

Easterby Elementary

10621666006191

Principal's Name: Pamela Taylor

Principal's Signature:

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

The Fresno Unified School District Board of Education approved this plan on: June 10, 2020

Title I SWP

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District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing 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 Four District Goals supporting the expectation 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 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 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 - Pamela Taylor	X				
2. Chairperson - Roy (Richard May)		X			
3. Vice Chair - Amelia Gilardi		X			
4. Secretary - Dorothy Kuehter			X		
5. Member - Jody Haugland		X			
6. Parent - Georgie Barron				X	
7. Parent - Zuelma Garia			X		
8. Parent - Cecilia Garcia			X		
9. Parent - Laura Chann			X		
10.					
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:			
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	Pamela Taylor		May 19, 2020
SSC Chairperson	Roy May	(no signature due to school closure – virtual meeting held)	May 19, 2020

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 2020/21

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$67,098 *
7090	LCFF Supplemental & Concentration	\$215,930
7091	LCFF for English Learners	\$65,913
		\$348,941
TOTAL 2020/21 ON-SITE ALLOCATION		\$348,941

* 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	\$1,899
Remaining Title I funds are at the discretion of the School Site Council	\$65,199
Total Title I Allocation	\$67,098

Easterby Elementary 2020-2021 - School Plan for Student Achievement (SPSA)

Goal 1 - All Students will excel in reading, writing and math

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.246 %	35.142 %	2018-2019	42.142 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	35.8 %	30.233 %	2018-2019	37.233 %

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.

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Iready 3rd Qtr Diagnostic Results for ELA

% on or above grade level:

3rd: 49%

4th: 31%

5th: 24%

6th: 27%

Overall 32%

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Iready 3rd Qtr Diagnostic Results for Math

% on or above grade level:

3rd: 21%

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

SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Iready 3rd Qtr Diagnostic Results for ELA

% on or above grade level:

3rd: 49%

4th: 31%

5th: 24%

6th: 27%

Overall 32%

SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)

Iready 3rd Qtr Diagnostic Results for Math

% on or above grade level:

3rd: 21%

4th: 22%

4th: 22%

5th: 23%

6th: 29%

Overall 24%

Goal 1 Action 1 was centered on accountable community process for ELA and Math. As part of this process, admin team worked with grade level teams to:

- **accurately identified rigorous learning targets for identified essential standards.**
- **make direct connections between student CFA results and instructional decisions made by individual teachers and team.**

At the end of the 3rd quarter, 6/8 PLC teams were a 3 or 4 on the PLC implementation rubric. Teacher teams were working towards improving tier 1 instruction, centered around student ownership and academic discourse.

Goal 1 Action 2 focused on a tiered level of support for reading and math interventions will be provided for students in grades K-6. A team that will be driven by our TSA and will consist of a 1.0 FTE categorically funded additional certificated intervention teacher and Teaching Fellows, will provide Tier III small group reading and math instruction to students identified through initial assessments and progress monitoring.

A plan was developed from initial screeners. Four tutors were hired to support reading specialist in running reading intervention from students who were identified in missing prerequisite standards as identified in the initial screener.

As identified by diagnostics in the spring, students were making progress towards goals.

Goal 1 Action 3

All grade level AC 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.

Team met monthly during Easterby Monthly Team meeting to go over ELD plans and goals. Through learning of ELD standards, analyzing the ELPAC standards, and analyzing ELD baseline data from ELPAC, teachers created a plan to attack and differentiate ELA lessons for ELD students.

5th: 23%

6th: 29%

Overall 24%

Accountable Community Processes:

In January, through mentoring and feedback, we found that lead teachers struggled with learning their roles. As a result, teachers developed a list of lead teacher responsibilities. They rated themselves and used that as an anchor to lead teams in the areas of the PLC Implementation Rubric.

Admin continued to get better focus on feedback and tracked feedback based on rubric to coach up teams. Feedback and coaching was done weekly with data from PLC notes to drive data and coaching conversations with teachers.

