


**Greenberg Elementary**

10621666117477

Principal's Name: Linda Ramirez

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: June 2, 2021

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

| <b>District Goals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the District Goals supporting the expectations that all goals shall have objectives that are measurable, actionable and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.</p> |                                                                                       |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Improve academic performance at challenging levels                                    |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expand student-centered and real-world learning experiences                           |
| Student Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Increase student engagement in their school and community                             |
| Staff Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Increase recruitment and retention of staff reflecting the diversity of our community |
| Family Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Increase inclusive opportunities for families to engage in their students’ education  |

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

**Consolidated Program Assurances**



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>                                                                                                                                                                                                                                                |
| <p>The SSC, and all advisory committees, are formed in accordance with procedures established by federal or state law and regulations, and with membership parity as mandated. The advisory committees provide input on the SPSA.</p>                                                                                                                                                                                                                                                       |
| <p>The principal is an active member of the SSC and participates in regularly scheduled meetings throughout the school year. Classroom teachers, school staff, parents and students (secondary level only) are also participating members.</p>                                                                                                                                                                                                                                              |
| <p>The school’s SSC, staff and parents participate in a needs assessment to help guide SPSA development.</p>                                                                                                                                                                                                                                                                                                                                                                                |
| <p>The members of the SSC, the school’s English Learners’ Advisory Committee (ELAC) and members of other advisory school committees receive information and data detailing the needs of students during the SPSA development process and the comprehensive needs assessment. Information for all significant subgroups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth.</p>                  |
| <p>School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (DAC and DELAC), and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years.</p>                                                                                                                                                                                                                                                     |
| <p>Opportunities for parents to participate in the development of the SPSA are provided by all schools, as described in the Elementary and Secondary Education Act (federal law), California Education Code, and the policies and regulations of the Fresno Unified School District Board of Education. The SPSA includes strategies to improve parent involvement and examples of the Parent and Family Engagement Policy and the Parent-School Compact.</p>                               |
| <p>Strategies to improve student achievement, meet measurable objectives, provide high quality professional development, and support struggling students through the use scientifically-based research are included in the SPSA. The SPSA reforms and supplemental funding provide opportunities for all students to meet state standards by extending learning time, supporting grade-level and school-level student transitions and providing social-emotional supports for students.</p> |
| <p>The School Plan for Student Achievement is reviewed and revised during the first semester of each school year, and re-evaluated and re-written during the second semester of each school year for annual approval by the Board of Education.</p>                                                                                                                                                                                                                                         |

School Site Council

| School Site Council List      |           |                   |             |                         |                   |
|-------------------------------|-----------|-------------------|-------------|-------------------------|-------------------|
| Member Name                   | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1. Principal - Linda Ramirez  | X         |                   |             | X                       |                   |
| 2. Chairperson - Erica Cooper |           |                   |             |                         |                   |
| 3. Jeffrey Dodson             |           | X                 |             |                         |                   |
| 4. Michelle Platt             |           | X                 |             |                         |                   |
| 5. Gabriela Petez-Santillan   |           | X                 |             |                         |                   |
| 6. Alicia Ybarra              |           |                   | X           |                         |                   |
| 7. Ola Yarbrough              |           |                   |             |                         |                   |
| 8. Mai Ka Lee                 |           |                   | X           |                         |                   |
| 9. Anita Ponce                |           |                   | X           |                         |                   |
| 10. Tina Clark                |           |                   | X           |                         |                   |
| 11.                           |           |                   |             |                         |                   |
| 12.                           |           |                   |             |                         |                   |
| 13.                           |           |                   |             |                         |                   |
| 14.                           |           |                   |             |                         |                   |
| 15.                           |           |                   |             |                         |                   |

