

Greenberg Elementary

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 14, 2023

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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 subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.

School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.

Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.

Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.

The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Linda Ramirez	X				
2. Chairperson – Renee Garza				X	
3. Parent – Veronica Vasquez				X	
4. Parent - Mariah Hill				X	
5. Parent – Maisha Brown				X	
6. Parent – Dora Berrera				X	
7. Staff – Valeria Martinez		X			
8. Staff – Gabriela Perez-Santillan		X			
9. Staff – Hortencia Munoz		X			
10. Staff – Anna Seranno			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: <i>Greenberg Elementary</i>			
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		3/23/23
SSC Chairperson	Renee Garza		3/23/23

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 2023/24

Greenberg - 0510

ON-SITE ALLOCATION

3010	Title I	\$70,740 *
7090	LCFF Supplemental & Concentration	\$226,260
7091	LCFF for English Learners	\$59,184
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$22,140</u>
TOTAL 2023/24 ON-SITE ALLOCATION		\$378,324

* 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	\$2,096
Remaining Title I funds are at the discretion of the School Site Council	<u>\$68,644</u>
Total Title I Allocation	<u>\$70,740</u>

Greenberg Elementary 2023-2024 - 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	✓		-50 pts	2021-2022	0 pts
SBAC ELA - percentage of students met/exceeded standard	✓		29.37 %	2021-2022	30.47 %
SBAC Math - Average distance from standard	✓		-58 pts	2021-2022	0 pts
SBAC Math - percentage of students met/exceeded standard	✓		18.81 %	2021-2022	19.91 %

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.

Action 1: Literacy Focus

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

- Tier 1 will include a focus on common core literacy skills in every classroom through professional learning and school wide literacy initiatives with a focus on student ownership. Use of pathways to close and critical reading skills through text dependent questions allowing access to rigorous grade level texts for all students.
- Tier 2 will be opportunities for strategic grouping, technology resources, and blended learning. Blended learning opportunities with on-line resources such as iREADY.
- Tier 3 will include small group instruction, tutoring services, technology resources, and an opportunity for RTI deployment with supported by teaching fellows.

Implementation:

- For Tier 1 actions: Continued focus on student ownership by scaffolding questions when needed, planning purposeful questions and checking for understanding, and analysis of assessments to

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 funded 6 teaching fellows. 3 of the 6 teaching fellow positions remained unfilled for the majority of the year. This created inequities with servicing students.

reteach when needed.

- For Tier 2 actions: Continued implementation of blended learning opportunities to be able to expand online learning programs and create opportunities for small group instruction.
- For Tier 3 actions, we funded 6 teaching fellows. 3 of the 6 teaching fellow positions remained unfilled for the majority of the year. This created inequities with servicing students. It weakened our RTI implementation without all positions filled.
- Assessment team did an initial assessment on all students. Progress monitoring continued during each quarter and entered into school data base.

ELA IREADY metrics include growth of 18.5% from iREADY 1 to iREADY 2:

iREADY 1: 15.6%

iREADY 2: 34.1%

Action 2: Math Focus

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

- A focus will be placed on Math Practice 1: Make sense of problems and persevere in solving them.
- Supports will center on professional learning, with ACs as the drivers, the use of common formative assessments, performance tasks, and RTI with use of ST Math as a supplemental tool to support students' conceptual understanding.

Implementation:

- First semester PL was focused on implementing BBF and MLD instructional strategies.
- Instructional Coach did coaching cycles and modeled demo lessons with teachers
- School wide implementation of BBF was successful. Data showed much growth from diagnostics.

Math IREADY metrics include:

iREADY 1: 8.2%

iREADY 2: 23%

Action 3: English Learner Focus

Greenberg will provide a comprehensive program to serve English Learners in all stages of language acquisition and academic development utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. In partnership with English Learner Services, we will create positive and culturally responsive learning environments, observe students closely to provide planned appropriate scaffolding and foster collaborative academic conversations, abundant writing and interactive reading around complex texts and content.

