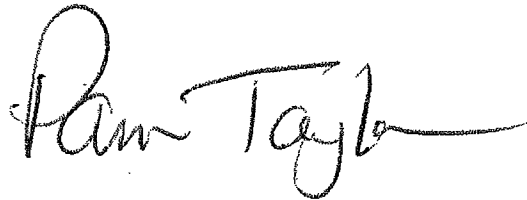


Easterby Elementary

10621666006191

Principal's Name: Pamela Taylor

Principal's Signature:

A handwritten signature in black ink that reads "Pam Taylor". The signature is written in a cursive style with a long horizontal flourish extending to the right.

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

Table of Contents	
Topic	Details
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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<i>Members list</i>
Required Signatures	<i>Principal and SSC Chairperson</i>
Additional Documents	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
School Quality Review Process	<i>Data Analysis and identification of needs and goals</i>
School Report Card	<i>Needs Assessment</i>
Action Plan	<i>Action designed to meet the needs and accomplish the goals</i>
Budget	<i>Allocations and planned expenditures</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

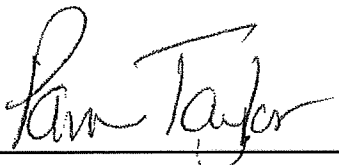
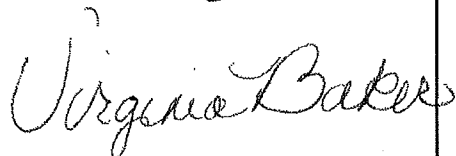
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 Involvement 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 Single 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 - Pamela Taylor	X				
2. Chairperson - Virginia Baker		X			
3. Jennifer Bramwell		X			
4. Ana Hernandez		X			
5. Dorothy Kuehter			X		
6. Raymond Vera				X	
7. Diane Tapia				X	
8. Gabriela Sosa				X	
9. Dora Terrones				X	
10. Karla Hernandez				X	
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
<input 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:			
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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pamela Taylor		3/29/17
SSC Chairperson	Virginia Baker		3/29/17

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

Office of State and Federal Programs
 Preliminary Site Categorical Allocations

FY 2017/18

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$50,273 *
7090	LCFF Supplemental & Concentration	\$180,105
7091	LCFF for English Learners	\$65,913
TOTAL 2017/18 ON-SITE ALLOCATION		\$296,291

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$944
Remaining Title I funds are at the discretion of the School Site Council	\$49,329
Total Title I Allocation	\$50,273

2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

1 - Academic Performance/Growth/Completion

Selected	ID	Description	¹⁴ Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	3165	District Dashboard (Goal 1): Performance on Smarter Balance (ELA)	13/68	N/A ³	32.21%	38.16%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3166	District Dashboard (Goal 1): Performance on Smarter Balance (Math)	18/68	N/A ³	23.48%	27.93%	N/A ³	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3169	District Dashboard (Goal 1): Percentage of 3rd grade students reading at grade level	52/66	N/A ³	21.69%	18.63%	N/A ³	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3158	District Dashboard (Goal 4): Percentage of students with a D or F on their report card	19/68	0.00% ⁴	46.50%	45.02%	36.29%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	3751	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	35/63	N/A ⁶	22.92%	33.94%	9.52%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	3752	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	38/63	N/A ⁶	33.33%	47.71%	20.24%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	6256	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	14/67	N/A ⁷	N/A ⁷	28.39%	34.24%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	6258	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	14/67	N/A ⁸	N/A ⁸	28.75%	30.28%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

2 - Social Emotional/Climate Culture

Selected	ID	Description	¹⁴ Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	917	District Dashboard (Goal 1): Number and percentage of English Learner students redesignated (current progress).	15/68	9.66%	17.65%	20.90%	10.81%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	863	Annual Measurable Achievement Objective 2: Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	56/68*	13.13%	17.55%	N/A ⁹	N/A ⁹	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	2358	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	14/68	38.50%	40.11%	35.85%	43.64%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	48	ADA Attendance Rate	29/68	94.29%	94.59%	95.15%	95.06%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	5942	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	24/69	16.43%	14.09%	13.99%	14.04%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	4849	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	12/68	N/A ¹⁰	N/A ¹⁰	25.49%	16.93%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	2001	District Dashboard (Goal 4): On-campus suspension instances per 100	67/69	7.71%	1.24%	2.34%	2.63%	•LCAP Dashboard - 6SchoolClimate