Goal 1 Action 2 Response to Intervention

Through 3 cycles, students were growing and meeting goals in RTI. We noticed that when students were exited and moved back to the classroom, due to different program, students were not fully supported in tier 1 instruction. As a result, reading specialist designed professional development around phonics training, guided reading and close reading strategies. Teachers worked closely with students who were still far behind and lacking skills in foundational reading.

Goal 1 Action 3

Key resource that contributed to the inequity in this action was finding clarity and learning aligning where students were and aligning that with curricular resources. An area of need in developing teacher skills also included professional development around ELPAC areas and being able to backwards map to student needs. Teachers started to implement more of collective commitment towards the end of the 3rd quarter.

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

One of the major difference between the intended and actual implementation of actions and expenditures was the lack of need to pay for Iready Diagnostic tool. We saved over \$23,000 due to the fact that the district paid for the software. As a result of differences in spending, we took \$16,000 and moved it towards purchasing tablets to support the Personalized Learning Initiative.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of steps 1 and 2, we realized that we were focusing and dedicating about 52% of our budget to support tier III instruction. As a result of this realization and the data from tier I, we will focus more resources to support and develop tier I instruction.

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:

SSC wanted to continue with RTI and investing in classroom technology to support PLI.

2 ELAC:

Wanted to ensure that ELD students received instruction aligned with identified needs.

3 Staff:

On 3/1 staff professional learning, staff gave input on current action and was in consensus on developing and putting more resources into tier I.

Action 1

Title: Professional Learning Community Process for ELA and Math

Action Details:

For each Chapter or Unit (grades 1-6) and quarter (TK and Kinder), all grade level Accountable Community teams will:

- * Identify and unpack Essential Standards.
- * Set SMART Goals, which include clear criteria for success.
- * Identify CFAs and create a calendar for the unit/chapter/quarter.
- * Review CFA data and respond to the data, providing Tier II intervention for those students who have not reached proficiency and extension activities for those who have reached proficiency.

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

Easterby Cabinet Meeting: Monitor gap between IEP and Non-IEP students on all district level assessments, such as iReady. Easterby PLC rubric data will be used to monitor.

Owner(s):

Principal

Vice Principal

TSA

Timeline:

Easterby Cabinet Meetings - Every 6 Weeks

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

Easterby Cabinet Meetings: Review all PLC agendas and notes, provide feedback to teams, and ensure that teams are meeting the expectations for each unit/chapter/quarter. Review of CFA data to monitor progress of students within team identified essential standards. Easterby written PLC rubric will be used as a guide.

Owner(s):

Principal
Vice Principal
TSA

Timeline:

Easterby Cabinet Meetings - Every 6 Weeks

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

Monthly Easterby ILT meetings. Monthly meetings in which Lead Teachers will review relevant data, such as CFA data, IAB data, Interim data, and ELPAC data. Easterby written PLC rubric will be used as a guide.

Owner(s):

Principal
TSA
Lead Teachers

Timeline:

Easterby Cabinet Meetings - Monthly

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

Both Easterby Cabinet Meetings and Monthly ILT Meetings: Review of IPG data to connect Accountable Community work to High Quality Instruction in each classroom. Easterby written PLC rubric will be used as a guide.

Owner(s):

Principal
Vice Principal
Lead Teachers

Timeline:

Monthly

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.

Students will have opportunities prior to the end of a unit or chapter to show their progress in acquiring the skills necessary to meet the rigor of essential grade level standards (CFAs). These CFAs could include IABs from Smarter Balanced. Grade level teams will develop appropriate responses after each CFA to respond when students have or have not learned the intended learning target.

Tier I math instruction will occur daily for 90 minutes and will include whole class and small group differentiated instruction. Tier I ELA instruction will occur daily for 120 minutes and will include whole class and small group differentiated instruction.

Students will have the opportunity to participate in after-school tutoring in grade level standards. Supplemental contracts will be offered to teachers for tutoring.

