

**Greenberg Elementary**

10621666006068

Principal's Name: Linda Ramirez

Principal's Signature:

A handwritten signature in black ink, appearing to read "Linda Ramirez", written over a horizontal line.

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

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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 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.	
Student Goal	Improve academic performance at challenging levels
Student Goal	Expand student-centered and real-world learning experiences
Student Goal	Increase student engagement in their school and community
Staff Goal	Increase recruitment and retention of staff reflecting the diversity of our community
Family Goal	Increase inclusive opportunities for families to engage in their students' education

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

**Consolidated Program Assurances**

The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.
The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.
The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.
The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development.
The members of the SSC, the school's English Learners' Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant 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 re-written during the second semester of each school year for annual approval by the Board of Education.

## School Site Council



School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Ramirez	X				
2. Chairperson – Rene Garza				X	
3. Jeffrey O'Neill		X			
4. Jaquilla Burris		X			
5. Hortencia Munoz		X			
6. Anna Serrano			X		
7. Ola Yarbrough				X	
8. Elizabeth Michel				X	
9. Ryan Turley				X	
10. Veronica Vazquez Ortega				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		3/20/24
SSC Chairperson	Rene Garza		3/20/24

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

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

FY 2024/25

Greenberg - 0510

**ON-SITE ALLOCATION**

3010	Title I	\$68,175 *
7090	LCFF Supplemental & Concentration	\$212,433
7091	LCFF for English Learners	\$56,160

**TOTAL 2024/25 ON-SITE ALLOCATION**

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**\$336,768**

\* These are the total funds provided through the Consolidated Application

\* Title I requires a specific investment for Parent Involvement

Title I Parent Involvement - Minimum Required	\$2,020
Remaining Title I funds are at the discretion of the School Site Council	\$66,155
Total Title I Allocation	\$68,175

Greenberg Elementary 2024-2025 - SPSA

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Required	Current Target	Actual	As Of	Target
SBAC ELA - Average distance from standard	✓	0 pts	-37.3 pts	2023-2024	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓	30.47 %	32.7 %	2023-2024	33.8 %
SBAC Math - Average distance from standard	✓	0 pts	-48.8 pts	2023-2024	0 pts
SBAC Math - percentage of students met/exceeded standard	✓	19.91 %	27.3 %	2023-2024	28.4 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

The implementation of actions and effectiveness of actions were adequate.

We gained 3.7% in ELA SBAC scores and 8.6% in Math SBAC scores.

We moved from in iREADY scores for ELA 1 to 2 scores from 21% to 39%.

We moved from in iREADY scores for Math 1 to 2 scores from 9% to 26%.

Tier 1: Instruction: Grade K-2 teachers were trained in Orton Gillingham training for foundational skills. There has been a focus on student discourse and engagement.

Tier 2: Our RTI program run by our TSA has made gains in student Phonics survey scores. Our TSA is trained in Orton Gillingham training and has trained our teaching fellows to use the strategies with the TRI groupings of students.

We hired a Tier 2 specialist to support with social skills lessons. Our Tier 2 specialist was hired in January.

Tier 3: Our RSP teacher, Autism Inclusion teacher, and school psychologist collaborate with teachers and

2

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

Attendance continues to be a factor with our low performing sub-groups.

We did not have a Tier 2 specialist hired until January. Our HSL was new this year. They are both being trained with supporting attendance,

families to support our students with an IEP.

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

We will focus on foundational literacy skills and writing.  
Chronic attendance rates have contributed to lack of progress for students.  
Our Tier 2 specialist and HSL will be trained and focus with admin on improving overall attendance.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

Our main focus is on improving attendance in all students, but in particular our African American subgroup.  
Our academic focus will continue to focus on foundational literacy skills for grades PK-2.  
We are adding a focus of informational/ expository writing for grades TK-4th. We will partner wit Write Tools for PL. Our teachers in grades 5-6 will continue their focus on Math Lesson design.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>We presented to SSC for questions and feedback. We received approval.</div>	<div>2 ELAC:</div> <div>We presented to ELAC for questions and feedback. We received approval.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Our staff was instrumental in writing SPSA. We had surveys and presentations. We received approval.</div>
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Action 1

Title: Literacy: Three Tiered Approach

Action Details:

Greenberg Elementary will utilize a whole child approach to education that provides an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate first best teaching and research-based interventions when necessary. Greenberg will use high quality, data informed instruction and intervention practices and by doing so we will close the achievement gap for our students.  
Tier 1 Instruction will focus on good first teaching with common core literacy skills in every classroom with a focus on student ownership and student voice. All teachers will complete goal setting chats with all students. Subs will provide



coverage for admin to complete goal setting chats with all teachers.

