals	10,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	1,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	30,104.00
G1A1	Sup & Conc	Instruction	Copier Maint			Ricoh Color Copier	3,100.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Technology Maintenance	1,500.00
G1A1	Sup & Conc	Attendance & Social Work Services	Local Mileag			Local Mileage for HSL	500.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors **Budget lines for personnel include salaries and related benefits	7,500.00
G1A1	LCFF: EL	Instruction	Bks & Ref			Illuminate ED subscription EL Students	3,500.00
G1A1	LCFF: EL	Instruction	Mat & Supp			Materials & Supplies for EL students	1,010.00
G1A1	LCFF: EL	Instruction	Mat & Supp			: ELD Materials & Supplies	1,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Tutor ELD Support	30,230.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows for RTI	65,330.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for math planning **Budget lines for personnel include salaries and related benefits	11,215.00
G1A2	Sup & Conc	Instruction	Bks & Ref			SWUN Math; ST Math: Reflex/Frax	22,197.00
G1A2	Sup & Conc	Instruction	Bks & Ref			: Brain Pop	4,300.00

\$234,620.00

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

SEL

Action Details

College & Career Readiness

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.

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):

Weekly Early Warning “Attendance Huddle.”

- - What: Every Monday, VP/Attendance Clerk/Community School Coordinator review a live list of students at ≥10% YTD and 5–9% (watchlist).
 - Change from current: Moves from monthly/reactive to weekly/proactive with named case managers.
- Rapid Tier 2 Response Protocol.
 - What: 24–48 hour outreach after 2 absences in a 20-day window; problem-solving conference within 5 days; written plan.
 - SWD alignment: IEP team looped for students with service or medical barriers.
 - Tier 2 specialist, School psychologist, All4Youth Counselors to support our Tier 2 Tier 3 students with counseling services.
 - Supplemental contracts to support mentors
 - Subs for SST meetings

- Tier 1 Culture Campaign.
 - What: “Every Day Counts” messaging, monthly recognition, class competitions, and SMS nudges to families.
 - Change from current: Predictable, schoolwide cadence; not event-based.
 - Materials and supplies to support social skills
 - Materials and supplies for attendance and behavior incentives for individuals and classes.
- Barriers-to-Attend Menu.
 - What: Transportation referral, health partnerships, alarm clock kits, walking bus pilot.
- Measurement: % students at ≥90% attendance (biweekly), chronic absenteeism (S1/S2), and attendance for SWD specifically.
 - Targets: Reduce ALL by 8–10 pts and SWD by 10–12 pts year-over-year.

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., All4Youth Counselors & 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

Family Engagement

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

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: Class Dojo and Parent Square
- 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.

Professional Learning

Describe Professional Learning related to this action.

- Student Ownership and Student Voice
- DESSA

Progress Monitoring: Outcomes

Reasoning for using this action:

☒ Moderate 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.

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

Student Engagement

Action Details

Life Skills

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.

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):

- 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.

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 CA ELD Standards to support their EL’s linguistic and academic progress.
- Designated ELD will be provided during the RTI deployment daily. Teachers will use the CA ELD 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.
- Our literacy coach will oversee RFEP monitoring

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
- 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
- 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.

Family Engagement

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

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: Class Dojo and Parent Square
- 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.
- School Fundraisers
- Community School Advisory Meetings, SSC meetings, ELAC meetings

Professional Learning

Describe Professional Learning related to this action.

- Teacher Clarity
- Student Ownership and Student Voice

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.

Outcomes to Measure:

- 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.

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.

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.

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.

Monitoring:

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

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.

- 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:

- Admin: 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.

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

Climate and Culture

Action Details

Life Skills

Greenberg will foster a more positive, inclusive, and safe school culture by increasing student, staff, and family satisfaction regarding school connectedness and safety to increase attendance of students and staff.

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):

Cultivating a Positive & Safe School Climate

- Train staff to replace punitive discipline with restorative communication, fostering a safer, more accountable environment.
- Conduct student, staff, and family surveys to identify safety concerns and act immediately to improve the physical and emotional environment.

Enhancing School Connectedness

- Create opportunities for students to lead school events
- Implement a 3-to-1 positive-to-negative interaction ratio
- Utilize diverse learning materials and cultural competence training to ensure all students and staff feel represented and valued.

Increasing Staff and Families Satisfaction

- Provide professional development focusing on self-care and stress reduction, ensuring a supportive working environment that fosters retention.
- Maintain open, consistent communication channels with staff regarding school safety and improvements
- Celebrate School Staff recognition days

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.

Enhancing School Connectedness

- Create opportunities for students to lead school events
- Implement a 3-to-1 positive-to-negative interaction ratio
- Utilize diverse learning materials and cultural competence training to ensure all students and staff feel represented and valued.
- Communication tools (newsletters, apps, family communication systems)

Student Groups

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

- School-based mental health supports (SEL programs)
- Mentoring programs for at-risk students to build belonging and attendance
- Extended learning opportunities (after-school tutoring, enrichment clubs) to increase engagement.