<input type="checkbox"/>	843	District Dashboard (Goal 4): Out of school suspension instances per 100	22/68	6.29%	7.73%	4.40%	5.96%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	528	District Dashboard (Goal 4): Expulsions per 100	1/68	0.29%	0.00%	0.00%	0.14%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	2080	District Dashboard (Goal 2): Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	10/67	29.14%	33.29%	91.77%	60.14%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	7132	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	33/68	N/A ¹³	N/A ¹³	71.40%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7133	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	10/69	N/A ¹³	N/A ¹³	73.64%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7134	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	19/68	N/A ¹³	N/A ¹³	61.98%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	7135	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	39/68	N/A ¹³	N/A ¹³	70.79%	N/A ¹³	•SPSA SQII View - Culture - SurveyResults - Student

Notes

* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

Elementary Segment Example:

Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.

High School Segment Example:

In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.

Instructional supervisor name will appear once approved

Instructional Superintendent Approval : No Yes | Approval Date : 03/16/2017

Last Edit: -

Save

Easterby Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

Action # 1

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	38	50	Other - Please specify within action
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	28	42	Other - Please specify within action
3169 - 3rd grade students reading at grade level	19	35	Other - Please specify within action
3751 - Students scoring maximum on the Math and ELA	34	47	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	34	47	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Accountable Community Process for ELA and Math

All grade level Accountable Community teams will clarify the essential learning for each unit, gaining clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, committing to providing students with the instruction and support to achieve the intended outcomes, giving every student access to essential learning. All grade level Accountable Community teams will be clear on the criteria they will use in assessing the quality of student work. All grade level Accountable Community teams will work collaboratively to create a series of common assignments and assessments that address specific standards students must achieve to be deemed proficient. Each team will use these formative assessments to provide vital information to fuel their system of intervention and enrichment.

SMART Goals

No later than September 1, 2017, all Easterby Accountable Community Teams will complete the process of identifying essential standards for the year (ELA and Math), sorted by quarters, as measured by Principal Accountable Community team artifacts. (Sunnyside Regional Goal)

By the start of each quarter, all Easterby Accountable Community teams will engage in backwards mapping process and identifying Learning Targets for each identified essential standard by using the district tools in order to target mastery of the essential standards. This will be measured by Principal Accountable Community team artifacts. (Regional Goal)

All Accountable Community teams will identify/create CFAs for Essential Standards and Learning Targets being addressed during current quarter and monitor student progress towards mastery of identified standards, as measured by AC Team Artifacts and Principal Accountable Team artifacts. (Regional Goal)

On the Smarter Balanced assessment given in Spring, 2018, 50% of Easterby students will be meeting or exceeding standards for English Language Arts. Goal will be recalculated after 2016-2017 Smarter Balanced results are published using the 10% of Desired Need Growth Target formula. (SQII #3165)

On the Smarter Balanced assessment given in Spring, 2018, 42% of Easterby students will be meeting or exceeding standards for Math. Goal will be recalculated after 2016-2017 Smarter Balanced results are published using the 10% of Desired Need Growth Target formula. (SQII #3166)

By the end of the 2017-2018 school year, 35% of all third grade students will be reading at grade level. Goal will be recalculated after End of Year results are published using the 10% of Desired Need Growth Target formula. (SQII #3169)

By the end of the 2017-2018 school year, 47% of all Kindergarten students will master both the Math and ELA sections on the most recent KAIG assessment. Goal will be recalculated after End of Year results are published using the 10% of Desired Need Growth Target formula. (SQII #3751)

By the final administration of the FUSD ELA Common Formative Assessment (Interim II), 41% of Easterby students will score Standards Met or Standards Exceeded. (SQII #6256) (Regional Goal)

By the final administration of the FUSD Math Common Formative Assessment (Interim II), 38% of Easterby students will score Standards Met or Standards Exceeded. (SQII #6258) (Regional Goal)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

- Monthly Easterby Cabinet Meetings:
 - Review all AC agendas and notes, provide feedback to teams, and ensure that all team commitments are met.
 - Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom.
 - Review most recent SQII data points, reviewing disproportionality for EL, Special Education and African American students.
 - Make recommendations and next steps.
- Quarterly ILT sub day:
 - Review AC agendas and notes, provide feedback to peers and ensure that all team commitments are met.
 - Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom.
 - Review most recent SQII data points, reviewing disproportionality for EL, Special Education and African American students.
 - Make recommendations and next steps.