Tier 2 Instruction will focus on opportunities for strategic grouping, blended learning with technology resources, and RTI deployment supported by teaching fellows.

Tier 3 Instruction will be specialized group instruction such as Learning Lab, Social Skills Lessons, tutoring services, and other technology resources.

Reasoning for using this action:

☒ Strong Evidence

☐ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target	Owner(s):	Timeline:
1. Grade Level Common Formative Assessments	1. All Teachers	1. Quarterly
2. Language Arts Grades in ATLAS	2. Grades 2-6 Teachers	2. Quarterly
3. iREADY Interim Scores	3. Grades 1-6 Teachers	3. August , November, March
4. Literacy IPG observations and Feedback	4. Admin	4. Ongoing
5. SBAC Scores	5. Grades 3-6 teachers	5. Annually

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

- 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 LiteracyMaterials such as paper, charts, folders, white boards, poster paper, post it notes, dryerase markers, etc.
- Resources and licenses to support blended learning programs (Possible examples: Accelerated Reader, Immersive Reader, ABC Mouse, etc.)
- Technologyto support instruction and assessment
- Resources to support professional learning
- Substitutes for phonics survey testing
- Substitutes for PLC instructional rounds and planning
- Substitutes for goal setting chats
- Substitutes for SST's and IEP's
- Teaching Fellows to support RTI deployment
- Funding for outside PL presenters
- Materials and supplies for incentives for student achievement
- Funding for conferences for PL
- Funding for Write Tools Training
- Funding for Orton Gullingham- Cullinan PL for teachers, materials and supplies
- Funding for a writing program-PL and materials and supplies (Ex. The Write Tools)
- Funding for Illuminate Ed for creating CFA's
- Funding for student incentives
- Copymachine for color copies for instruction

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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

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

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

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

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

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

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

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

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

Action 2

Title: Mathematical Focus

Action Details:

Greenberg Elementary will utilize a whole child approach to education that provides an equitable, culturally proficient learning environment for all students that emphasizes rigorous, high quality developmentally appropriate first best teaching and research-based interventions when necessary. Greenberg will use high quality, data informed instruction and intervention practices and by doing so we will close the achievement gap for our students.

School will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. A focus will be placed on increasing student ownership and student voice through Math lesson design. All teachers will complete goal setting chats with all students. Subs will be provide coverage for admin to complete goal setting chats with all teachers.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of Suspensions.

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

With Title I funds we plan to support our African American student group by offering RTI support for those reading below grade level. Our RTI time ensures that no new instruction is taught during RTI blocks so that students can receive instruction at their level without falling further behind.

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

With 7090 or 7091 funds we plan to support African American student group by providing teaching fellows to support.

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

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

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

- 1. Math IPG data collection
- 2. SBAC Scores
- 3. iREADY Scores
- 4. Common Formative Assessments (IAB's/FIAB's/Illuminate)

Owner(s):

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

Timeline:

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

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

- 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 Math Instructional Rounds
- Subs for goal setting chats
- Funding for Graphics for BBF and SWJN 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

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

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

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

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

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

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

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

- Focus on integrated vocabulary instruction
- Use of manipulatives
- Modify teacher talk and allow more wait time

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.

The African American student population is performing at the lowest level in areas of Suspensions.

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

With Title I funds we plan to support our African American student group by offering RTI support for those reading below grade level. Our RTI time ensures that no new instruction is taught during RTI blocks so that students can receive instruction at their level without falling further behind.

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

With 7090 or 7091 funds we plan to support African American student group by providing teaching fellows to support.

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

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

- Elicit non verbal responses for levels 1 and 2
- Use of sentence frames as a scaffold
- Design Questions and prompts for different proficiency levels
- Use of prompts to support student responses
- Utilize partner talk

Action 3

Title: English Learner Focus

Action Details:

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

We will provide effective instruction, appropriate scaffolding, foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content. ELD instruction will be provided in both designated and integrated forms:

Integrated ELD will be taught throughout the day with and across the disciplines. Teacher will use the CAELD Standards to support their EL's linguistic and academic progress.