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

Incentive systems supporting attendance improvement (Bearcat Store/Golden Ticket incentives)

Student leadership programs

Campus beautification that supports a safer environment (murals, signage)

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

- Improvements to common spaces that improve student experience
- Communication tools (newsletters, apps, family communication systems)

Family Engagement

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

- Family nights focused on school culture & safety
- Parenting workshops for attendance, SEL, & school connection
- Materials/translation services for family engagement activities

Professional Learning

Describe Professional Learning related to this action.

- Provide professional development focusing on self-care and stress reduction, ensuring a supportive working environment that fosters retention.
- Train staff to replace punitive discipline with restorative communication, fostering a safer, more accountable environment.

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.

Outcomes

- Increased *student participation* in culture-building activities (SEL lessons, assemblies, clubs).
- Staff participation in PBIS/MTSS, trauma-informed, or restorative practices training.
- Increased family participation in school events or communication systems.
- Students report improved understanding of school expectations and safety procedures.
- Immediate reduction in low-level behavioral incidents (classroom disruptions, minor defiance).

Monitoring:

- Participation data: sign-ins for events, training logs, club/SEL participation counts.
- Behavioral data: number of minor referrals, classroom incident logs.

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.

Outcomes

- Noticeable improvement in student, staff, and family perception of safety and connectedness.
- Strengthened relationships between staff and students.
- Reduced chronic absenteeism for key student groups.
- Reduction in office discipline referrals and suspensions.
- Improved classroom learning environment scores (walkthrough tools, Tier 1 fidelity).

Monitoring:

- Mid-year climate and culture surveys
 - Items related to safety, belonging, adult support, communication.
- Attendance data: monthly chronic absenteeism reports, tiered intervention logs.
- Discipline data: number and type of referrals, suspensions, nurse visits used as avoidance, classroom exclusions.

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.

Outcomes

- Sustained increase in overall student and staff attendance rates.
- Significant improvement in year-over-year school climate and culture survey scores.
- Increased family trust and consistent engagement with school activities.
- Decreased suspensions, referrals, and equity gaps in discipline.
- Improved academic outcomes related to engagement (grades, course completion, literacy/math growth).
- Strong, consistent implementation of PBIS/MTSS, restorative practices, SEL across all classrooms.

Monitoring:

- Year-over-year climate and culture survey trends (students, staff, families).
- Multi-year attendance data (ADA, chronic absenteeism).

- Pulse surveys (short check-ins every 4–6 weeks) for students/staff.
- Family communication metrics: app usage, newsletter open rates, translation service usage.
- Walkthrough/observation data: evidence routines, consistent expectations, SEL lessons delivered.

- MTSS fidelity tools: TFI (Tiered Fidelity Inventory), classroom walkthrough rubrics.
- Staff retention data: turnover

- Behavior trend reports across multiple years.
- Academic indicators: report card data, benchmark assessments, classroom grades.
- Fidelity measures: MTSS Tier I implementation self-assessment.
- Family engagement metrics: sustained participation, feedback survey trends.

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

Prop 28

Action Details

College & Career Readiness

Greenberg will continue to augment music and arts education with the arts program we have started as a catalyst for whole child development, reinforcing academics through creativity, art, and critical thinking. Integrating art helps students learn better, think deeper, and connect more meaningfully with what they study.

GELAP expenses for Arts Integration Teachers will be paid for by Proposition 28.

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):

- .5 FTE art integration teacher
- classroom materials and supplies to support integrated art lessons
- curriculum materials that align with standards
- guest presenters and professional learning for teachers
- Instruments and sheet music

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

Student Groups

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

Not required

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

Not required

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

Not required

Family Engagement

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

Arts will be showcased at various family engagement events such as

- Parent Coffee Hours
- Music Concerts
- Donuts with Grown-ups
- Open House
- Assemblies

Professional Learning

Describe Professional Learning related to this action.

Not required

Progress Monitoring: Outcomes

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 during art integration lessons
- Measured by teacher observations, attendance, and student surveys
- Monitored by art integration teacher, classroom teachers, and admin

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.

