

**Eaton Elementary**

10621666068704

Principal's Name: Elizabeth Buettner

Principal's Signature: *Elizabeth Buettner*

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

Title I SWP

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

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

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

Consolidated Program Assurances



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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Elizabeth Buettner	X				
2. Chairperson - Wendy Bush				X	
3. Secretary – Phillip Mackey				X	
4. DAC Representative – Steven Butz				X	
5. Christa Weins				X	
6. Monica Rocha			X		
7. Elizabeth Gomez			X		
8. Cynthia Perry		X			
9. Tim Collins		X			
10. Colleen English-Wong, VP			X		
11. Esther Molinero				X	
12. Virginia Campos				X	
13.					
14.					
15.					

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

**Required Signatures**

School Name: Eaton Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Elizabeth Buettner		May 11, 2021
SSC Chairperson	Wendy Bush		May 11, 2021

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

Office of State and Federal Programs  
Preliminary Site Categorical Allocations

FY 2021/22

Eaton - 0140

**ON-SITE ALLOCATION**

3010	Title I	\$33,810
7090	LCFF Supplemental & Concentration	\$132,132
7091	LCFF for English Learners	\$12,555
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$14,924</u>
<b>TOTAL 2021/22 ON-SITE ALLOCATION</b>		<b>\$193,421</b>

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$966
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$32,844</u>
	Total Title I Allocation	\$33,810

## Eaton Elementary 2021-2022 - SPSA

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

#### Needs Assessment

##### School Quality Review

##### School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
I-Ready ELA D2 On Level		50.61 %	2020-2021	57.61 %
I-Ready Math D2 On Level		41.32 %	2020-2021	48.32 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

#### I-Ready ELA D2 On Level

A focused approach to best instructional practices, utilizing grade level PLC planning opportunities to align curriculum resources/materials to the depth of rigor within grade level standards. Teachers identify learning needs - deficiencies and achievements - then implement a three tiered approach to addressing those learning outcomes. Reading intervention (tier II) is addressed through our RtI team (two six-hour paras, classroom teacher, and admin. team). Tier III begins the SST and possible assessment process. Personalized learning/blended learning opportunities are implemented in all classrooms giving students the opportunities to reflect, refine, and own their learning experiences. Overall, students have shown growth from 44.84% on or above grade level on D2 2019/2020 i-Ready to 50.61% on or above grade level on D2 2020/2021 i-Ready. Increasing 5.77%. The purchase of digital devices to provide a 1:1 ratio to students has supported their online learning. Hotspots, headphones, power source replacements, etc. have been purchased to ensure success when learning from home and simultaneously. All other actions are working, have been impacted by distance learning, or there has not been enough data gathered to deem actions ineffective.

#### I-Ready Math D2 On Level

Teachers are providing learning opportunities related to conceptual understanding of mathematics, procedural skill and fluency, and application. High quality first instruction including whole group, collaborative learning groups, and targeted small group instruction provide universal support. Teachers

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

#### I-Ready ELA D2 On Level

Many of our tier III students suffer from trauma, especially in light of the Covid 19 pandemic. Social/emotional needs are great and our staff is lacking the skills and tools to fully address the social/emotional supports needed to assist these students. When students struggle with trauma, their academics become less of a priority than their social/emotional needs. 85% of our tier III students (identified and on IEP) are currently below grade level according to I-Ready D2 data. English Learners (EL) are also a struggling group with 75% below grade level according to I-Ready D2 data.

#### I-Ready Math D2 On Level

Many of our tier III students suffer from trauma, especially in light of the Covid 19 pandemic. Social/emotional needs are great and our staff is lacking the skills and tools to fully address the social/emotional supports needed to assist these students. When students struggle with trauma, their academics become less of a priority than their social/emotional needs. 80% of EL students are below grade level in mathematics (D2 of i-Ready). This is concerning as math is usually an area of strength for English learners.