Principal
Vice Principal
Lead Teachers

Easterby Cabinet Meetings - Monthly
ILT Review Days - Quarterly

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

Owner(s):

Timeline:

Quarterly ILT sub day:

- Review AC agendas and notes, provide feedback to peers and ensure that all team commitments are met.
- Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom.
- Review most recent SQII data points, reviewing disproportionality for EL, Special Education and African American students.
- Make recommendations and next steps.

Principal
Vice Principal
Lead Teachers

ILT Review Days - Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Notification of Title I program during annual Title I Parent Meeting.
- Parent/Teacher conferences.
- Promote use of Edutext
- Weekly School Messenger message informing parents of academic focuses.
- Review of student data during SSC and ELAC meetings.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

- Students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- Students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Students will engage in their learning using a wide range of tools, including technology.

Describe Related Professional Learning:

- PLC at Work Conference by Solution Tree for all Instructional Leadership Team members. (Vendor - Solution Tree)
- Quarterly ILT sub day for PLC Learning, Review of AC notes, planning for next steps, and peer observation. (4 subs days total for each ILT member). Use of Solution Tree professional learning material. (Vendor - Solution Tree)
- Use of Learning by Doing and Visible Learning to guide effectiveness of actions.
- Professional Learning on Tenets of the IPG based on needs identified through data collection.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.

Easterby Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Sub days for ILT (28 days) Planning Days (30 Days) SST subs	\$	13,712.00
1	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Certificated Supplemental Salaries	\$	3,079.00
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non-Capitalized Equipment	\$	8,000.00
1	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Direct Graphics	\$	1,000.00
1	1	Sup & Conc	In-House Instructional Staff Development	Travel				PLC Conference 2017/2018	\$	22,000.00
1	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Direct Services	\$	2,000.00
1	1	Sup & Conc	Instruction	Materials & Supplies				Material and Supplies- Instruction	\$	12,951.00
Total									\$	62,742.00

Action # 2

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	38	50	California Teaching Fellows Foundation
3169 - 3rd grade students reading at grade level	19	35	California Teaching Fellows Foundation
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	34	47	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning: Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Response to Reading Intervention for Grades 1 - 6

A tiered level of support for reading intervention will be provided for students in grades 1 – 6. A team that will be driven by our Teacher on Special Assignment and will consist of a certificated tutor and Teaching Fellows (vendor), will provide Tier III small group reading instruction to students identified through initial assessments and progress monitoring. First and Second grade teams will develop “just below”, “on grade level” and “above grade level” instruction to occur at the same time as Tier III reading intervention.

SMART Goals

On the Smarter Balanced assessment given in Spring, 2018, 50% of Easterby students will be meeting or exceeding standards for English Language Arts. Goal will be re-calculated after 2016-2017 Smarter Balanced results are published using the 10% of Desired Need Growth Target formula. (SQII #3165)

By the end of the 2017-2018 school year, 35% of all third grade students will be reading at grade level. (SQII #3169)

By the final administration of the FUSD ELA Common Formative Assessment (Interim II), 47% of Easterby students in grades 1-6 will score Standards Met or Standards Exceeded. (SQII #6256) (Regional Goal)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Initial review of student data, including SBAC and end of year data.

Owner(s):

Teacher on Special Assignment

Timeline:

Initial review of student data - No later than 8/31/17.

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

Apply baseline assessment to all 1st and 2nd grades.

Owner(s):

Teacher on Special Assignment

Timeline:

Baseline assessments review to be conducted no later than 9/1/17. -

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

Apply baseline assessment to all 3rd – 6th grade students based on SBAC and end of year data.

Owner(s):

Teacher on Special Assignment

Timeline:

Baseline assessments to be conducted no later than 9/1/17.