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

**Required Signatures**

| School Name: Greenberg Elementary                                                                                                                                                                                                                                                                                                                                                                                                                 |                  |                                                                                     |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------|-----------|
| Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement. |                  |                                                                                     |           |
| Title                                                                                                                                                                                                                                                                                                                                                                                                                                             | Print Name Below | Signature Below                                                                     | Date      |
| Principal                                                                                                                                                                                                                                                                                                                                                                                                                                         | Linda Ramirez    |   | 3/24/2021 |
| SSC Chairperson                                                                                                                                                                                                                                                                                                                                                                                                                                   | Erica Cooper     |  | 3/24/2021 |

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Greenberg - 0510

**ON-SITE ALLOCATION**

|                                         |                                                     |                  |
|-----------------------------------------|-----------------------------------------------------|------------------|
| 3010                                    | Title I                                             | \$59,685 *       |
| 7090                                    | LCFF Supplemental & Concentration                   | \$197,109        |
| 7091                                    | LCFF for English Learners                           | \$50,220         |
| 7099                                    | School Opening Support <i>(New! One-time funds)</i> | <u>\$22,263</u>  |
| <b>TOTAL 2021/22 ON-SITE ALLOCATION</b> |                                                     | <b>\$329,277</b> |

|                                                                           |                                                                          |                 |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------|
| * 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                            | \$1,557         |
|                                                                           | Remaining Title I funds are at the discretion of the School Site Council | <u>\$58,128</u> |
|                                                                           | Total Title I Allocation                                                 | \$59,685        |

## Greenberg Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

| Goal 1 Metrics           | Current Target | Actual  | As Of     | Target  |
|--------------------------|----------------|---------|-----------|---------|
| I-Ready ELA D2 On Level  |                | 37.42 % | 2020-2021 | 44.42 % |
| I-Ready Math D2 On Level |                | 26.94 % | 2020-2021 | 33.94 % |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

#### I-Ready ELA D2 On Level

|           |    |    |    |
|-----------|----|----|----|
| ELA 1-K   | 58 | 42 | 0  |
| ELA 1-1st | 28 | 61 | 11 |
| ELA 1-2nd | 27 | 44 | 29 |
| ELA 1-3rd | 38 | 29 | 33 |
| ELA 1-4th | 12 | 54 | 34 |
| ELA 1-5th | 17 | 20 | 63 |
| ELA 1-6th | 20 | 23 | 57 |
| ELA 2-K   | 55 | 45 | 0  |
| ELA 2-1st | 43 | 53 | 4  |
| ELA 2-2nd | 29 | 51 | 20 |
| ELA 2-3rd | 53 | 26 | 21 |
| ELA 2-4th | 22 | 53 | 26 |
| ELA 2-5th | 27 | 11 | 62 |
| ELA 2-6th | 32 | 16 | 52 |

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

#### I-Ready ELA D2 On Level

The biggest inequities for students were access to technology, internet, and supervision at home.

As a district, we recognize the need for cultural proficiency training. However, the modules were not as effective when done virtually than in person. We do not have the option to process the information in person.

#### I-Ready Math D2 On Level

The biggest inequities for students were access to technology, internet, and supervision at home.

As a district, we recognize the need for cultural proficiency training. However, the modules were not as effective when done virtually than in person. We do not have the option to process the information in person.

1) 3 tiered literacy approach addresses good first teaching of deconstructed standards, high level teaching standards, CFAs, and responding in real time to results. We did not use teaching fellows due to the limitations of teaching fellows.

2) Mathematical Focus took a back seat to PL on distance learning tools.

3) ELD focus was addressed during the extra support time during the first semester. There was not an extra support time for the second semester which caused further inequities.