identify learning needs - deficiencies and achievements - then implement a three tiered approach to addressing those learning outcomes. Personalized learning/blended learning opportunities are implemented in all classrooms giving students the opportunities to reflect, refine, and own their learning experiences. Overall, students have shown growth from 34.89% on grade level on D2 2019/2020 i-Ready to 41.32% on grade level on D2 2020/2021 i-Ready. Increasing 6.43%. The purchase of digital devices to provide a 1:1 ratio to students has supported their online learning. Hotspots, headphones, power source replacements, etc. have been purchased to ensure success when learning from home and simultaneously. All other actions are working, have been impacted by distance learning, or there has not been enough data gathered to deem actions ineffective.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to Covid-19 pandemic, distance learning became our methodology of teaching. Rtl team created schedules to accommodate students in our tier II, however, attendance was spotty due to distance and extra time required online. Release days for planning were not utilized and therefore money was shifted to other lines to accommodate technology purchases and materials to support distance/simultaneous learning.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Budget modifications for next year may include social/emotional supports. Additional time will be considered for addressing EL needs.

**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 actions for ELA and math. Consider providing more supports for EL students. Social/emotional supports must be considered.

**2** ELAC:

Continue actions for ELA and math. Consider additional supports for EL students (academic - after school tutoring) (SEL - community building)

**3** Staff:

Continue actions for ELA and math. SEL & EL supports should be considered.

## Action 1

**Title:** ELA - Balanced Literacy Plan for TK-6th grade

**Action Details:**

Eaton Elementary will implement a comprehensive, balanced TK-6th grade literacy program to support an increase in the percentage of students who are reading on grade level by the end of 2021/2022 school year. This literacy program will focus on the improvement of foundational reading skills, written language, and comprehension of complex text. This will include a Multi-Tiered System of Support (MTSS) approach to literacy development: Tier 1 services



focus on common core implementation of literacy standards in content areas so that students are developing and practicing grade level literacy skills daily (classroom first good teaching); Tier 2 includes opportunities for deployment, flexible groupings, and tutorials (MTSS with classroom first good teaching); and Tier 3 includes resource specialist services, mentoring, and tutorials. RSP will provide push in and pull out services for our students with IEPs. Continued implementation of Personalized Learning Initiative, or Blended Learning, where students, with the support of teachers, are setting achievement goals, monitoring their progress towards their goals, and developing their literacy through technology based learning, cooperative learning opportunities with peers, as well as core curriculum utilizing the district adopted literature program. This will be the foundation for extending learning opportunities for students at, and above, grade level.

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

TK - 1st grade teachers and students will set and monitor the following:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- Wonders diagnostic and Fluency quarterly administrations with an EOY target of grade level benchmark
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process

1st – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- I-Ready diagnostic administrations with an EOY target of grade level benchmark
- ELPAC
- Weekly Common Assignments and Assessments
- Checks for Understanding daily
- Classroom walkthrough feedback
- Progress Monitoring (BAS, Basic Phonics Skills Test, *Wonders* weekly and unit assessments, *Wonders* diagnostic assessments, online assessments and teacher created items using *CAASPP* assessment platform - FIABs & IABs for grades 3-6)
- CAASPP data (grades 3-6)
- Push in and pull out services for students with IEP
- Progress monitoring through IEP process
- Sped PLCs will review data regularly

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, IPG data report, and weekly feedback for classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Student Ownership

As outlined on the Instructional Practice Guide

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

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., suggestions from district scope and sequence
- Differentiated small-group instruction based on K – 6th grade student's identified needs (through the SST process and/or bi-monthly progress monitoring) – provided by classroom teacher, resource specialist, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)

Owner(s):

District Assessments:

- Site Test Coordinator
- Teachers
- Resource Specialist (RSP)
- PLC Teams
- VP
- Principal
- ELPAC Assessors

Grade Level Assessments:

- Teachers
- PLC Teams
- VP
- Principal

Progress Monitoring:

- Resource Specialist RSP)
- VP
- Teachers
- Paraprofessionals (MTSS)
- PLC Teams
- Principal

Timeline:

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly
- *Wonders* Diagnostics, BAS & fluency will be monitored quarterly. CFAs will be monitored to ensure that students are on target to meet EOY grade level benchmarks

- Push in and pull out services for students with an IEP
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated instruction in K – 6th grade classrooms through adaptive literacy program technology, e.g., classroom tablets, to support student early literacy skills, reading and comprehension
- Continued practice of Personalized Learning Models designed by lead teachers and grade level teams
- PLC teams will continue to improve instructional supports and provide intervention through the RtI process
- ELs, foster youth, and Title 1 students will have priority in after/before school supports