Classroom instruction in grades 2 - 6 and SDC will include a blended learning model/personalized learning in which lessons are designed to allow for student choice and voice while directly meeting the assessed learning needs of each student.

Specify enhanced services for EL students:

English Learners 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. English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. English Learners will engage in their learning using a wide range of tools, including technology, including Designed ELD Instruction. Planning days for English Learner team and grade level teams will be used to support implementation of grade level ELD plans, specifically targeting Integrated ELD during Tier I instruction.

Specify enhanced services for low-performing student groups:

Monitoring of gap in achievement for all IEP and Non-IEP students will become part of all grade level CFA data analysis. This will include use of IABs from Smarter Balance.

Actions specifically designed to close this gap will be identified during data analysis by individual teacher teams.

SDC and RSP staff will work together to review progress of all IEP students in regards to meeting SMART goals for Wonderworks assessments. RSP and SDC RTI will be put in place to support students meeting goals.

SDC and RSP teachers will participate in cycles of continuous improvement with site administration around team identified CFAs, Interims and SBAC.

Cross Functional Pivot Team will work in tandem with site team as a Professional Learning Community to identify root cause and determine area of focus to improve achievement for students with an IEP in ELA and Math. The CF Pivot team and school site team will monitor actions and outcomes and identify next steps to accelerate progress.

Supervisor of schools will conduct monthly coaching/support/monitoring of support of SPSA goals, actions and outcomes, including increasing achievement in ELA and Math for students on an IEP.

Professional learning for site leaders and teachers will be made available in a "menu of options" provided to support increasing achievement in ELA and Math for students on an IEP.

Explain the 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 Edu text Weekly School Messenger message informing parents of academic focuses. Review of student data during SSC and ELAC meetings

Describe Professional Learning related to this action:

PLC embedded professional learning around Tier I and II instruction as driven by each teacher team. This Professional Learning will also include review of English Learner data and will address integrated and designated ELD as appropriate. Use of Learning by Doing to guide effectiveness of actions. Monthly ILT meetings will each focus on a piece of data, relevant reading/articles and review of progress towards meeting school-wide goals. These monthly meetings will be learning meetings where we stay problem centered. Professional Development conferences, such as PLC at Work or UnBoundEd Standards Institute, and site visitations as appropriate.

Personalized Learning Initiative Teacher Team will participate in professional learning to ensure that Blended Learning is used effectively as a Tier I and II instructional strategy in all 1st - 6th grade and SpEd classrooms beginning August, 2019. Easterby PLI Team will provide appropriate Professional Learning to teachers as deemed appropriate based on classroom observation and teacher needs.

Easterby teachers will participate in their own professional learning to deepen their understanding of the PLC process either with on-site learning or off-site learning as appropriate.

Substitutes for essential standards planning may be utilized when needed to meet with support staff such as Instructional Coaches.

Action 2

Title: Response to Intervention for grades K-6

Action Details:

A tiered level of support for reading and math intervention will be provided for students in grades K – 6. A team that will be driven by our Teacher on Special Assignment and will consist of a 1.0 FTE categorically funded additional certificated intervention teacher and Teaching Fellows (vendor), will provide Tier III small group reading and math instruction to students identified through initial assessments and progress monitoring. Initial screeners will occur at the beginning of school for all current enrollees and will occur within 2 weeks of enrollment for any new enrollees. Progress monitoring will occur monthly for all students identified as receiving Tier III 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

Apply initial screener for all students in grades K-6 by the end of August, 2019 or within two weeks of enrollment for new students.

Owner(s):

Principal and TSA

Timeline:

Initial screener review to be conducted no later than 9/1/19

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

Review of KAIG, BAS, DRP and Interim data for all students in Tier III intervention after each testing period during Easterby Cabinet Meetings.

Owner(s):

Principal
TSA

Timeline:

Every 6 weeks

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

Easterby Intervention Team will review progress monitoring data monthly and make recommendations for modifications as needed.

Owner(s):

Principal
Easterby Intervention Team

Timeline:

Monthly

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

AC teams will meet with TSA and Intervention teacher monthly during an AC meeting to review progress monitoring and make adjustments as needed.