**I-Ready Math D2 On Level**

|            |    |    |    |
|------------|----|----|----|
| Math 1-K   | 45 | 55 | 0  |
| Math 1-1st | 28 | 61 | 11 |
| Math 1-2nd | 14 | 59 | 27 |
| Math 1-3rd | 10 | 54 | 37 |
| Math 1-4th | 8  | 48 | 44 |
| Math 1-5th | 24 | 26 | 50 |
| Math 1-6th | 10 | 46 | 44 |

|            |    |    |    |
|------------|----|----|----|
| Math 2-K   | 42 | 58 | 0  |
| Math 2-1st | 33 | 60 | 7  |
| Math 2-2nd | 21 | 52 | 27 |
| Math 2-3rd | 19 | 52 | 28 |
| Math 2-4th | 21 | 45 | 35 |
| Math 2-5th | 22 | 26 | 52 |
| Math 2-6th | 27 | 34 | 39 |

**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.

Our intended implementations involved PL focused on mathematics. Due to the pandemic, we shifted most of our PL to distance learning tools to support on line instruction.

**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 2021-2022 SPSA.

Next year, we will continue with a RTI focus on Reading utilizing teaching fellows.

Our PL will shift to a mathematics focus as well as continuing a focus on social emotional supports.



**Step 4: Stakeholder 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:

Goals and data shared and discussed with SSC on March 24.

**2** ELAC:

Goals and data shared and discussed with ELAC on March 24.

**3** Staff:

Goals and data shared and discussed with ILT, SSC, and staff on March 9, 18, 22, 25.

### Action 1

**Title:** Literacy: Three Tiered Approach

[Action Details:](#)

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.

**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. BAS Scores
6. SBAC Scores

[Owner\(s\):](#)

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

[Timeline:](#)

1. Quarterly
2. Quarterly
3. August , November, March
4. Ongoing
5. 1st/4th quarter
6. Annually

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

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- AC agendas to monitor and respond to achievement of African American, EL, and SPED subgroups.
- Materials and Supplies to support Literacy Materials such as paper, charts, folders, white boards, poster paper, post it notes, dry erase markers, etc.
- Resources to support blended learning program iREADY contract to support personalized learning

- Technology to support instruction and assessment
- Resources to support professional learning
- Substitutes for BAS testing
- Substitutes for instructional rounds and planning
- Substitutes for SST'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
- Guided Readers program for Guided Reading Instruction
- Illuminate Ed for creating CFA's
- Funding for incentives

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

## Action 2

**Title:** Mathematical Practices Focus

Action Details:

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 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.

|                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reasoning for using this action:</b> <input type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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. Interim Scores
4. Common Formative Assessments

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):**

- Grading and rubrics to address achievement gap of African American, EL, and SPED subgroups.
- RTI of low achievement of 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, etc.
- Resources to support blended learning program ST Math contract to support personalized learning
- Technology to support instruction and assessment
- Resources to support professional learning
- Materials and supplies for incentives for student achievement
- Illuminate Ed for creating CFA's
- License for ST math

**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:**

- 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

**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.

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.

|                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reasoning for using this action:</b> <input checked="" type="checkbox"/> Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> 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):

- Grading and rubrics to address achievement gap of English Learner subgroup.
- AC'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 ELPAC testing

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:

- Use of Common core companion for teaching strategies
- ELD Designated Instruction
- ELD Integrated Instruction
- Differentiated group