**Specify enhanced services for EL students:**

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- ELPAC chats with targeted students
- CAELD Standards
- Designated ELD instruction from certificated teacher during school wide RtI time
- Integrated ELD instruction in flexible groupings
- ELD supported through technology based instruction
- Materials and supplies for EL students (including mathematics)
- ELPAC assessors to assist with administration of assessment
- Personalized learning plans/targets specific to EL students (including mathematics)
- Intervention paraprofessional support for EL students (prioritized by EL levels based on ELPAC and progress monitoring data)

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

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- After school tutoring for targeted students, ie. foster youth, EL learners, low achievement scores, based on state, district and classroom assessments
- Data chats for identified students at risk - Hispanics & students with disabilities
- Intervention paraprofessional support for at risk students (ie. foster youth, EL learners, nearly met and/or not meeting standards on CAASPP)

## Action 2

**Title:** Mathematics - Comprehensive Plan to support K-6th grade

**Action Details:**

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Eaton Elementary will provide a comprehensive balanced mathematics program through high quality instruction and learning opportunities for students to build and strengthen their conceptual understanding, procedural skill and fluency, and application. Teachers will develop, implement, and/or refine, instructional practices that support high level thinking skills and the eight mathematical principles with a focus on providing lessons that make appropriate connections from concept to content within and across grade levels. Use of online adopted curriculum resources, and standards based supplemental resources, e.g. Prodigy, Reflex Math, will also be utilized to support student learning and monitor progress. School wide implementation of a personalized learning model, or Blended Learning, will support students learning through technology based instruction. RSP teacher and paras will provide push in and pull out services for our students with IEPs.

**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**

TK – 6th grade teachers and students will set and monitor quarterly, and/or bi-annually, goals:

- I-Ready diagnostic tri-annual administrations
- Common Assignments and Assessments
- Checks for Understanding daily
- Grades
- Classroom walkthrough feedback
- Progress Monitoring (Online assessments and teacher created items using *CAASPP* assessment platform, IABs - Interim Assessment Blocks & FIABs - Focused Interim Assessment Blocks)
- CAASPP data (grades 3-6)
- Push in and pull out services for students with IEPs
- Progress monitoring through the IEP process
- Sped PLCs will review data regularly

3rd - 6th grade students will have access to supplemental on-line platforms, Prodigy, Reflex Math, etc. that aligns to state standards.

Effectiveness of data analysis and goal setting will be measured by quarterly progress of students, feedback from teachers/staff through surveys, IPG data report, and weekly feedback for classroom practice of the following:

1. Culture of Learning
2. Challenging Content
3. Ownership

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

- High quality, grade level first instruction from classroom teacher (Tier 1)
- Classroom foundations implemented in all classrooms (learning objectives, aligned instruction, closure, assessment)
- District adopted baseline curriculum supplemented by additional resources, e.g., Prodigy, Reflex Math (free - upgrade if funds allow)
- Differentiated small-group instruction based on student's identified needs (through SST process) – provided by classroom teacher, resource specialist, and paraprofessionals under the supervision of certificated staff (Tier 2 & 3)
- Push in and pull out services to be provided for students with IEPs
- Inclusionary practices to increase mainstreaming time for SPED students and to provide all students equitable access to succeed (Tier 1 & 2)
- Differentiated standards based instruction in 3rd – 6th grade classrooms through Prodigy and Reflex adaptive mathematics program (free - upgrade if funds all)
- Technology to reinforce student math and problem solving skills, to also include, but not limited to, tech availability
- Supplemental contracts for teachers to offer after school tutoring for students at risk
- Homework support through after school program (grades K – 6th)
- Targeted math tutoring for students just below grade level
- EL appropriate interventions based on data

**Specify enhanced services for EL students:**

- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher to support math learning
- Integrated ELD instruction in flexible groupings to support math learning
- ELD supported through technology based instruction
- Monitor EL status (newcomer, LTELs, at-risk ELs), language progress, and academic achievement

**Owner(s):**

District Assessments:

- Site Test Coordinator (VP)
- Teachers
- Resource Specialist (RSP)
- PLC Teams
- Principal

Grade Level Assessments:

- Teachers
- PLC Teams
- VP
- Principal

Progress Monitoring:

- Resource Specialist
- VP
- Teachers
- Paraprofessionals (MTSS)
- PLC Teams
- Principal

**Timeline:**

District Assessments:

- Quarterly/Tri-annually

Grade Level Assessments:

- Weekly/Daily

Progress Monitoring:

- Weekly/Monthly/Quarterly

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

- Priority into homework clubs and extra support will be given to students who are struggling, not or near meeting standards on assessments, prioritized by foster youth, EL status, Hispanic, Sped, etc.)
- Data check ins with teacher/staff to support student progress monitoring of their academic achievement - Hispanics and students with disabilities

# 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

## G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for peer obs./planning - 23@2days. G1A1&2 G4A1 **NO IEPs**	7,375.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning (G1; A1&2) 6 hours x 23 teachers **NO IEPs**	6,944.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3.0 hour K para	9,340.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (G1 A1&2) *NO FOOD, FOOD RELATED ITEMS OR INCENTIVES*	560.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release days for SST/504/IEPs data chats peer observations 2@9mos. G1 A1&2; G3 A2; G5 A1	2,692.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3.0 hour K para	10,695.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3.0 hour K Para	8,582.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (G1 A1&2; G3 A1)	11,800.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessor Subs	1,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3.0 hour K para	2,139.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3.0 hour K Para	1,717.00
G1A1	One-Time School	Instruction	Mat & Supp			: Goal 1 A 1&2	6,549.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech supports (G1 A2)	1,923.00
G1A2	One-Time School	Instruction	Nc-Equipment			: G1 A1&2	4,000.00

**\$75,316.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Student-centered real world learning experience - Site Defined		0 %	2020-2021	100 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

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

Metric/Area of support was not addressed in the 2019/2020 school year.

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

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

Metric/Area of support was not addressed in the 2019/2020 school year.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Due to school closure because of Covid 19 pandemic, implementation of real-world learning experiences moved to a virtual platform when available. Therefore, the costs for in-person travel, registration, etc. doesn't align to virtual costs, so expenditure totals will not be reflective of true real-world learning experiences.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Due to our learning about virtual platforms for accessing real-world learning experiences, we will explore ways to incorporate both virtual and in-person experiences.

**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:

Continue and expand Goal 2 learning opportunities for study trips.

Continue and expand Goal 2 opportunities for study trips.

Continue and expand Goal 2 opportunities for study trips.

## Action 1

**Title:** Character Competencies for Success

### Action Details:

Eaton Elementary will continue to expose students to a variety of opportunities for student to participate in real-world learning experiences and gain an awareness of career possibilities.

**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

- Goal 2 activities participation/attendance rates
- School-wide second step curriculum utilized weekly
- School-wide weekly class meetings in all classrooms
- Participation in career day
- Student climate culture survey
- Social skills group participation

#### Owner(s):

- Climate/Culture Team
- Teachers
- CWAS, RCA & Mentor
- Library tech.
- VP
- Principal

#### Timeline:

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture survey
- Attendance rates for activities

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

- Monthly awards for 1st-2nd grade students
- Semester awards for 3rd-6th grade students
- Monthly Goal 2 recognition at blacktop assemblies
- Social skills reinforced in small group setting with CWAS, RCA & Hand in Hand Mentor
- Weekly 2nd Step lessons in social skills
- Daily class meetings

#### Specify enhanced services for EL students:

- Monthly data chats with EL students to foster and support engagement
- ELPAC chats and goal setting with ELs
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- Home visits to support EL families

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

- Student surveys conducted to determine interests in career opportunities
- SSC/ELAC input into increasing engagement and participation in events

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism		8.3 %	2020-2021	6.3 %
Suspensions students with 1 or more		0 %	2020-2021	0 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Chronic Absenteeism**

Data was difficult to follow due to constraints of online platform. Attendance was taken daily, however, engagement and follow through data did not always align with attendance records. Current data of 8.3% chronic absenteeism is down from 11.3% the previous year.