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

- Designated ELD will be primarily focused on language skills using content.

Implementation: EL strategies were incorporated into

Metrics:

43.2% of our English Learners are making progress are making progress towards English Language proficiency.

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).

Action 1: Literacy Focus Expenditure

- PLC agendas to monitor and respond to achievement of African American, EL, and SPED subgroups-met
- Materials and Supplies to support Literacy Materials such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc-met
- Resources to support blended learning program iREADY contract to support personalized learning-met
- Technology to support instruction and assessment-met (need for more tablets)
- Resources to support professional learning-met
- Substitutes for BAS testing-BAS testing no longer required
- Substitutes for instructional rounds and planning-met
- Substitutes for SST's-met
- Teaching Fellows to support RTI deployment-were not able to fill all 6 positions until end of February
- Funding for outside PL presenters-not needed
- Materials and supplies for incentives for student achievement-met
- Funding for conferences-not needed
- PL Funding for guest speakers for PL-not needed
- Guided Readers program for Guided Reading Instruction-met
- Illuminate Ed for creating CFA's-met
- Funding for incentives-met
- Accelerated Reader as monitor for Bearcat Book Campaign-met
- Copy machine for color copies for instruction-met

Action 2 Math Focus:

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

Action 3 English Learner Focus:

- Grading and rubrics to address achievement gap of English Learner subgroup.-was not focus this year

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

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 2023/24 SPSA.

Stop:

- Accelerated Reader
- Substitutes for BAS testing
- Guide Readers Program
- EdCite

Start:

- Funding for Orton Gillingham training
- Funding for subs for teachers attending Orton Gillingham training
- Funding for Orton Gillingham materials
- Funding an additional TF for Kinder/Newcomer support
- Purchasing class sets of books for grades 3-4

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

1 SSC:

SSC on March 23 and April 19

2 ELAC:

ELAC gave feedback on March 21

3 Staff:

Staff input regarding actions we should stop, keep and start was given on March 6. It was presented on March 9. Budget input was given on March 20 and March 23

Action 1

Title: Mathematical Practices Focus

Action Details:

Greenberg Elementary will provide high quality math instruction for all students through the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will provide a culturally responsive teaching approach as a tool to help dependent learners develop the cognitive skills for higher order thinking.

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.

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.
- Funding for SWUN Math Training
- Subs for SWUN Math Training
- Subs for goal setting chats
- Funding for Graphics for BBF and SWUN math resources
- Copymachine 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:

- 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

Specify enhanced services for low-performing student groups:

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

- Use of prompts to support student responses Utilize partner talk

Action 2

Title: English Learner Focus

Action Details:

Greenberg Elementary will provide high quality ELD instruction for all students through the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will provide a culturally responsive teaching approach as a tool to help dependent learners develop the cognitive skills for higher order thinking.

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

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

ELD instruction will be provided in both designated and integrated forms. Designated ELD will be provided during the ELA deployment. Integrated ELD will be primarily focused on content with language supports. Designated ELD will be primarily focused on language skills using content. All teachers will complete goal setting chats with all EL students. Subs will be provide coverage for admin to complete goal setting chats with all teachers.

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:

- Focus on integrated vocabulary instruction

Specify enhanced services for low-performing student groups:

- Use of Common core companion for teaching strategies

- 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
- ELD Designated Instruction
 - ELD Integrated Instruction
 - Differentiated group

Action 3

Title: Literacy: Three Tiered Approach

Action Details:

Greenberg Elementary will provide high quality literacy instruction for all students through the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will provide a culturally responsive teaching approach as a tool to help dependent learners develop the cognitive skills for higher order thinking.