# 2021-2022 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 for Instructional Rounds ** NO IEPS **            | 10,000.00 |
| G1A1   | Title 1 Basic   | Instruction                      | Mat & Supp    |           |     | Materials & Supplies ** NO FOOD OR INCENTIVES **       | 644.00    |
| G1A1   | Title 1 Basic   | Instruction                      | Subagreements |           |     | Education and Leadership Foundation : Interact fellows | 44,485.00 |
| G1A1   | Title 1 Basic   | Instruction                      | Trvl & Conf   |           |     | : Travel for Regional Work                             | 2,500.00  |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Subs  |           |     | Subs for BAS Assessors                                 | 3,002.00  |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Subs  |           |     | Subs for SST's/IEP's                                   | 5,996.00  |
| G1A1   | Sup & Conc      | Instruction                      | Bks & Ref     |           |     | : Illuminate Ed Contract                               | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                      | Bks & Ref     |           |     | : Guided Readers Contract                              | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                      | Mat & Supp    |           |     | Materials & Supplies                                   | 13,225.00 |
| G1A1   | Sup & Conc      | Instruction                      | Nc-Equipment  |           |     | Technology                                             | 12,680.00 |
| G1A1   | Sup & Conc      | Instruction                      | Subagreements |           |     | Education and Leadership Foundation : Interact Fellows | 24,006.00 |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Maint  |           |     | Tech Maintenance                                       | 500.00    |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Graph  |           |     | Graphics                                               | 500.00    |
| G1A1   | Sup & Conc      | Instruction                      | Cons Svc/Oth  |           |     | To Be Determined : Regional Work speakers              | 2,000.00  |
| G1A1   | Sup & Conc      | Attendance & Social Work Service | Local Mileag  |           |     | HSL Mileage                                            | 500.00    |
| G1A1   | One-Time School | Instruction                      | Mat & Supp    |           |     | : Materials & Supplies                                 | 20,263.00 |
| G1A2   | Sup & Conc      | Instruction                      | Bks & Ref     |           |     | ST Math License                                        | 12,000.00 |
| G1A3   | Sup & Conc      | Instruction                      | Ins Aide-Sup  |           |     | Interpreters                                           | 2,536.00  |
| G1A3   | LCFF: EL        | Instruction                      | Teacher-Subs  |           |     | Subs for ELPAC                                         | 3,001.00  |
| G1A3   | LCFF: EL        | Instruction                      | Mat & Supp    |           |     | Materials & Supplies                                   | 9,632.00  |
| G1A3   | LCFF: EL        | Instruction                      | Nc-Equipment  |           |     | Technology                                             | 3,123.00  |

**\$176,593.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics                                                 | Current Target | Actual | As Of     | Target |
|----------------------------------------------------------------|----------------|--------|-----------|--------|
| Student-centered real world learning experience - Site Defined |                | 0 %    | 2020-2021 | 95 %   |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Student-centered real world learning experience - Site Defined**

Due to the pandemic, many of the activities were unable to have students participate in or for us to adapt.

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

**Student-centered real world learning experience - Site Defined**

Due to the pandemic, many of the activities sited we were unable to have students participate in or for us to adapt.

**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.

Due to the pandemic, many of the activities sited we were unable to have students participate in or for us to adapt.  
We shifted some activities or were not able to do them at all.

**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 2021-2022 SPSA.

We will continue with goals as long as CDC and district guidelines allow.

**Step 4:** Stakeholder 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:

**2** ELAC:

**3** Staff:

Goals and data shared with SSC on March 24.

Goals and data shared with SSC on March 23.

Goals and data shared with ILT, SSC, and staff on March 9, 18, 22, 25.

## Action 1

**Title:** Student Engagement

### Action Details:

Greenberg is committed to engaging all students in arts, activities, and athletics. Greenberg will work to implement a comprehensive program to increase the number of student participating in after school and extra-curricular activities such as:

- athletics
- clubs
- academic competitions
- dance groups
- music/band
- student council
- service projects
- 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. Supplemental pay contracts will be provided to teachers and paraprofessionals to instruct and supervise students on the Student Council, Peach Blossom, Spelling Bee, and other activities.

**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

### Specify enhanced services for EL students:

- Interpreters for conferences and meetings
- Flyers and letters translated in Spanish and/or Hmong

### Specify enhanced services for low-performing student groups:

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

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



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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics                      | Current Target | Actual  | As Of     | Target  |
|-------------------------------------|----------------|---------|-----------|---------|
| Chronic Absenteeism                 |                | 32.51 % | 2020-2021 | 30.51 % |
| Suspensions students with 1 or more |                | 0 %     | 2020-2021 | 0 %     |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Chronic Absenteeism**

Due to distance learning, our chronic absenteeism increased.  
We shifted funds to offer incentives for attendance and participation.

**Suspensions students with 1 or more**

Due to distance learning, our suspensions decreased.  
We shifted funds to offer incentives for attendance and participation.