**Suspensions students with 1 or more**

Six students are currently enrolled who have more than one suspension. These students are receiving support through RCA check ins to increase engagement.

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

**Chronic Absenteeism**

Online platform did not yield accurate data for all stakeholders. Issues with technology were addressed, however, the option of cameras on made it difficult to know if students were really present in class.

**Suspensions students with 1 or more**

Due to distance learning, we have no data this current year to make appropriate determinations. We will reflect on previous years data and go forward with goal of decreasing suspensions and looking our disproportionality.

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Distance learning has impacted the data in both absenteeism and suspensions. Upon our return to in-person learning, we will provide additional supports through are RCA, Hand-n-hand Mentor and a CWAS. Reward and incentives were attempted virtually, and although the impact on individuals was great, the motivation it could stimulate was minimized due to distance learning.

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

Eaton will add a Child Welfare & Attendance Specialist (CWAS) to support school connectedness.

**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 plans from previous school year. SEL support is needed.

**2** ELAC:

Continue with plans from previous school year.

**3** Staff:

Staff would like to continue with engagement plan and implement clubs to support school connectedness.

### Action 1

**Title:** Connection to School - A safe, fun place to learn and grow

**Action Details:**

Eaton Elementary will increase student connections with their peers and caring adults at school through engagement in arts, activities, and athletics. Students will be given opportunities to participate in bi-monthly elective activities provided by staff members to engage students and provide opportunities for students and staff to build positive relationships. Classrooms will hold daily class meetings and practice social skills development. ACWAS (Child Welfare & Attendance Specialist), an RCA (Resident Counseling Assistant) & Hand-in-Hand Mentor will provide a safe place for students to build relationships, practice social skills development, and set goals & reflect on behaviors and attitudes towards school. Clubs will be offered to support school connectedness and community outreach. Our site Climate/Culture Team (CCT) will review data monthly to determine needs, and acknowledge areas of growth.

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

**Explain the Progress Monitoring and data used for this Action**

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

**Owner(s):**

**Timeline:**

- Goal 2 activities participation/attendance rates
- School-wide 2nd Step curriculum utilized weekly
- School-wide weekly Class Meetings facilitated in all classrooms (TK-6th)
- Social Skills group participation
- Participation rates for SOAR
- Eagle's Nest attendance
- Progress monitoring completed through the IEP process

- Climate/Culture Team
- Teachers
- CWAS (Child Welfare & Attendance Specialist)
- RCA (Resource Counseling Assistant)
- Hand-n-Hand Mentor
- RSP Teacher
- VP
- Principal

- Quarterly updates in ATLAS
- Weekly classroom walk-thrus
- Monthly data analysis
- Annual Climate/Culture Survey
- Quarterly progress reports

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

- Monthly awards for 1st & 2nd grades
- Semester awards for 3rd - 6th grades
- Monthly Goal 2 recognition at blacktop assemblies
- Bi-monthly opportunities for students to participate in SOAR time (STEM lessons, enrichment extensions, etc.)
- Social Skills reinforced in small group settings with CWAS, RCA and Mentor
- Weekly 2nd Step lessons in social skills



- Weekly class meetings
- Push in & pull out services for students in RSP program
- Free exploration in PS-Kinder
- Partnering with community for learning presentations, e.g. Geologist from CSU Fresno presented to grade levels on volcanoes, Zoo Mobile.

Specify enhanced services for EL students:

- Monthly chats with EL students to foster and support goal 2 engagement
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher Integrated
- ELD instruction in flexible groupings
- Cultural Fair hosted by ELAC

Specify enhanced services for low-performing student groups:

- High risk students will be identified through multiple data sources (attendance, behavior, participation) and proactive interactions will be developed by designated staff (CWAS, RCA, Mentor, classroom teacher, VP, Principal, office staff, etc.) Our targeted support team (TST) will develop a referral process, noting criteria for identifying students in need. Progress monitoring will be provided to stakeholders on a monthly basis.