Designated ELD will be provided during the RTI deployment daily. Teachers will use the CAELD Standards as focal standards in ways that build into and from content instruction in order to develop critical English language skills knowledge, and abilities needed for content learning in English.

Reasoning for using this action: ☒ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

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

Owner(s):

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

Timeline:

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

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

- PLC's to monitor and respond to achievement of English Learner subgroup.
- Materials and Supplies to EL support such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc.
- Resources to support blended learning program
- iREADY and ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning ELPAC assessors
- Teaching Fellows
- Materials and supplies for incentives for student achievement
- Subs for goal setting chats
- Subs for ELPAC testing and Alternative ELPAC testing
- Resources and Materials to support Newcomers, such as books in different languages.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

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

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

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

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

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

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

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The African American student population is performing at the lowest level in areas of Suspensions.*

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

*With Title I funds we plan to support our African American student group by offering RTI support for those reading below grade level. Our RTI time ensures that no new instruction is taught during RTI blocks so that students can receive instruction at their level without falling further behind.*

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

*With 7090 or 7091 funds we plan to support African American student group by providing teaching fellows to support.*

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

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



# 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Planning Days for Write Tools ** NO IEP's **	6,743.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	40,256.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP/SST Meetings	9,555.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data chats	2,248.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for phonics survey and DIBELS	3,345.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Brain Pop	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR	4,300.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: RIRA Books for TK-1	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	79,424.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance Ricoh Office	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Swun Math materials	19,156.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for MLD	6,748.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math	13,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	9,724.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Classroom budgets and Copy paper	17,210.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	9,651.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters	3,282.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Illuminate Ed : Illuminate Education	3,600.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Orton Gillingham Materials	1,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Scholastic News	3,500.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Decodable Books for RTI ELD	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for EL's	877.00
G1A3	LCFF: EL	Instruction	Subagreements			Write Tools, LLC : Write Tools Training for EL strategies	32,250.00

**\$277,569.00**

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain	✓	82.97 %	82.1 %	2023-2024	83.2 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Last year, we had activities that did not have strong processes. We have strengthened our processes for providing opportunities for next year.

2

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

Low attendance has created some inequities.

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

We plan to offer more clubs and activities during the school day to incentivize.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We plan to calendar out activities. As well as look for ways to create more opportunities for our younger grades.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

2

ELAC:

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

We presented to SSC for questions and feedback. We received approval.

We presented to ELAC for questions and feedback. We received approval.

Our staff was instrumental in reviewing last year's goals and creating this year's actions plan. We presented to staff for questions and feedback. We received approval.

Action 1

Title: Student Engagement

Action Details:

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

- athletics
- clubs
- dance groups
- music/band
- leadership
- Peach Blossom
- Spelling Bee
- yearbook
- student of the month
- 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.

Reasoning for using this action: ☐ Strong Evidence ☐ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

# of Engagements entered

Owner(s):

VP

Timeline:

Quarterly

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

- Materials and supplies to promote student engagement for clubs and activities
- Materials and supplies to promote cultural assemblies reflective of our community
  - Hispanic Awareness Assembly
  - Hmong New Year Assembly
  - Black History Month Assembly
  - Autism Awareness Assembly
- Materials and supplies for incentives for student achievement
- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students.

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

---

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

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

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

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

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

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

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

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

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

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**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The African American student population is performing at the lowest level in areas of Suspensions.*

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

*With Title I funds we plan to support our African American student group by offering RTI support for those reading below grade level. Our RTI time ensures that no new instruction is taught during RTI blocks so that students can receive instruction at their level without falling further behind.*

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

*With 7090 or 7091 funds we plan to support African American student group by providing teaching fellows to support.*

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

- Music wheel so that all students may participate in the Arts without missing new instruction
- Sensory room and furniture that is appropriate for autism needs.

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	Sup & Conc	Instruction	Teacher-Supp			Clubs & Activities	9,999.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for students	27,480.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: School spirit wear	7,000.00

\$44,479.00



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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓		32.6 %	2023-2024	32 %
Suspension Rate - Semester 1	✓	1.46 %	2.2 %	2023-2024	1.87 %
Suspension Rate - Semester 1 (African American)	✓		3.1 %	2023-2024	2.77 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Attendance continues to be a factor with our low performing sub-groups.

We did not have a Tier 2 specialist hired until January. Our HSL was new this year. They are both being trained with supporting attendance. Both needed time to develop relationships with staff, students, and families.

Our RP counselor is on campus 2 1/2 days.