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

**Chronic Absenteeism**

Due to the pandemic and distance learning created inequities due to lack of technology, lack of internet, lack of supervision, lack of a quiet learning space, and lack of resources at home.

**Suspensions students with 1 or more**

Due to the pandemic and distance learning created inequities due to lack of technology, lack of internet, lack of supervision, lack of a quiet learning space, and lack of resources at home.

**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.

PL focused on culturally responsive practices will help create independent learners versus dependent learners. Creating environments where students feel a sense of belonging and ownership will be key.

**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 2021-2022 SPSA.

We will continue with stated goals.

**Step 4: Stakeholder 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:

Goals and data shared with SSC on March 24.

**2** ELAC:

Goals and data shared with SSC on March 23.

**3** Staff:

Goals and data shared with ILT, SSC, and staff on March 9, 18, 22, 25.

### 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. 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.

**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

Suspension data

Attendance data

Owner(s):

Campus and Culture Team

Timeline:

Quarterly

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 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

Specify enhanced services for EL students:

Culturally relevant teaching strategies

Specify enhanced services for low-performing student groups:

Social Skills groups for students who have behavior issues that are impeding learning

## 2021-2022 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 | Psychological Services            | Crt Pupil-Reg | Psychologist, School    | 0.2000 | 1069185                         | 30,591.00 |
| G3A1   | Sup & Conc | Attendance & Social Work Services | Cls Sup-Reg   | Assistant, Resrce Cnslg | 0.7500 |                                 | 50,645.00 |

**\$81,236.00**

**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                                      | Current Target | Actual  | As Of     | Target  |
|-----------------------------------------------------|----------------|---------|-----------|---------|
| Student Survey - Caring adult                       |                | 75 %    | 2019-2020 | 82 %    |
| Staff Survey – Overall Positive in Belonging Domain |                | 77.66 % | 2019-2020 | 77.66 % |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Staff Goal - Site Defined**  
This is a new goal

**Student Survey - Caring adult**  
This is a new goal

**Staff Survey – Overall Positive in Belonging Domain**  
This is a new goal

**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 Goal - Site Defined**  
This is a new goal

**Student Survey - Caring adult**  
This is a new goal

**Staff Survey – Overall Positive in Belonging Domain**  
This is a new goal

**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.

This is a new goal

**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 2021-2022 SPSA.

This is a new goal

**Step 4: Stakeholder 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.

|                                             |
|---------------------------------------------|
| <b>1</b> SSC:                               |
| Goals and data shared with SSC on March 24. |

|                                             |
|---------------------------------------------|
| <b>2</b> ELAC:                              |
| Goals and data shared with SSC on March 23. |

|                                                                        |
|------------------------------------------------------------------------|
| <b>3</b> Staff:                                                        |
| Goals and data shared with ILT, SSC, and staff on March 9, 18, 22, 25. |

### Action 1

**Title:** Staff Engagement

[Action Details:](#)

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
- 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, etc.
- Staff appreciation meals and activities
- Incentives including spirit wear and materials/supplies for staff events
- "Check Ins" with staff members
- Staff planning and participating in Cultural Assemblies

|                                         |                                          |                                                       |                                             |
|-----------------------------------------|------------------------------------------|-------------------------------------------------------|---------------------------------------------|
| <b>Reasoning for using this action:</b> | <input type="checkbox"/> Strong Evidence | <input checked="" type="checkbox"/> Moderate Evidence | <input type="checkbox"/> 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 | <b>Owner(s):</b><br>ILT | <b>Timeline:</b><br>Quarterly |
| SBC Meetings  | SBC members             | Monthly                       |

[Describe Direct Services and/or Professional Development to staff, including materials and supplies required \(curriculum and instruction\) in support of hiring and retention:](#)

- 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 Professional Development or Staff Services to support 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 Professional Development or Staff Services 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.