Owner(s):

TSA
Intervention Teacher
AC Teams

Timeline:

Monthly

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

Easterby Intervention Team will report out specifically to Easterby English Learner team which ELD students are receiving Tier III instruction and progress being made on a quarterly basis.

Owner(s):

Principal
TSA

Timeline:

Quarterly

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

Identified students will participate in Tier III targeted intervention for prerequisite literacy and math skills, supported by grade level teachers, reading specialist and teaching fellows.

Identified students will receive additional support in both ELA and Math. This support will be focused on CCSS and items identified by KAIG and district assessments, universal screeners (such as iReady), and SBAC if needed.

Identified students will participate in a deployment rotation in grades K-6, in which they receive instruction that matches their assessed need in reading and math.

Students will participate in research based programs, such as Reading Mastery, Orton Gillingham phonics reading, Barton Reading, Guided Reading, and Wonderworks.

Identified students will engage in their learning using a wide range of tools, including technology to support learning.

Student Study Team meetings will be held monthly (substitutes required) to set goal and monitor progress of identified students who are making little to no growth in Tier III interventions.

Specify enhanced services for EL students:

Identified economically disadvantaged, English Learners and Foster students will participate in a deployment rotation in grades K-6 in which they receive instruction that matches their assessed need in reading and math.

Identified economically disadvantaged, English Learners and Foster students will participate in research based programs, such as Reading Mastery, Orton Gillingham phonics reading, Barton Reading, Guided Reading, and Wonderworks.

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

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 reading and math skills.

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

Referral of student to Student Study Team based on progress monitoring data and Easterby Intervention Team recommendations.

Specify enhanced services for low-performing student groups:

Monitoring of gap in achievement for all IEP and Non-IEP students will become part of all Easterby Intervention Team meetings. Data analysis protocol will be used and actions/next steps will be included.

Actions specifically designed to close this gap will be identified during data analysis by Easterby Intervention Team meetings.

SDC and RSP staff will work together to review progress of all IEP students in regards to meeting SMART goals for Wonderworks assessments. RSP and SDC RTI will be put in place to support students meeting goals.

Describe Professional Learning related to this action:

Training in research based programs, such as Orton Gillingham, to increase capacity of staff working with Tier III interventions.

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

Parent/Teacher conferences.

Review of student data during SSC and ELAC meetings.

Action 3

Title: English Language Development

Action Details:

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.

Reasoning for using this action:	<input checked="" type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input type="checkbox"/> Promising Evidence
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Explain the Progress Monitoring and data used for this Action

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

Easterby Cabinet Meetings: 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. Site administration will also review progress monitoring of all English Learners who receive academic RTI services at Easterby, along with their progress in grade level CFAs.

Owner(s):

Principal
VP
TSA

Timeline:

Every 6 Weeks

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

Easterby English Learner Team will be established with a member from each grade level. Team will meet monthly during "team time" AC meeting. During this meeting, team members will continue Improvement Science work around the problem of English Learner academic achievement in Literacy and math. Data reviewed will be determined by the team and aligned to PDSA cycles.

Owner(s):

Principal
EEL Team Leads (2 teachers)
Grade Level Team Members

Timeline:

Monthly

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

Review of daily implementation and monitoring of integrated and designated ELD instruction for EL students through grade level ELD plans and classroom observation data.

Owner(s):

Principal
EEL Team

Timeline:

Monthly

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 that incorporates blended learning as a strategy when appropriate.

Wonders ELD sections will be utilized as appropriate as a resource for instruction.

Specify enhanced services for EL 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.

EL students will be specifically monitored on all grade level CFAs, Interim and other relevant assessments. Data analysis protocols will be in place to specifically identify actions to improve outcomes for EL students. EL students will be monitored on all CFAs as a specific sub-group of learners.

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

- A minimum of 4 Easterby ELAC Meetings will be held during 2018-2019 school year.
- Parent/Teacher conferences.
- Parent notification of ELPAC results and student Re-Designation when appropriate.
- Review of student data during SSC and ELAC meetings.