## Action 2

**Title:** Attendance/Suspensions - Stay in school

Action Details:

Eaton Elementary will support student attendance and connection to school by providing comprehensive social/emotional supports through a Resident Counseling Assistant (RCA) and a Hand-n-Hand Mentor. A Child Welfare & Attendance Specialist (CWAS) will be split funded with FUSD's Department of Prevention & Intervention, to support high risk students who are not attending or engaging in school. The school will continue to implement a tiered level of response to behavior incidents, recommending counseling resources for tier III, to limit incidents that result in suspension, and enhance campus safety for all stakeholders. To support college and career readiness for our students, we will reduce the amount of chronic absenteeism while increasing our overall site ADA.

<b>Reasoning for using this action:</b>	<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

- Attendance records
- Health office referrals
- Home visits when necessary
- Number of classes with 10 days of perfect attendance (recurring)
- Administrative meetings
- Attendance reports (ATLAS)
- Daily attendance report
- Attendance Administrator Meetings – A1
- Student engagement – Goal 2 activity
- Student participation/enrollment in restorative practices
- Student attendance in Eagle's Nest (RCA room - alternative environment for students to cool down, refocus, and/or meet for social skills development
- Number of home visits

Owner(s):

Attendance Data:

- Attendance Clerk
- Health office assistant
- Teachers
- Climate/Culture Team
- Principal

SEL Participation:

- Teachers
- CWAS/RCA/Mentor
- Climate/Culture Team
- VP
- Principal

Parent Meetings:

- Attendance Clerk
- CWAS/RCA/Mentor
- Principal

Semester Awards:

- Teachers
- Principal

Timeline:

- Daily from August 2021 through June 2022
- Monthly A1 meetings
- Quarterly review of data

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

- Awards and incentives to encourage attendance
- Recognition at semester awards assemblies
- Weekly Second Step lessons
- Daily Classroom Meetings
- Eagle's Nest social/emotional classroom alternative setting
- Personal Responsibility program with quarterly incentive (1st – 6th)
- Bi-monthly SOAR activities
- Weekly closing class meetings utilizing "Closing Circles" book

Specify enhanced services for EL students:

- Attendance meetings to include EL levels and new criteria of the ELPAC
- ELPAC chats with targeted students
- Designated ELD instruction from certificated teacher
- Integrated ELD instruction in flexible groupings
- CWAS/RCA/Mentor who will monitor EL students and need for support in SEL

Specify enhanced services for low-performing student groups:

- Re-entry meetings with families of students returning from a suspension (tier 2 & 3)
- Staff check ins with students showing low attendance or at risk of suspension based on misbehavior entries in ATLAS (tier 1 & 2)
- Monitoring of our at risk student groups (foster youth, EL status, Hispanic, special education students)
- Orange Level on dashboard - Students with Disabilities, Hispanic, White and ELs will be monitored

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

### G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor SEL (G3)	8,625.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Purchase SEL "Closing Circles" books	800.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	SEL Support	55,545.00
G3A1	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.4000	CWAS, Child Welfare Attendance Specialist II - Split Funded with DPI.	27,893.00
G3A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attn II	0.1000	CWAS, Child Welfare Attendance Specialist II - Split Funded with DPI.	6,974.00
G3A1	One-Time School	Instruction	Direct-Maint			: One time funds	1,500.00
G3A1	One-Time School	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : SEL Mentor G3 A1	2,875.00

**\$104,212.00**

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Staff Goal - Site Defined		0 %	2020-2021	80 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Staff Goal - Site Defined**

Metric/Area of support was not addressed in the 2019/2020 SPSA

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

**Staff Goal - Site Defined**

Metric/Area of support was not addressed in the 2019/2020 SPSA

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Metric/Area of support was not addressed in the 2019/2020 SPSA

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

See Goal 4

**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 to hire individuals who are highly qualified and reflect the

**2** ELAC:

Hire individuals who speak the languages of the school community.

**3** Staff:

Continue to hire individuals who are highly qualified and reflect the

student population.

student population. Provide opportunities for staff to engage in activities and events that promote a sense of belonging.

## Action 1

**Title:** Staff connection to site - Sense of belonging

### Action Details:

During the 2021/2022 school year, Eaton Elementary will provide opportunities for staff to connect to each other and to our school community, creating a culture of belonging. Inclusionary practices learned through Cultural Proficiency training will be implemented and practiced daily.