Improved Student Focus and Self-Regulation

- Students demonstrate greater ability to concentrate, follow multi step directions, and manage energy levels appropriately
- Measured by teacher observations, reduction in redirections or behavior incidents
- Monitored by art integration teacher and classroom teachers

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 Culture and Climate:

- The school fosters a positive, inclusive environment where the arts are value, and students feel a strong sense of belonging and pride.
- Measured by school climate surveys, student attendance, and family engagement data
- Monitored by site administrators

2026-2027 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G2 - The Whole Child (SEL and Engagement)

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Mat & Supp			: School spirit wear for students	12,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Student incentives to increase attendance and decrease misbehaviors	8,882.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for clubs	2,000.00
G2A2	Sup & Conc	Instruction	Mat & Supp			: Coffee Hours	1,000.00
G2A2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Generation Changers : Mentor Program	25,000.00
G2A3	Sup & Conc	Instruction	Ins Aide-Sup			Clubs, Activities, Special Projects **Budget lines for personnel include salaries and related benefits	10,000.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: School Spirit Wear	8,000.00
G2A3	Sup & Conc	Instruction	Mat & Supp			: Staff Retention/Engagement	4,000.00
G2A3	Sup & Conc	Parent Participation	Mat & Supp			Materials & Supplies for Family Engagement and Coffee Hours	2,500.00

\$73,382.00

2026-2027 Budget Detail for Schools

State/Federal Dept 0510 Greenberg Elementary (Locked)

Fund	Unit	Dept	Actv	Func	Obj	Obj Name	Personnel	Jobcode	Employee name	Fte	Action	Vendor / Purpose Of Expenditure	Budget
060	3010	0510	1110	1000	5110	Subagreements					G1A2	California Teaching Fellows Foundation : Teaching Fellows for RTI	65,330.00
060	3010	0510	1110	2495	2260	Cls Sup-Sup					G1A1	Interpreters **Budget lines for personnel include salaries and related benefits	2,860.00
060	3010	0510	1110	2495	4300	Mat & Supp					G1A1	: Parent Engagement *No Food or Incentives*	1,500.00
030	7090	0510	1110	1000	1120	Teacher-Subs					G1A1	Subs for IEP's/SST's **Budget lines for personnel include salaries and related benefits	12,712.00
030	7090	0510	1110	1000	1120	Teacher-Subs					G1A2	Subs for math planning **Budget lines for personnel include salaries and related benefits	11,215.00
030	7090	0510	1110	1000	2160	Ins Aide-Sup					G2A3	Clubs, Activities, Special Projects **Budget lines for personnel include salaries and related benefits	10,000.00
030	7090	0510	1110	1000	4200	Bks & Ref					G1A2	SWUN Math; ST Math: Reflex/Frax	22,197.00
030	7090	0510	1110	1000	4200	Bks & Ref					G1A2	: Brain Pop	4,300.00
030	7090	0510	1110	1000	4200	Bks & Ref					G1A1	: Scholastic News	3,125.00
030	7090	0510	1110	1000	4300	Mat & Supp					G1A1	Classroom Budgets	20,737.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A1	: School spirit wear for students	12,000.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A3	: School Spirit Wear	8,000.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A3	: Staff Retention/Engagement	4,000.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A2	: Student incentives to increase attendance and decrease misbehaviors	8,882.00
030	7090	0510	1110	1000	4300	Mat & Supp					G1A1	: Student Planners	1,200.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A2	: Materials and Supplies for clubs	2,000.00
030	7090	0510	1110	1000	4300	Mat & Supp					G2A2	: Coffee Hours	1,000.00
030	7090	0510	1110	1000	4300	Mat & Supp					G1A1	: Incentives such as iREADY rewards, SBAC rewards, Bearcat tickets, Golden tickets, Award Medals	10,000.00
030	7090	0510	1110	1000	4400	Nc-Equipment					G1A1	Technology	1,000.00
030	7090	0510	1110	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellows for RTI	30,104.00
030	7090	0510	1110	1000	5633	Copier Maint					G1A1	Ricoh Color Copier	3,100.00
030	7090	0510	1110	1000	5723	Direct-Maint					G1A1	: Technology Maintenance	1,500.00
030	7090	0510	1110	2495	4300	Mat & Supp					G2A3	Materials & Supplies for Family Engagement and Coffee Hours	2,500.00
030	7090	0510	1110	3110	5899	Cons Svc/Oth					G2A2	Generation Changers : Mentor Program	25,000.00
030	7090	0510	1110	3130	5211	Local Mileag					G1A1	Local Mileage for HSL	500.00
030	7091	0510	4760	1000	1160	Teacher-Supp					G1A1	ELPAC Assessors **Budget lines for personnel include salaries and related benefits	7,500.00
030	7091	0510	4760	1000	4200	Bks & Ref					G1A1	Illuminate ED subscription EL Students	3,500.00
030	7091	0510	4760	1000	4300	Mat & Supp					G1A1	Materials & Supplies for EL students	1,010.00
030	7091	0510	4760	1000	4300	Mat & Supp					G1A1	: ELD Materials & Supplies	1,000.00
030	7091	0510	4760	1000	5110	Subagreements					G1A1	California Teaching Fellows Foundation : Teaching Fellows Tutor	30,230.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$69,690.00
Sup & Conc	7090	\$195,072.00
LCFF: EL	7091	\$43,240.00
Grand Total		\$308,002.00

Goal Totals	Budget Totals
G1 - Academic Growth and Achievement	\$234,620.00
G2 - The Whole Child (SEL and Engagement)	\$73,382.00
Grand Total	\$308,002.00