Specify enhanced services for low-performing student groups:

Monitoring of gap in achievement for all IEP and Non-IEP English Learner students will become part of all site level data analysis of district and state assessments.

Describe Professional Learning related to this action:

All Easterby English Learner Team members will participate in a monthly meeting which will include professional learning as appropriate and chosen by the team to support their PDSA cycles.

Professional learning experiences and conferences as recommended by the Easterby English Learner team.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - All students will excel in reading, writing, and math

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning	4,000.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Planning-Supplemental Time	1,200.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and software	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology/tablets-Tier 1	1,999.00
G1A1	Title 1 Basic	Instruction	Travel			Professional Learning	8,498.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Tier 1-Materials/supplies	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Hardware/Tablets	7,091.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning	11,502.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST	3,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tutors to support RTI	43,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	7090 will also support Goal 4 Action 2 and Goal 1 Action1	106,594.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SST	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	7090 will also support Goal 4 Action 2 and Goal 1 Action1	35,531.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Tutors to support RTI	9,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			ELD Material-Parent Participation	3,000.00

\$254,915.00

Goal 2 - All Students will engage in arts, activities, and athletic

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	69.283 %	57.486 %	2018-2019	64.486 %

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.

Goal 2 Participation Rate

Easterby students in all grade levels will be provided opportunities to participate in Arts, Activities and Athletics. These opportunities will include noon-time clubs, Easterby Olympics, electives block for 5th and 6th grade that includes music, and district sponsored sports.

Progress Monitoring:

- Review of percentage of participation on ATLAS quarter during Easterby Cabinet Meeting (November, January, April, End of Year)

Athletics: all quarters, students were encourage to join sports, coached by staff members.

Noon-time clubs: A staff runs lunch time clubs that are switched out monthly and students have a chance to participate in lego or art club during lunch time.

Music: students have opportunities to join music or art during art/music block.

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

Goal 2 Participation Rate

Engagement Rate: 56.16% Engagement rate amongst groups are due to:

- Staff not inputting engagements into the tool
- limited clubs that are will engage students

Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to closure of school, many activities that would drive a higher engagement in 3rd quarter could not be accounted for.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Next year, we will do a survey in the beginning of the year to solicit interest and commitment from teachers/staff to create and drive engagement for students.

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:
Engagement was important and continue with programs in place such as Easterby Olympics and afterschool sports.	Parents wanted to ensure that there is communication about activities in home language to support school programs.	3/1 staff survey and analysis, wanted to

Action 1

Title: Participation in Arts, Activities, and Athletics

Action Details:

Easterby students in all grades will be provided opportunities to participate in Arts, Activities and Athletics. These opportunities will include noon-time clubs, Easterby Olympics, electives block for 5th and 6th grade that includes music, and district sponsored sports.

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

Review of percentage of participation on ATLAS

Owner(s):

Vice Principal

Timeline:

Quarterly

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

Materials and Supplies, coaching contracts, and funding for noon-time clubs will be funded out of 0172. Easterby staff will work alongside families to reach goal of 100% participation in Goal 2 field trips, including out of town trips, 6th grade camp, and Easterby Olympics.

Specify enhanced services for EL students:

HSL will work with families of English Learners to reach goal of 100% participation by making phone calls and home visits when necessary to inform parents of importance of participation in Goal 2 Activities and to facilitate participation when necessary (ex assist in getting permission slips signed)

Specify enhanced services for low-performing student groups:

All students, regardless of IEP status will be encouraged to participate in Arts, Activities and Athletics. This will include mainstreaming of all SDC students during Easterby Olympics, ensuring that all students have access to music classes, and connection with after-school sports for all students.

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

HSL will work with families of English Learners to reach goal of 100% participation by making phone calls and home visits when necessary to inform parents of importance of participation in Goal 2 Activities and to facilitate participation when necessary (ex assist in getting permission slips signed)

Describe Professional Learning related to this action:

Professional learning for HSL and music teachers will occur when appropriate and provided by departments within Fresno Unified.