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

Bi-Monthly progress monitoring of all students in Tier III Reading Intervention

Owner(s):

Teacher on Special Assignment

Timeline:

Data collected for all participating students twice a month.

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

Monthly RTI meetings with AC teams and RTI staff to review student data, make adjustments and plan for next steps. Coverage for teachers will be provided by administration (Grade Level PE time).

Owner(s):

Teacher on Special Assignment

Timeline:

Monthly

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

Monthly Easterby Cabinet Meetings to review RTI data, make recommendations for modifications, and plan for next steps. Review most current data for all students, but also identify disproportionality for EL, SpEd and African American students and plan for action.

Owner(s):

Teacher on Special Assignment

Timeline:

Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Referral of student to Student Study Team based on RGTB Targeted Intervention Business Process.

Notification of Title I program during annual Title I Parent Meeting.

Parent/Teacher conferences.

Review of student data during SSC and ELAC meetings.

Describe Related Professional Learning:

Use of Pyramid Response to Intervention by Austin Buffum, Mike Mattos and Chris Weber.

Training for selected research based materials.

Use of Learning by Doing and Visible Learning to guide effectiveness of actions.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Identified students will participate in a deployment rotation in grades 1 and 2, in which they receive instruction that matches their assessed need in reading.

Identified students will participate in a non-deployment model in grades 3 – 6, in which they receive instruction that matches their assessed need of prerequisite skills for reading.

Students will participate in research based programs, such as Reading Mastery.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Identified economically disadvantaged, English Learners and Foster students will participate in a deployment rotation in grades 1 and 2, in which they receive instruction that matches their assessed need in reading.

Identified economically disadvantaged, English Learners and Foster students students will participate in a non-deployment model in grades 3 – 6, in which they receive instruction that matches their assessed need of prerequisite skills for reading.

Identified economically disadvantaged, English Learners and Foster students will participate in research based programs, such as Reading Mastery.

Identified English Learners will specifically receive direct instruction in phonics and phonemic awareness that is essential in the acquisition of the English language.

Easterby Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2500				\$ 19,676.00
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1875				\$ 14,758.00
2	1	LCFF: EL	Instruction	Materials & Supplies				Materials for Instruction		\$ 5,000.00
2	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows ELA .75		\$ 31,170.00
2	1	LCFF: EL	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows ELA .25		\$ 10,390.00
2	1	Sup & Conc	Instruction	Books & Other Reference				Books and software		\$ 2,000.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies- Instruction		\$ 10,000.00
								Total		\$ 92,994.00

Action # 3

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3751 - Students scoring maximum on the Math and ELA	34	47	California Teaching Fellows Foundation

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Academic Intervention for Kindergarten Students

Easterby Kindergarten students will receive in-class small group and one-on-one support as needed by a Teaching Fellow (vendor) to support increased student proficiency in reading, writing, and math.

SMART Goals

By the end of the 2017-2018 school year, 47% of all Kindergarten students will master both the Math and ELA sections on the most recent KAIG assessment. (SQII #3751)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

<p>Details: Explain the data which will specially monitor progress toward each indicator target Essential learning identified by Kindergarten AC team are monitored through grade level CFAs and data collection and response to student need is noted in AC documents and agendas.</p>	<p>Owner(s): Kindergarten AC Team</p>	<p>Timeline: Ongoing</p>
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<p>Details: Explain the data which will specially monitor progress toward each indicator target Grade level RTI chat following each administration of KAIG, recording identified needs and next steps for student support.</p>	<p>Owner(s): Teacher on Special Assignment</p>	<p>Timeline: Quarterly</p>
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Details: Explain the data which will specially monitor progress toward each indicator target

Monthly Easterby Cabinet Meetings to review most recent Kindergarten AC documents and agendas, along with most recent KAIG data, also identifying disproportionality for EL, SpEd and African American students and plan for action.

Owner(s):

Teacher on Special Assignment

Timeline:

Monthly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Referral of student to Student Study Team based on RGTB Targeted Intervention Business Process.
 Notification of Title I program during annual Title I Parent Meeting.
 Parent/Teacher conferences.
 Review of student data during SSC and ELAC meetings.