**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

- Monthly coffee hours (virtual/in-person) - attendance
- Social club participation - attendance
- Parent/Faculty Club Membership (PFC)
- Instructional Leadership Team (ILT) participation - attendance
- Climate Culture Team (CCT) participation - attendance
- Targeted Support Team (TST - tier II) participation - attendance
- Classified & certificated staff highlighted in weekly newsletter
- Quarterly whole staff professional learning
- Professional Learning Communities (PLC) for all staff (weekly/monthly)
- School Site Council participation (quarterly)
- HR staffing report

#### Owner(s):

- All staff
- VP
- Principal
- Data from Staff CC/SEL survey

#### Timeline:

- Weekly
- Monthly
- Quarterly

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

- **Student Academics:**
  - Increasing challenging content with integrated reading, writing, listening, and speaking, including academic discourse
  - Supporting reading foundational skills for early learners
  - Increasing focus, coherence, and rigor
  - Increasing the use of the eight mathematical practices
  - Ensuring conceptual understanding of mathematics, procedural skill & fluency, and application
  - Cultural proficiency and multicultural experiences
  - Essential standards and backwards mapping
  - Shared vision of effective instruction utilizing the Instructional Practice Guide (IPG): High expectations, challenging content, and student ownership
  - Digital literacy and personalized learning
  - Assessments
  - Professional Learning Communities
  - Substitutes for teachers for backwards mapping and planning - 2 days per teacher

- Supplemental contracts for teachers for instructional planning in August - 6 hours per teacher
- ILT members will analyze data, determine needs, plan for action, and engage in planning in support of leading their grade level PLC
- **Student Centered and Real-World Learning:**
  - Developing teacher expertise in targeting instruction utilizing a culturally proficient lens, creating opportunities for students to reflect and own their learning, navigating content and tools to support students
  - Increasing academic discourse leading to greater student ownership
  - Teachers will receive updates and information regarding student real-world learning experiences
- **Student Engagement:**
  - Substitutes for teachers for SSTs, IEPs, data chats, peer observation, and professional learning
  - Teachers will receive updates and information regarding student engagement in the school and community
  - Policies/procedures for attendance program and awards assemblies
  - Policies/procedures for daily attendance
  - CWAS, RCA and Mentor will follow up with students with chronic absences
  - Promote Saturday Academy and recruit teachers to lead and teach during sessions
  - ATLAS data entry for positive behaviors and misbehaviors
  - MAC/CHAMPs
  - Second Step curriculum
  - Morning Meetings
  - Tiered levels of response to behaviors
  - Social emotional learning
  - Connections program

Specify Professional Development or Staff Services to support EL students:

- Understanding the ELPAC Assessment
- Academic English Development through integrated and designated ELD
- Deconstruction ELD standards and alignment with ELA standards
- Use of the EL goal setting report to identify target students and their instructional needs
- Processes for monitoring implementation for instructional delivery
- Provide feedback to teachers

Specify Professional Development or Staff Services to support low-performing student groups:

- Analysis of student work to determine individual student need
- Inclusionary practice tool utilized through classroom walk-throughs

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

**Needs Assessment**

**School Quality Review**

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Family Goal - Site Defined		0 %	2020-2021	75 %

**Step 1:** After selecting metrics, analyze the current 'California School Dashboard', relevant site data, current SPSA, and current budget to conduct a review and analysis and answer the questions below.

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

**Family Goal - Site Defined**

Metric/Area of support was not addressed in the 2019/2020 SPSA

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

**Family Goal - Site Defined**

Metric/Area of support was not addressed in the 2019/2020 SPSA

**Step 2:** For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

Metric/Area of support was not addressed in the 2019/2020 SPSA

**Step 3:** As a result of the analysis from Steps 1 and 2, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal. Identify where those changes can be found in the upcoming 2021-2022 SPSA.

See Action 5

**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 to provide opportunities for families to participate in school

**2** ELAC:

Continue to provide opportunities for families to participate in school

**3** Staff:

Continue to provide opportunities for families to participate in school

activities.

activities. Provide more translation support as funds allow.

activities. Consider providing more support for student/family social emotional needs and connection with the school.

## Action 1

**Title:** Sense of belonging for families and school community

### Action Details:

During the 2021/2022 school year, Eaton Elementary will provide opportunities for family participation and involvement in a variety of activities to promote ownership and a sense of belonging.