Goal 3 - All Students will demonstrate the character and competencies for workplace success

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	100 %	72.34 %	2018-2019	79.34 %
Exposure to Careers - 4th Grade	100 %	88.506 %	2018-2019	95.506 %
Exposure to Careers - 6th Grade	100 %	91.429 %	2018-2019	98.429 %

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.

<p>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.</p> <p>Exposure to Careers - 6th Grade Students were given opportunities to attend Reedley Community College.</p> <p>Exposure to Careers - 4th Grade Students attended the Zoo to learn more about zoo operations.</p> <p>Exposure to Careers - 3rd Grade Students attended the planetarium.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Exposure to Careers - 6th Grade n/a</p> <p>Exposure to Careers - 4th Grade n/a</p> <p>Exposure to Careers - 3rd Grade n/a</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

no data for this

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

Staff feedback to add career day to expose students to more careers.

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:

Continue work around career exposure.

2 ELAC:

Parents wanted to ensure communication in home language to support students.

3 Staff:

Continue work around career exposure. Include career day.

Action 1

Title: Participation in Career Exposure

Action Details:

100% of students will participate in Career exposure activities and field trips.

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

Monitor scheduling of all career exposure experiences, ensuring that all students participate.

Owner(s):

Vice Principal

Timeline:

Quarterly

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

Students will participate in career exposure activities throughout the school year.

Specify enhanced services for EL students:

HSL will ensure all parents receive information, including parents of EL students.

Specify enhanced services for low-performing student groups:

All students, regardless of IEP status, will participate in all career exposure activities and field trips. Communication between Special Education staff will be included regarding all activities. 100% percent participate by all students, regardless of IEPs will be ensured by communication between staff members regarding all career exposure experiences, including ensure all events on are Easterby Master Calendar.

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

Continued strong communication from school staff, such as teacher and HSL phone calls or home visits regarding permission slips and explanation of programs and field trips.

Describe Professional Learning related to this action:

None

Goal 4 - All Students will stay in school on target to graduate

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	11.431 %	13.218 %	2018-2019	11.218 %
Suspensions Per 100	14.955 %	11.24 %	2018-2019	10.24 %

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.

<p>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.</p> <p>Chronic Absenteeism 6.3 %</p> <p>Suspensions Per 100 39 students suspended this year. 5.2% suspension rate.</p>	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism No support in CWAS. Position was eliminated this year by the district to support chronic absenteeism.</p> <p>Suspensions Per 100 No inequities.</p>
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

One of the major resources to support behavior and SEL was the additional focus of TSA and additional time of funding RCA additional 2 hours. As a result of this, and streamlining resources, we were able to close the gap and service students who needed more support in SEL.

Step 3: As a result of the analysis from Steps 1 and 2, describe any changes that will be made in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2019-2020 SPSA.

As a result of the analysis, we will continue to fund RCA for 8 hours. TSA position will pivot to supporting SEL needs and academic Tier I coaching. District has funded an additional support from DPI for Tier II SEL needs, alleviating TSA to support other areas of needs in SEL.

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:

Continue with programs in place with emphasis on tier 1 instruction in classroom.

2 ELAC:

Communication home about programs and ways to support student with SEL needs.

3 Staff:

Invest more resources in tier I SEL resources to support classroom instruction.

Action 1

Title: Social Emotional Tier I

Action Details:

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. The Easterby Culture and Climate team will ensure that all Tier I social/emotional guarantees are in place, such as CHAMPs, Class Meetings, Second Step Curriculum, and appropriate Restorative Practice techniques. This team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

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

Easterby Cabinet Meetings will review office referral/suspension data.

Owner(s):

VP

Timeline:

Every 6 weeks.

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

Class Monitoring Sheets

Owner(s):

VP

Timeline:

Quarterly

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

Culture and Climate team will review office referral, suspension, survey, class meeting and other relevant data on a monthly basis in order to problem solve actions to address student needs.