Describe Related Professional Learning:

Use of Pyramid Response to Intervention by Austin Buffum, Mike Mattos and Chris Weber.
 Use of Learning by Doing and Visible Learning to guide effectiveness of actions.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Identified students will receive additional support in class from teaching fellows in both ELA and Math. This support will be focused on CCSS and items identified by KAIG.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Disadvantaged, EL and Foster students will receive additional support in class from teaching fellows in both ELA and Math. This support will be focused on CCSS and items identified by KAIG

Easterby Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows	\$ 32,448.00
								Total	\$ 32,448.00

Action # 4

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	28	42	California Teaching Fellows Foundation
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	30	44	California Teaching Fellows Foundation



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Math Instruction and Intervention

All Easterby students will receive math instruction that incorporates a culture of learning with high expectations, challenging content, student ownership, every student having their instructional needs met in order to become proficient in each math standard along with ensuring that all students are improving every day. All grade level Accountable Communities will directly address all Tier II intervention for essential skills through grade level developed common formative assessments and grade level designed interventions. Students who are lacking math prerequisite skills, a structured Tier III math intervention will be organized by for grades 1 – 6. This will be organized by the Teacher on Special Assignment and will utilize Teaching Fellows to provide instruction. Easterby Math Team will quarterly review Accountable Community agendas and artifacts, review data for students in Tier III intervention, observe classroom instruction and make recommendations for next steps and professional learning.

SMART Goals

On the Smarter Balanced assessment given in Spring, 2018, 42% of Easterby students will be meeting or exceeding standards for Math. (SQII #3166)

By the final administration of the FUSD Math Common Formative Assessment (Interim II), 44% of Easterby students will score Standards Met of Standards Exceeded. (SQII #6258) (Regional Goal)

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- For Tier I and Tier II, Monthly Easterby Cabinet Meetings:
 - Review all AC agendas and notes, provide feedback to teams, and ensure that all team commitments are met.
 - Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom.
 - Review most recent SQII data points, reviewing disproportionality for EL, Special Education and African American students.
 - Make recommendations and next steps

Owner(s):

Principal

Timeline:

Monthly

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

Tier III - Initial review of student data, including SBAC and end of year data

Owner(s):

Teacher on Special Assignment

Timeline:

Review completed no later than 9/1/17

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

- Apply baseline assessment to all 1st and 2nd grades
- Apply baseline assessment to all 3rd – 6th grade students based on SBAC and end of year data.

Owner(s):

Teacher on Special Assignment

Timeline:

Baseline Assessments completed no later than 9/1/17.

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

- Bi-Monthly progress monitoring of all students in Tier III math intervention.

Owner(s):

Teacher on Special Assignment

Timeline:

Data inputted twice a month for identified students.

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

Quarterly, Easterby Math Team will quarterly review Accountable Community agendas and artifacts, review data for students in Tier III intervention, observe classroom instruction and make recommendations for next steps and professional learning.

Owner(s):

Teacher on Special Assignment

Timeline:

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Notification of Title I program during annual Title I Parent Meeting.

Parent/Teacher conferences.

Promote use of Edutext

Weekly School Messenger message informing parents of academic focuses.

Review of student data during SSC and ELAC meetings.

Referral of student to Student Study Team based on RGTB Targeted Intervention Business Process.

Describe Related Professional Learning:

Professional Learning based in the Math Instructional Practice Guide as recommended by the Easterby Math Team and IPG data collection.

Use of Pyramid Response to Intervention by Austin Buffum, Mike Mattos and Chris Weber.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.

Students will participate in daily lessons that have a culture of learning with high expectations, challenging content

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Disadvantaged, EL and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.

Disadvantaged, EL and Foster students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership.

and a high level of student ownership.

Students will engage in their learning using a wide range of tools, including technology.

Identified students will participate in grade level team identified intervention for Tier II support in essential skills.

Identified students will participate in Tier III targeted intervention for prerequisite math skills.

Disadvantaged, EL and Foster students will engage in their learning using a wide range of tools, including technology.

Disadvantaged, EL and Foster students will participate in grade level team identified intervention for Tier II support in essential skills if needed.