2

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

Attendance continues to be a factor with our low performing sub-groups.

We did not have a Tier 2 specialist hired until January. Our HSL was new this year. They are both being trained with supporting attendance.

Our RP counselor is on campus 2 1/2 days. It would be more effective if she was available 5 days a week.

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

We did not have a Tier 2 specialist hired until January. Our HSL was new this year. They are both being trained with supporting attendance. Both needed time to develop relationships with staff, students, and families.

Our RP counselor is on campus 2 1/2 days.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We plan to focus in on attendance and behavior supports.

Tier 2 specialist will support teachers with strengthening their tier 1 instruction. Campus Assistant will be hired next year. That will be another adult not tied to a classroom that can build relationships with students and the community.

Tier 2 specialist will tach social skills, do check n, and push in to classrooms in support of designated students.

**Step 4: Educational Partner Involvement.** Share the specific student group data from the metrics section 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.

<div>1 SSC - (Teacher/Staff, Parents, and Secondary Students).</div> <div>We presented to SSC for questions and feedback. We received approval.</div>	<div>2 ELAC:</div> <div>We presented to ELAC for questions and feedback. We received approval.</div>	<div>3 Staff - (Credentialed Staff, Classified Staff, and Administrators):</div> <div>Our staff was instrumental in reviewing last year's goals and creating this year's actions plan. We presented to staff for questions and feedback. We received approval.</div>
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Action 1

Title: Tiered Level of Behavior Supports

Action Details:

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

- In Tier 1, guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students.
- In Tier 2, we will create a Clubhouse for students to receive social skill support by the Resource Counseling Assistant.
- In Tier 3, students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention. RP Counselor and school psychologist.

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

<div>Details: Explain the data which will specifically monitor progress toward each indicator target</div> <div>Suspension data</div> <div>Attendance data</div>	<div>Owner(s):</div> <div>Campus and Culture Team</div>	<div>Timeline:</div> <div>Quarterly</div>
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Describe Direct Instructional Services to students, including materials and supplies required (curriculum and instruction):

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

Materials and supplies for Clubhouse Mind Up Curriculum to support social skills

Materials and supplies for incentives

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

Subs for SST meetings

Bearcat Tickets

Golden Tickets

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

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

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 3 English learner students are identified in red according to the CA Dashboard).*

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

*With Title I funds we plan to support English learner students by...*

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

*With 7090 or 7091 funds we plan to support English learner students by...*

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

Culturally relevant teaching strategies

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The African American student population is performing at the lowest level in areas of Suspensions.*

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

*With Title I funds we plan to support our African American student group by offering RTI support for those reading below grade level. Our RTI time ensures that no new instruction is taught during RTI blocks so that students can receive instruction at their level without falling further behind.*

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

*With 7090 or 7091 funds we plan to support African American student group by providing teaching fellows to support.*

**4. As a site: What are planned actions to support this student group?**

**Tier 2 specialist:** Social Skills groups for students who have behavior issues that are impeding learning

A4 program

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture staff survey - percent favorable in organizational culture domain	✓	98.5 %	85.2 %	2023-2024	86.3 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

We have added to our staff engagement and incentives.

2

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

Staff attendance has been a factor.

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

We plan to continue the staff engagement activities that we had this past year and refine them.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We plan to continue the staff engagement activities that we had this past year and refine them.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

2

ELAC:

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

We presented to SSC for questions and feedback. We received approval.

We presented to ELAC for questions and feedback. We received approval.

Our staff was instrumental in reviewing last year's goals and creating this year's actions plan. We presented to staff for questions and feedback. We received approval.

Action 1

Title: Staff Engagement

Action Details:

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

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

Reasoning for using this action: ☐ Strong Evidence ☒ Moderate Evidence ☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Staff Surveys	Owner(s): ILT	Timeline: Quarterly
SBC Meetings	SBC members	Monthly

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

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



Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

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

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

---

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

2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for staff retention	7,700.00

\$7,700.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Required	Current Target	Actual	As Of	Target
Fall Climate & Culture family survey - percent favorable in family engagement domain	✓	84.6 %	92.8 %	2023-2024	93.9 %

Step 1: After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site budget to conduct a review and analysis and answer the questions below.

1

Review current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal. Include actions that pertain to students, staff, or families as it relates to this goal and the aligned metrics.

Our actions and goals were effective. We plan to continue with our family engagement activities.

2

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

We need to reach more families about the importance of attendance.