Owner(s):

Climate and Culture Team

Timeline:

Monthly

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

Restorative Practice support provided by RP counselor. This will include repair circles when appropriate. Identified students will participate in Tier III behavior intervention. Intervention could include a Behavior Support Plan that is developed by site staff with support of our school psychologist. Interventions could include ROAR Academy, which will support students in reteaching appropriate behaviors. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans. Fun Works Assemblies for incentive for appropriate student behavior. All students will learn in classrooms that have implemented CHAMPs, Class Meetings and Second Step curriculum for Tier I social/emotional support. The principal of STOIC (structure, teach, observe, interact positively, and correct fluently) will be used in all areas of our campus. Staff to implement strategies to support student success from National Behavior Conference. Social skills groups and individual support for Tier II support provided by Resource Counseling Assistant and Restorative Practice Counselor. Referral to counseling services when appropriate.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

All Economicallydisadvantaged, EL or Foster students will be supported in a caring and nurturing environment. Identified students will participate in Tier III behavior intervention

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

Teachers will specificallyrevieweach student’s work habits at parent conferences. Parent communication regarding behavior supports and intervention. Parents will be contacted byteacher for positive behaviors and byAdmin for positive behaviors, misbehavior, and when a suspension is necessary. Parents will be directlyinvolved in all Tier III Behavior Support Plan development and progress monitoring

Reviewof data, using a data protocol, for the gap between IEPand Non-IEPstudents for suspension and behavior entries into ATLASduring EasterbyCabinet Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff,Regional Manager,General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEPprocess when appropriate.

Describe Professional Learning related to this action:

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 School Climate and Culture National Conference

Action 2

Title: Social Emotional Tier II and Tier III

Action Details:

Students identified as needing Tier II and III Social/Emotional and Behavioral support at Easterby will receive appropriate services in order to improve their abilityto be successful at school. Our Intensive Intervention Team and our Targeted Support Team will monitor school-wide processes for identifying students and implementation of services. Services mayinclude small group/1 on 1 using appropriate curriculum (Second Step, Tough Kids), Restorative Practice Circles and Check-In/Check-Out. All students receiving Tier II services will have an appropriate goal established, progress monitoring after 6-8 weeks and then recommendations based on progress.

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

Easterby Cabinet Meetings will review office referral/suspension data along with all relevant Power BI behavior data using an appropriate protocol.

Owner(s):

Principal
VP

Timeline:

Every 6 Weeks

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

Class Meeting monitoring sheets

Owner(s):

VP

Timeline:

Quarterly

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

Observation of students in classroom setting to provide information regarding student progress towards meeting social/emotional goals.

Owner(s):

RCA
RC
VP
Tier II Intervention Specialist

Timeline:

daily

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

Targeted Support Team Meeting every 2 weeks using data protocol to review student identifying factors and actions.

Owner(s):

Principal
Tier II Intervention Specialist

Timeline:

Twice a month

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

Restorative Practice support provided by RP counselor. This will include repair circles when appropriate.

Identified students will participate in Tier II and III behavior intervention. Intervention could include a Behavior Support Plan that is developed by site staff with support of our school psychologist. Interventions could include ROAR Academy, which will support students in reteaching appropriate behaviors. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans.

Fun Works Assemblies for incentive for appropriate student behavior.

Staff to implement strategies to support student success from National Behavior Conference.

Social skills groups and individual support for Tier II support provided by Resource Counseling Assistant, Restorative Practice Counselor and Tier II Intervention Specialist.

Referral to counseling services when appropriate.

Tier II and III Non-Behavioral Social/Emotional support will be provided as recommended by Targeted Support Team and may include wellness plans.

Specify enhanced services for EL 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.

Specify enhanced services for low-performing student groups:

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior entries into ATLAS during Easterby Cabinet Meetings. Actions/next steps will be identified through data protocol. School psychologist, Special Education staff, Regional Manager, General Education staff and site administration will ensure that all behavior plans are appropriate and seek out social/emotional support through the IEP process when appropriate.