Identified disadvantaged, EL and Foster students will participate in Tier III targeted intervention for prerequisite math skills.

Easterby Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Math 9 sub days	\$ 1,860.00
4	1	Sup & Conc	Instruction	Non Capitalized Equipment				Non- Capitalized Equipment	\$ 2,000.00
4	1	Sup & Conc	Instruction	Sub-agreements for Services			California Teaching Fellows Foundation	Teaching Fellows Math	\$ 13,196.00
4	1	Sup & Conc	Instruction	Materials & Supplies				Materials and Supplies for instruction	\$ 3,000.00
								Total	\$ 20,056.00

Action # 5

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	11	13	
2358 - EL's not advancing at least one proficiency level in Re-designation	42	54	



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

English Language Develop Tier I, Tier II, and Tier III

All grade level Accountable Community teams will develop their approach for both Integrated and Designated ELD instruction through their grade level ELD plans. Each classroom teacher and grade level team will be responsible for implementing, reviewing and revising their grade level plans. The Easterby English Learner Team will meet quarterly to review grade level plans, observe instruction, and make recommendations for next steps along with professional learning needs.

SMART Goals

No later than August 31, 2017, all Easterby Accountable Community Teams will have established their grade level ELD Plan and submit it to administration.

On the Smarter Balanced assessment given in Spring, 2018, 10% of Easterby English Learner students will be meeting or exceeding standards for ELA (SQII #5926) (Less than 1% of Easterby English Learners were meeting or exceeding standards for ELA on 2016 SBAC.)

On the Smarter Balanced assessment given in Spring, 2018, 15% of Easterby English Learner students will be meeting or exceeding standards for Math. (SQII #6169) (4% of Easterby English Learners were meeting or exceeding standards for ELA on 2016 SBAC.)

By the final administration of the FUSD ELA Common Formative Assessment (Interim II), 38% of Easterby English Learner students will meet the criteria for this assessment for re-designation, as reported on the EL Re-Designation Goal Setting Sheet.

By the final administration of the BAS Assessment for 1st grade English Learners, 40% of Easterby 1st grade English Learner students will meet the criteria for this assessment for re-designation, as reported on the EL Re-Designation Goal Setting Sheet.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- All grade level ELD plans published in Easterby Staff Office 365 folder no later than September 15, 2017.

Owner(s):

AC Teams

Timeline:

By 9/15/17

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

- Monthly Easterby Cabinet Meetings:
 - Review walk through data and feedback during designated ELD observations.
 - Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, such as KAIG, BAS, DRP and Interims.

Owner(s):

Principal

Timeline:

Monthly

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

- Easterby English Learner Team
 - Review all relevant data presented through monthly Easterby Cabinet meetings, looking specifically at achievement data for English Learners on all district level assessments, such as KAIG, BAS, DRP and Interims.
 - Make recommendations for next steps and professional learning needs.

Owner(s):

Principal

Timeline:

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

- A minimum of 4 Easterby ELAC Meetings will be held during 2017-2018 school year.
- Parent/Teacher conferences.
- Parent notification of CELDT results and student Re-Designation when appropriate.
- Review of student data during SSC and ELAC meetings.

Describe Related Professional Learning:

A minimum of half day of Professional Learning prior to start of school for Accountable Community teams to review student information and develop grade level ELD plan, support provided by EL Services.

A minimum of three Professional Learning sessions throughout the year in which half of the session is focused on identified Professional Learning needs for ELD and the other half of the session will be for Accountable Community team planning and modification of ELD plan if necessary.

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons.

Students will engage in their learning using a wide range of tools, including technology.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons.

Students will engage in their learning using a wide range of tools, including technology.

Easterby Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
5	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				ELL Team	\$	4,068.00	
5	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Other Classified Support	\$	6,028.00	
5	1	LCFF: EL	Parent Participation	Materials & Supplies				Materials for Parent Participation	\$	4,000.00	
5	1	LCFF: EL	Instruction	Materials & Supplies				Materials for Instruction	\$	10,138.00	
5	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC/CELDT	\$	2,500.00	
								Total	\$	26,734.00	

Action # 6

Domain



1. Academic Performance



2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	15	13	Other - Please specify within action



New-Action



On-going

Reasoning:



Strong Evidence



Moderate Evidence



Promising Evidence

Detail the Action

Attendance Intervention Tier I, Tier II, and Tier III

Easterby staff will develop and implement targeted actions to ensure that students are at school, every day, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Our CWAS will work with families who have a child who is nearing or missing over 10% of the school year. Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. School Messenger will be used to focus a tailored message to specific grade levels. Focus will be on building awareness with families and students and creating strong relationships to support improved student attendance.