# 2021-2022 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   | One-Time School | Instruction       | Mat & Supp |           |     | : Materials and supplies for staff events | 2,000.00 |

**\$2,000.00**

**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                         | Current Target | Actual  | As Of     | Target |
|----------------------------------------|----------------|---------|-----------|--------|
| Parent Survey - Respected and welcomed |                | 96.48 % | 2019-2020 | 100 %  |
| Parent Survey - Safe and secure        |                | 96.81 % | 2019-2020 | 100 %  |

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current 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.

**Family Goal - Site Defined**

This is a new goal

**Parent Survey - Respected and welcomed**

This is a new goal

**Parent Survey - Safe and secure**

This is a new goal

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

**Family Goal - Site Defined**

This is a new goal

**Parent Survey - Respected and welcomed**

This is a new goal

**Parent Survey - Safe and secure**

This is a new goal

**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.

This is a new goal

**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 2021-2022 SPSA.

This is a new goal



**Step 4: Stakeholder 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:

Goals and data shared with SSC on March 24.

**2** ELAC:

Goals and data shared with SSC on March 23.

**3** Staff:

Goals and data shared with ILT, SSC, and staff on March 9, 18, 22, 25.

### Action 1

**Title:** Family Engagement

[Action Details:](#)

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

**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 Services and Opportunities for parents and families, including materials and supplies required \(curriculum and instruction\) in support of Student Academics, Student Centered/Real World Learning, and Student Engagement:](#)

- 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

[Specify Direct Service and Opportunities for parents and families to support EL students:](#)

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

[Specify Direct Service and Opportunities for parents and families to support low-performing student groups:](#)

Parent Participation in Family Nights

ELAC meetings to inform parents of progress

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

Parent Participation in Family Nights

## 2021-2022 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                                      | 499.00    |
| G5A1   | Title 1 Basic | Parent Participation             | Mat & Supp   |                              |        | Materials & Supplies ** NO FOOD OR INCENTIVES ** | 1,557.00  |
| G5A1   | Sup & Conc    | Parent Participation             | Mat & Supp   |                              |        | Materials & Supplies                             | 1,000.00  |
| G5A1   | Sup & Conc    | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Home/School Spanish | 0.5000 |                                                  | 31,928.00 |
| G5A1   | LCFF: EL      | Instruction                      | Ins Aide-Sup |                              |        | Interpreters for Conferences                     | 2,536.00  |
| G5A1   | LCFF: EL      | Attendance & Social Work Service | Cls Sup-Reg  | Liaison, Home/School Spanish | 0.5000 |                                                  | 31,928.00 |