Explain the 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 Professional Learning related to this action:

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

School Climate and Culture National Conference

Action 3

Title: Attendance Intervention Tier I, Tier II, and Tier III

Action Details:

Easterby staff will develop and implement targeted actions to ensure that students are at school, everyday, 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). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance.

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

Review of ATLAS Portfolio entries for attendance in alignment with actions made by Attendance Clerk, HSL and CWAS in Easterby Cabinet Meetings.

Owner(s):

Principal

Timeline:

Every 6 weeks

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

Review of Attendance Chronic Absence report on ATLAS during Easterby Cabinet meetings.

Owner(s):

Principal

Attendance Clerk

HSL

Intervention Specialist

Timeline:

Every 6 weeks

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

Girl Power and Young Men of Character groups run by CWAS for identified students. Attendance Matters curriculum will be used for small group and 1 on 1 sessions with students as needed.

Specify enhanced services for EL students:

One ELAC meeting will focus on importance of attendance, in addition to attendance messages being sent home to families quarterly, which is translated into Spanish and Hmong.

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

One ELAC meeting will focus on importance of attendance, in addition to attendance messages being sent home to families quarterly, which is translated into Spanish and Hmong. Home visits and parent meetings will be held with HSL and CWAS as needed to support families in improving attendance for their students.

Specify enhanced services for low-performing student groups:

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for attendance during Easterby Cabinet Meetings. Actions/next steps will be identified through data protocol.

Describe Professional Learning related to this action:

Tier II Intervention Specialist will attend one AC meeting for each grade level and share information for teachers regarding how to promote improved attendance, including information regarding the difference between truancy and chronic absence.

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs Tier 1 SEL	2,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: SEL-Materials/supplies	3,498.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Krazy Karen	3,200.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,371.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Tier III Materials/supplies	2,000.00
G4A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators	701.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	1,200.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		8,674.00
G4A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies-ELD	4,818.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		11,564.00

\$94,026.00

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Subs for planning	4,000.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Planning-Supplemental Time	1,200.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			: Books and software	2,000.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology/tablets-Tier 1	1,999.00
G1A1	Title 1 Basic	Instruction	Travel			Professional Learning	8,498.00
G1A1	Title 1 Basic	Instruction	Direct-Graph			Direct Graphics	1,500.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Tier 1-Materials/supplies	12,000.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Hardware/Tablets	7,091.00
G1A1	Sup & Conc	Instruction	Travel			Professional Learning	11,502.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Direct Maintenance	2,000.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SST	3,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tutors to support RTI	43,000.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.7500	7090 will also support Goal 4 Action 2 and Goal 1 Action1	106,594.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Subs for SST	1,000.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2500	7090 will also support Goal 4 Action 2 and Goal 1 Action1	35,531.00
G1A2	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Tutors to support RTI	9,000.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			Subs for Planning	2,000.00
G1A3	LCFF: EL	Parent Participation	Mat & Supp			ELD Material-Parent Participation	3,000.00
G4A1	Sup & Conc	Instruction	Teacher-Subs			Subs Tier 1 SEL	2,000.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: SEL-Materials/supplies	3,498.00
G4A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : Krazy Karen	3,200.00
G4A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		56,371.00
G4A2	Sup & Conc	Instruction	Mat & Supp			Tier III Materials/supplies	2,000.00
G4A3	Title 1 Basic	Parent Participation	Oth Cls-Supp			Translators	701.00
G4A3	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation (No Food/Incentives)	1,200.00
G4A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.1875		8,674.00
G4A3	LCFF: EL	Instruction	Mat & Supp			Materials/supplies-ELD	4,818.00
G4A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.2500		11,564.00

\$348,941.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$67,098.00
Sup & Conc	7090	\$215,930.00
LCFF: EL	7091	\$65,913.00
Grand Total		\$348,941.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$254,915.00
G4 - All students will stay in school on target to graduate	\$94,026.00
Grand Total	\$348,941.00