SMART Goals

By the end of the 2017-2018 school year, no more than 11% of Easterby students will be considered chronically absent (less than 90% attendance rate). (SQII #5942)

By the end of the 2017-2018 school year, no more than 15% of Easterby African American students will be considered chronically absent (less than 90% attendance rate).

By the end of the 2017-2018 school year, no more than 12% of Easterby Kindergarten and 1st grade students will be considered chronically absent (less than 90% attendance rate).

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Attendance Clerk and CWAS will document all significant actions on ATLAS.

Owner(s):

Attendance Clerk and CWAS

Timeline:

Daily

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

- Monthly Easterby Cabinet Meetings:
 - Attendance Clerk will report out all significant actions.
 - CWAS will report out all significant actions.
 - Review all relevant data, looking specifically at actions taken by Attendance Clerk and CWAS and the impact on individual students and families.

Owner(s):

Attendance Clerk and CWAS

Timeline:

Monthly

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

Rewards Incentive targeting Chronically Absent students

Owner(s):

CWAS

Timeline:

Twice a year

Explain the Targeted Actions for Parent Involvement (required by Title I):

- Parent/Teacher conferences where teachers emphasize importance of school attendance
- Promote use of Edutext to monitor attendance
- Weekly School Messenger message informing parents of importance of attendance.
- School Messenger messages sent when necessary to specific grade levels, communicating importance of attendance and correlation to student achievement.
- Daily phone calls to clear attendance
- Home visits when necessary
- Parent and Administration conference to review attendance policies when necessary.
- SARB process when necessary

Describe Related Professional Learning:

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Families of economically disadvantaged, EL and Foster students will be engaged in actively monitoring their child's attendance at school.

Translating services will be provided for EL families to support improved school attendance when needed.

Easterby Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
6	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1875				\$	6,773.00
6	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500				\$	9,031.00
6	2	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies instruction No Food No Incentives		\$	2,000.00
6	2	Title 1 Basic	Parent Participation	Materials & Supplies				Materials and supplies Parents No Food No Incentives		\$	5,027.00
									Total	\$	22,831.00

Action # 7

Domain 1. Academic Performance 2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	5	3	Comprehensive Youth Services
2001 - In school suspension rate	2.64	1	Comprehensive Youth Services

New-Action
 On-going
 Reasoning:
 Strong Evidence
 Moderate Evidence
 Promising Evidence

Detail the Action

Social Emotional Tier I, Tier II and Tier III

All Easterby students will learn in an environment where they are supported by all Easterby staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate CHAMPs and other recommendations made by the Easterby Culture and Climate Team. Identified students will receive a varied level of support, including counseling when necessary. Easterby ROAR Team, which will consist of admin, TSA, and teachers, will directly address Tier III behavioral concerns. This team will work to identify referral process for students, develop necessary plans (such as general education Behavior Support Plan), monitoring tools for individual students, along with differentiated rewards based on student needs.

SMART Goals

By the end of the 2017-18 school year, the number and percentage of students who have been suspended and/or expelled will decrease from 5% to 2% as measured by SQII indicator 843.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Easterby Cabinet Meetings will review office referral/suspension data. Easterby ROAR Team will be reviewed during Cabinet meetings.

Owner(s):

Vice Principal

Timeline:

Monthly

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

Class Meeting monitoring sheets

Owner(s):

Vice Principal

Timeline:

Quarterly

Explain the Targeted Actions for Parent Involvement (required by Title I):

Teachers will specifically review each student's work habits at parent conferences.

Parent communication regarding behavior supports and intervention.

Parents will be contacted by teacher for positive behaviors and by Admin for positive behaviors, misbehavior, and when a suspension is necessary.

Parents will be directly involved in all Tier III Behavior Support Plan development and progress monitoring.