**\$69,448.00**

## 2021-2022 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 for Instructional Rounds ** NO IEPS **            | 10,000.00 |
| G1A1   | Title 1 Basic   | Instruction                      | Mat & Supp    |                              |        | Materials & Supplies ** NO FOOD OR INCENTIVES **       | 644.00    |
| G1A1   | Title 1 Basic   | Instruction                      | Subagreements |                              |        | Education and Leadership Foundation : Interact fellows | 44,485.00 |
| G1A1   | Title 1 Basic   | Instruction                      | Trvl & Conf   |                              |        | : Travel for Regional Work                             | 2,500.00  |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Subs  |                              |        | Subs for BAS Assessors                                 | 3,002.00  |
| G1A1   | Sup & Conc      | Instruction                      | Teacher-Subs  |                              |        | Subs for SST's/IEP's                                   | 5,996.00  |
| G1A1   | Sup & Conc      | Instruction                      | Bks & Ref     |                              |        | : Illuminate Ed Contract                               | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                      | Bks & Ref     |                              |        | : Guided Readers Contract                              | 3,000.00  |
| G1A1   | Sup & Conc      | Instruction                      | Mat & Supp    |                              |        | Materials & Supplies                                   | 13,225.00 |
| G1A1   | Sup & Conc      | Instruction                      | Nc-Equipment  |                              |        | Technology                                             | 12,680.00 |
| G1A1   | Sup & Conc      | Instruction                      | Subagreements |                              |        | Education and Leadership Foundation : Interact Fellows | 24,006.00 |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Maint  |                              |        | Tech Maintenance                                       | 500.00    |
| G1A1   | Sup & Conc      | Instruction                      | Direct-Graph  |                              |        | Graphics                                               | 500.00    |
| G1A1   | Sup & Conc      | Instruction                      | Cons Svc/Oth  |                              |        | To Be Determined : Regional Work speakers              | 2,000.00  |
| G1A1   | Sup & Conc      | Attendance & Social Work Service | Local Mileag  |                              |        | HSL Mileage                                            | 500.00    |
| G1A1   | One-Time School | Instruction                      | Mat & Supp    |                              |        | : Materials & Supplies                                 | 20,263.00 |
| G1A2   | Sup & Conc      | Instruction                      | Bks & Ref     |                              |        | ST Math License                                        | 12,000.00 |
| G1A3   | Sup & Conc      | Instruction                      | Ins Aide-Sup  |                              |        | Interpreters                                           | 2,536.00  |
| G1A3   | LCFF: EL        | Instruction                      | Teacher-Subs  |                              |        | Subs for ELPAC                                         | 3,001.00  |
| G1A3   | LCFF: EL        | Instruction                      | Mat & Supp    |                              |        | Materials & Supplies                                   | 9,632.00  |
| G1A3   | LCFF: EL        | Instruction                      | Nc-Equipment  |                              |        | Technology                                             | 3,123.00  |
| G3A1   | Sup & Conc      | Psychological Services           | Crt Pupil-Reg | Psychologist, School         | 0.2000 | 1069185                                                | 30,591.00 |
| G3A1   | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg   | Assistant, Resrce Cnslg      | 0.7500 |                                                        | 50,645.00 |
| G4A1   | One-Time School | Instruction                      | Mat & Supp    |                              |        | : Materials and supplies for staff events              | 2,000.00  |
| G5A1   | Title 1 Basic   | Parent Participation             | Cls Sup-Sup   |                              |        | Babysitting                                            | 499.00    |
| G5A1   | Title 1 Basic   | Parent Participation             | Mat & Supp    |                              |        | Materials & Supplies ** NO FOOD OR INCENTIVES **       | 1,557.00  |
| G5A1   | Sup & Conc      | Parent Participation             | Mat & Supp    |                              |        | Materials & Supplies                                   | 1,000.00  |
| G5A1   | Sup & Conc      | Attendance & Social Work Service | Cls Sup-Reg   | Liaison, Home/School Spanish | 0.5000 |                                                        | 31,928.00 |
| G5A1   | LCFF: EL        | Instruction                      | Ins Aide-Sup  |                              |        | Interpreters for Conferences                           | 2,536.00  |
| G5A1   | LCFF: EL        | Attendance & Social Work Service | Cls Sup-Reg   | Liaison, Home/School Spanish | 0.5000 |                                                        | 31,928.00 |

\$329,277.00

| Funding Source Totals | Unit # | Budget Totals       |
|-----------------------|--------|---------------------|
| Title 1 Basic         | 3010   | \$59,685.00         |
| Sup & Conc            | 7090   | \$197,109.00        |
| LCFF: EL              | 7091   | \$50,220.00         |
| One-Time School       | 7099   | \$22,263.00         |
| <b>Grand Total</b>    |        | <b>\$329,277.00</b> |

| Goal Totals                                                                                | Budget Totals       |
|--------------------------------------------------------------------------------------------|---------------------|
| G1 - Improve academic performance at challenging levels                                    | \$176,593.00        |
| G3 - Increase student engagement in their school and community                             | \$81,236.00         |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | \$2,000.00          |
| G5 - Increase inclusive opportunities for families to engage in their students' education  | \$69,448.00         |
| <b>Grand Total</b>                                                                         | <b>\$329,277.00</b> |