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 be 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

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

Owner(s):

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

Timeline:

1. Quarterly
2. Quarterly
3. August , November, March
4. Ongoing
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 Literacy Materials 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.)
- Technology to support instruction and assessment
- Resources to support professional learning
- Substitutes for BPST and DIBELS 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 guest speakers for PL
- Funding for Orton Gillingham- Cullinan PL for teachers, materials and supplies
- Funding for literature circle books and materials- chapter books for grades 3-6
- 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
- Copy machine for color copies for instruction

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2023-2024 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			Subs: Instructional Rounds (3 Days) **No IEPs **	20,647.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Funding for CA Teaching Fellows. G1A3	41,776.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Data Chats	13,793.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: IEPs & SSTs . G1A3	9,183.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Mind Research ST Math	13,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for Instructions. G1A,2,3.	48,386.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology. G1A2,3.	38,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance Ricoh Office	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Illuminate Ed. : Illuminate Education. G1A3	3,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Regional Guest Speaker : Regional Literacy Guest Speaker	100.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics - SWUN Math. G1A1	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub: ELPAC Assessor. G1A3	6,003.00
G1A2	LCFF: EL	Instruction	Ins Aide-Sup			Interpreter for Parent Conferences. G1A3	3,016.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Orton Gillingham Materials/Supplies **No incentives or food**	1,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Class Sets Books Grades 3-6. G1A2	8,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for Orton Gillingham Training - 24 Subs	5,581.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	35,584.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			Orton Gillingham : Orton Gillingham Training 3rd / 4th Grades. G1A2	9,000.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows	22,140.00

\$288,209.00

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	✓	89.8 %	81.87 %	2022-2023	82.97 %

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.

Greenberg Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessens distractions for all learners, and enhances campus safety for all students. These will support student engagement. Climate and Culture Team will provide professional learning to staff in addressing student behaviors at levels 1-3.

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

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

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

- Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups. Materials and supplies for CARE center
- Mind Up Curriculum to support social skills
- Materials and supplies for incentives
- School psychologist to support our Tier 2 and Tier 3 students with counseling services.
- Subs for SST meetings
- De-escalation space for all students who need support

Implementation:

All actions implemented

Metrics:

83.5% percentage of favorable responses

2

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

Being short staffed caused us to not be able to fully staff our clubs and activities.

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).

- Funding RCA to help keep kids connected and offer a caring adult for a cool down room with emphasis on students in significant subgroups. Materials and supplies for CARE center
- Mind Up Curriculum to support social skills
- Materials and supplies for incentives
- School psychologist to support our Tier 2 and Tier 3 students with counseling services.
- Subs for SSTmeetings
- De-escalation space for all students who need support

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 2023/24 SPSA.

- Stop:
- Mind Up curriculum purchased- does not require on going funding
- Start:
- Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students.
 - Funding for school wide autism acceptance t-shirts

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

1 SSC: SSC input on March 16 and April 19	2 ELAC: ELAC input on March 21	3 Staff: Staff input regarding actions we should stop, keep and start was given on March 16. It was presented on March 9. Budget input was given on March 20 and March 23
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Action 1

Title: Student Engagement

[Action Details:](#)

Greenberg Elementary will provide high quality instruction for all students through the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will create an environment that feels socially and intellectually safe for learners to stretch themselves and take risks through. 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 such as:

- 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:

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

Specify enhanced services for low-performing student groups:

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

Sensory room and furniture that is appropriate for autism needs.

2023-2024 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			Supplemental for Clubs & Activities	8,994.00

\$8,994.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Required	Current Target	Actual	As Of	Target
Chronic Absenteeism - Semester 1	✓	52.02 %	39.55 %	2022-2023	38.95 %
Suspension Rate - Semester 1	✓	1.56 %	1.79 %	2022-2023	1.46 %

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.

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 CAREcenter

Mind Up Curriculum to support social skills

Materials and supplies for incentives

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

Subs for SST meetings

De-escalation space for all students who need support

Implementation:

Implemented all actions

Metrics:

1.8% Suspension

39.6% Chronic Absenteeism

2

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

None at this time

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).

No major differences notes

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 2023/24 SPSA.