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

We plan to continue the family engagement activities that we had this past year and refine them.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2024/25 SPSA.

We plan to continue the family engagement activities that we had this past year and refine them.

Step 4: Educational Partner Involvement. Share the specific student group data from the metrics section and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC), and school staff, as required. Record feedback and suggestions from each group below.

1

SSC - (Teacher/Staff, Parents, and Secondary Students).

2

ELAC:

3

Staff - (Credentialed Staff, Classified Staff, and Administrators):

We presented to SSC for questions and feedback. We received approval.

We presented to ELAC for questions and feedback. We received approval.

Our staff was instrumental in reviewing last year's goals and creating this year's actions plan. We presented to staff for questions and feedback. We received approval.

Action 1

Title: Family Engagement

Action Details:

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

- Participating in FUSD Parent University
- Using multiple communication platforms such as school messenger, Peach Jar, Class Dojo, Remind app, Facebook, Twitter, and Parent Square.
- Student Planners
- Quarterly overview and testing calendar for parents.
- Family Nights for Literacy, Math, Science, and Art

Reasoning for using this action:

☐ Strong Evidence

☒ Moderate Evidence

☐ Promising Evidence

Explain the Progress Monitoring and data used for this Action

Details: Explain the data which will specifically monitor progress toward each indicator target

Parent Survey

Owner(s):

CC Team

Timeline:

Yearly

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

- \*Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other. They will share lesson topics, and testing calendar with parents quarterly
- \*Student Centered and Real-World Learning: Staff planning cultural assemblies and field trips
- \*Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- \*Funding for incentives for parent participation such as VIP t-shirts, materials and supplies, babysitting and translations.
- \*Funding for Autism events

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Goal 5 does not have specific student group data, but you can choose to put family related actions in place that will positively affect student outcomes aligned with metrics in Goals 1-3. Otherwise you can speak to the enhanced service for low-performing student groups in general terms in this section.

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

*With Title I funds we plan to support (Specific student group) by...*

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

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

Parent Participation in Family Nights

ELAC meetings to inform parents of progress

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goals 1-3, that apply, that the student group is identified in red according to the metrics in the CA Dashboard).*

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

*With Title I funds we plan to support (Specific student group) by...*

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

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

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

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

Parent Participation in Family Nights



## 2024-2025 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting. ** NO IEP's **	2,020.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Family Engagement Carnival, Dances, Donuts with Grownups, literacy night, Coffee Hour	5,000.00

**\$7,020.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0510 Greenberg Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Planning Days for Write Tools ** NO IEP's **	6,743.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	40,256.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			IEP/SST Meetings	9,555.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for Data chats	2,248.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for phonics survey and DIBELS	3,345.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Brain Pop	4,000.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: AR	4,300.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: RIRA Books for TK-1	1,200.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	79,424.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance Ricoh Office	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A2	Title 1 Basic	Instruction	Bks & Ref			Swun Math materials	19,156.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for MLD	6,748.00
G1A2	Sup & Conc	Instruction	Bks & Ref			ST Math	13,000.00
G1A2	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies	9,724.00
G1A3	Sup & Conc	Instruction	Mat & Supp			Classroom budgets and Copy paper	17,210.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessors	9,651.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Interpreters	3,282.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Illuminate Ed : Illuminate Education	3,600.00
G1A3	LCFF: EL	Instruction	Bks & Ref			Orton Gillingham Materials	1,000.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Scholastic News	3,500.00
G1A3	LCFF: EL	Instruction	Bks & Ref			: Decodable Books for RTI ELD	2,000.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials and Supplies for EL's	877.00
G1A3	LCFF: EL	Instruction	Subagreements			Write Tools, LLC : Write Tools Training for EL strategies	32,250.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Clubs & Activities	9,999.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: Incentives for students	27,480.00
G2A1	Sup & Conc	Instruction	Mat & Supp			: School spirit wear	7,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies for staff retention	7,700.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting. ** NO IEP's **	2,020.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Family Engagement Carnival, Dances, Donuts with Grownups, literacy night, Coffee Hour	5,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$68,175.00
Sup & Conc	7090	\$212,433.00
LCFF: EL	7091	\$56,160.00
<b>Grand Total</b>		<b>\$336,768.00</b>

\$336,768.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$277,569.00
G2 - Expand student-centered and real-world learning experiences	\$44,479.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$7,700.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$7,020.00
<b>Grand Total</b>	<b>\$336,768.00</b>