Describe Related Professional Learning:

Restorative Practices, including protocol and process Action Plan/Protocol for each Tier Social/Emotional Understanding

Second Step, Olweus Bullying Prevention

Class Meetings Classroom Behavior & Management including STOIC

Levels of Misbehaviors, Ratio of Positive to Negative Interactions

Review of school wide behavior system

Describe Direct Instructional Services to Students, Including Materials and Supplies Required (curriculum and instruction):

Counseling services if necessary. (Vendor - CYS)

Restorative Practice circles when needed.

Identified students will participate in Tier III behavior intervention.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

All Economically disadvantaged, EL or Foster students will be supported in a caring and nurturing environment.

Identified students will participate in Tier III behavior intervention.

Easterby Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
7	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Behavior Team	\$ 813.00	
7	2	Title 1 Basic	Instruction	Materials & Supplies				Materials and Supplies Instruction No Food No Incentives	\$ 1,978.00	
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% Evaluation Fee for Counseling Fee	\$ 826.00	
7	2	Title 1 Basic	Guidance & Counseling Services	Sub-agreements for Services			Comprehensive Youth Services	Counseling: Comprehension Youth Services	\$ 41,268.00	
								Total	\$ 44,885.00	

2017-2018 Budget for SPSA/School Site Council

State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Subs			Sub days for ILT (28 days) Planning Days (30 Days) SST subs	13,712.00
1	1	Sup & Conc	Instruction	Teacher-Supp			Certificated Supplemental Salaries	3,079.00
1	1	Sup & Conc	Instruction	Mat & Supp			: Material and Supplies- Instruction	12,951.00
1	1	Sup & Conc	Instruction	Nc-Equipment			Non-Capitalized Equipment	8,000.00
1	1	Sup & Conc	Instruction	Direct-Maint			: Direct Services	2,000.00
1	1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics	1,000.00
1	1	Sup & Conc	In-House Instructional Staff Deve	Travel			: PLC Conference 2017/2018	22,000.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.250		19,676.00
2	1	Sup & Conc	Instruction	Bks & Ref			: Books and software	2,000.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies- Instruction	10,000.00
2	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows ELA .75	31,170.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.188		14,758.00
2	1	LCFF: EL	Instruction	Mat & Supp			Materials for Instruction	5,000.00
2	1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows ELA .25	10,390.00
3	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	32,448.00
4	1	Sup & Conc	Instruction	Teacher-Subs			Math 9 sub days	1,860.00
4	1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies for instruction	3,000.00
4	1	Sup & Conc	Instruction	Nc-Equipment			: Non- Capitalized Equipment	2,000.00
4	1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Math	13,196.00
5	1	LCFF: EL	Instruction	Teacher-Subs			ELL Team	4,068.00
5	1	LCFF: EL	Instruction	Mat & Supp			: Materials for Instruction	10,138.00
5	1	LCFF: EL	Instruction	Direct-Other			: ELPAC/CELDT	2,500.00
5	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Other Classified Support	6,028.00
5	1	LCFF: EL	Parent Participation	Mat & Supp			Materials for Parent Participation	4,000.00
6	2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies instruction No Food No Incentives	2,000.00
6	2	Title 1 Basic	Parent Participation	Mat & Supp			: Materials and supplies Parents No Food No Incentives	5,027.00
6	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.188		6,773.00
6	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250		9,031.00
7	2	Title 1 Basic	Instruction	Mat & Supp			Materials and Supplies Instruction No Food No Incentives	1,978.00
7	2	Title 1 Basic	Guidance & Counseling Services	Subagreements			Comprehensive Youth Services : Counseling: Comprehension Youth Services	41,268.00
7	1	Sup & Conc	Instruction	Teacher-Subs			Behavior Team	813.00
7	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% Evaluation Fee for Counseling Fee	826.00

\$302,690.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$50,273.00
Sup & Conc	7090	\$186,504.00
LCFF: EL	7091	\$65,913.00
Grand Total		\$302,690.00

Domain Totals	Budget Totals
Academic	\$235,787.00
SEL / Culture & Climate	\$66,903.00
Grand Total	\$302,690.00