Add funding for more activities and clubs

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

1 SSC: Input given on March 16 and April 19	2 ELAC: Input given on March 21	3 Staff: Staff input regarding actions we should stop, keep and start was given on March 16. It was presented on March 9. Budget input was given on March 20 and March 23
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Action 1

Title: Tiered Level of Behavior Supports

Action Details:

Greenberg Elementary will implement the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will build Learning Partnerships to establish authentic connections with students that builds on mutual trust and respect. We will give feedback in emotionally intelligent ways so students are able to take it in and act on it.

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

- 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

Details: Explain the data which will specifically monitor progress toward each indicator target		Owner(s):	Timeline:
Suspension data		Campus and Culture Team	Quarterly
Attendance data			
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:		Specify enhanced services for low-performing student groups:	
Culturally relevant teaching strategies		Social Skills groups for students who have behavior issues that are impeding learning	

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Instruction	Mat & Supp			: Greenberg Spirit Wear	8,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Student Engagement	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	57,804.00

\$69,804.00

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	✓	92.83 %	97.4 %	2022-2023	98.5 %

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.

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

- Provide professional Learning Opportunities for Cultural Proficiency Training-began in January 2023
- ILT and CCT teams will offer opportunities to include staff voice in decision making- Monthly meetings for ILT. Have not been as consistent with CC team.
- Provide professional learning opportunities for best practices for academics-First semester focused on MLD PL
- Sunshine club to organize monthly activities such as potlucks, birthday recognition, paint night, bowling, and social hours, etc.- We started Sunshine club but need to revamp a few activities
- Staff appreciation meals and activities-this is much appreciated by our staff
- 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
- 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

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

Being short staffed did not allow for opportunities to expand.

Implementation:
We were short staffed to plan cultural assemblies.

Metrics:

- 97.4% Favorable responses on survey

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).

None

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 2023/24 SPSA.

None

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

1 SSC:

SSC input given on March 16 & April 19

2 ELAC:

ELAC Input given on March 21

3 Staff:

Staff input regarding actions we should stop, keep and start was given on March 16. It was presented on March 9. Budget input was given on March 20 and March 23

Action 1

Title: Staff Engagement

Action Details:

Greenberg Elementary will implement the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will build Learning Partnerships to establish authentic connections with students, staff, and families that builds on mutual trust and respect. In order to retain the very best we will:

- Provide professional Learning Opportunities for Cultural Proficiency Training
- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Provide professional learning opportunities for best practices for academics.
- Sunshine club to organize monthly activities such as potlucks, birthday recognition, paint night, 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	Owner(s):	Timeline:
Staff Surveys	ILT	Quarterly
SBC Meetings	SBC members	Monthly

Describe Direct Services to Staff in support of 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 Staff in support of EL students:

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

Specify enhanced services for Staff to support low-performing student groups:

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

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	✓	90.96 %	83.5 %	2022-2023	84.6 %

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.

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

- Participating in FUSD Parent University
- Using multiple communication platforms such as school messenger, Peach Jar, Class Dojo, Remind app, Facebook, and Twitter.
- Parent Structures for parents to co create student goals
- Sharing Unit Overviews, Lesson, Topics, and Testing calendar
- Family Nights for Literacy, Math, Science, and Art
- Student Academics: PL and PLC's provide opportunities to share best practices and learn from each other. They will share Unit Overviews, Lesson Topics, and testing calendar with parents quarterly
- Student Centered and Real-World Learning:
- Staff planning cultural assemblies and field trips
- Student Engagement: Students connecting their learning and applying their learning through real life experiences promotes engagement.
- Funding for incentives for parent participation such as VIP t-shirts
- Funding for Autism breakfast and Parent breakfasts

2

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

Being short staffed limited opportunities.

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).

Being short staffed limited opportunities.

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 2023/24 SPSA.

Add funds to pay for extra pay contracts to sponsor activities.

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

1 SSC: SSC input given on March 16 and April 19	2 ELAC: ELAC input given on March 21	3 Staff: Staff input regarding actions we should stop, keep and start was given on March 16. It was presented on March 9. Budget input was given on March 20 and March 23
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Action 1

Title: Family Engagement

Action Details:

Greenberg Elementary will implement the Ready for Rigor Framework. The Ready for Rigor Framework will consist of 4 practice areas: Awareness, Learning Partnerships, Informational Processing, and Community Building. We will build Learning Partnerships to establish authentic connections with students that builds on mutual trust and respect. We will give feedback in emotionally intelligent ways so students are able to take it in and act on it. Greenberg will view parents, families, and caregivers as a key resource with increased efforts to engage parents and building in time and resources:

- Participating in FUSD Parent University
- Using multiple communication platforms such as school messenger, Peach Jar, Class Dojo, Remind app, Facebook, 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	Owner(s):	Timeline:
Parent Survey	CC Team	Yearly

Describe Direct Services to Families in support of 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 Families of EL students:

- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights
- ELAC meetings to inform parents of progress

Specify enhanced services for Families of low-performing student groups:

- Parent University Classes to engage parents in their child's education.
- Parent Participation in Family Nights

2023-2024 SPSA Budget Goal Subtotal

State/Federal Dept 0510 Greenberg Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement **No incentives or food**	1,817.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Material & Supplies for Family Engagements	3,000.00

\$5,317.00

2023-2024 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			Subs: Instructional Rounds (3 Days) **No IEPs **	20,647.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Funding for CA Teaching Fellows. G1A3	41,776.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: Data Chats	13,793.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs: IEPs & SSTs . G1A3	9,183.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Mind Research ST Math	13,000.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies for Instructions. G1A,2,3.	48,386.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology. G1A2,3.	38,000.00
G1A1	Sup & Conc	Instruction	Copier Maint			Copier Maintenance Ricoh Office	4,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Tech Maintenance	500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Illuminate Ed. : Illuminate Education. G1A3	3,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Regional Guest Speaker : Regional Literacy Guest Speaker	100.00
G1A2	Title 1 Basic	Instruction	Direct-Graph			Graphics - SWUN Math. G1A1	5,000.00
G1A2	LCFF: EL	Instruction	Teacher-Subs			Sub: ELPAC Assessor. G1A3	6,003.00
G1A2	LCFF: EL	Instruction	Ins Aide-Sup			Interpreter for Parent Conferences. G1A3	3,016.00
G1A3	Title 1 Basic	Instruction	Mat & Supp			: Orton Gillingham Materials/Supplies **No incentives or food**	1,000.00
G1A3	Sup & Conc	Instruction	Bks & Ref			Class Sets Books Grades 3-6. G1A2	8,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for Orton Gillingham Training - 24 Subs	5,581.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : CA Teaching Fellows	35,584.00
G1A3	LCFF: EL	Instruction	Cons Svc/Oth			Orton Gillingham : Orton Gillingham Training 3rd / 4th Grades. G1A2	9,000.00
G1A3	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundations: Teaching Fellows	22,140.00
G2A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental for Clubs & Activities	8,994.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Greenberg Spirit Wear	8,000.00
G3A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Student Engagement	4,000.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	57,804.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies for Staff Retention	6,000.00
G5A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting	500.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials/Supplies for parent engagement **No incentives or food**	1,817.00
G5A1	Sup & Conc	Parent Participation	Mat & Supp			Material & Supplies for Family Engagements	3,000.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,740.00
Sup & Conc	7090	\$226,260.00
LCFF: EL	7091	\$59,184.00
One-time School	7099	\$22,140.00
Grand Total		\$378,324.00

\$378,324.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$288,209.00
G2 - Expand student-centered and real-world learning experiences	\$8,994.00
G3 - Increase student engagement in their school and community	\$69,804.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$6,000.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,317.00
Grand Total	\$378,324.00