**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

- Back to School/Open House/Cultural Fair Nights (annually)
- Semester awards (grades 3-6)
- Monthly awards (grades 1-2)
- Social Media outlets to generate interest in school events (weekly)
- School Site Council (SSC) participation (Quarterly)
- English Learner Advisory Committee (ELAC) participation (Quarterly)
- Parent Faculty Club (PFC) membership
- Parent Coffee Hours attendance (quarterly)

#### Owner(s):

- Families
- Staff
- PFC Exec. Board
- VP
- Principal

#### Timeline:

- Weekly
- Monthly
- Quarterly
- CC/SEL Parent survey

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

- **Student Academics:**
  - Teachers will review individual students' reading levels and scores at the fall parent conference and parents will make a commitment to ensure students read at home each night
  - Parents will receive student's test scores following each assessment administration and commit to reviewing the scores with their child
  - Ongoing communication of student progress through progress reports, quarterly report cards, ATLAS parent portal, EduText, and ISLP's and parents will commit to reviewing student progress with students
  - Parents will collaborate with the school through the use of student agendas (grades 3-6) and parents will commit to reviewing the agenda each night
  - Parents will collaborate with the school through the use of homework folders and commit to supporting their child in returning the completed homework in the folders
  - A minimum of four SSC and ELAC meetings will be scheduled throughout the school year
  - Parents will be invited to student celebrations/recognition assemblies and programs throughout the year
- **Student Centered and Real-World Learning:**
  - Parents will be informed about learning opportunities, e.g. fieldtrips
  - Parents will be invited to present information about their career
  - Parents will be invited to participate/lead in clubs that support student engagement
- **Student Engagement:**
  - Parents will be informed about opportunities for intramural sports
  - Parents will be informed about opportunities for arts, activities, and athletics and give permission for students to participate
  - Quarterly parent meetings with coffee and food to encourage attendance and to provide information about the school and events



- Parent handbook will be available online - information about policies, schedules, and events will be listed, as well as contact information for staff
- Back to School night and Open House will be scheduled to invite parents into the classrooms and engage with the teacher and other families
- Parents will be invited to celebrations/recognitions to support students achievements and engagements

Specify Direct Service and Opportunities for parents and families to support EL students:

- Teachers will review EL goal setting report, ELPAC, and academic assessment results with parents and provide guidance on how to help students reach English language proficiency
- Parent education classes will be provided as available
- Translating services will be provided as needed and available

Specify Direct Service and Opportunities for parents and families to support low-performing student groups:

- Parents will be invited to Student Success Team (SST) meeting to collaboratively develop interventions necessary to support individual students
- Parents will be invited to attend attendance conferences in an effort to improve attendance and support parents' and students' commitment to improving attendance
- Parents will be invited to attend re-entry meetings when a child is returning to school from a suspension

## 2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0140 Eaton Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			To Be Determined : Parent participation	966.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Communications to families	500.00
G5A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3750	3.0 hour health/front office support during high traffic - community outreach	11,702.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies for EL	725.00

**\$13,893.00**

## 2021-2022 Budget for SPSA/School Site Council

### State/Federal Dept 0140 Eaton Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Subs			Substitutes for peer obs./planning - 23@2days. G1A1&2 G4A1 **NO IEPs**	7,375.00
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning (G1; A1&2) 6 hours x 23 teachers **NO IEPs**	6,944.00
G1A1	Title 1 Basic	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	3.0 hour K para	9,340.00
G1A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & Supplies (G1 A1&2) *NO FOOD, FOOD RELATED ITEMS OR INCENTIVES*	560.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Release days for SST/504/IEPs data chats peer observations 2@9mos. G1 A1&2; G3 A2; G5 A1	2,692.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3.0 hour K para	10,695.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3125	3.0 hour K Para	8,582.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials & Supplies (G1 A1&2; G3 A1)	11,800.00
G1A1	LCFF: EL	Instruction	Teacher-Subs			ELPAC Assessor Subs	1,000.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3.0 hour K para	2,139.00
G1A1	LCFF: EL	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.0625	3.0 hour K Para	1,717.00
G1A1	One-Time School	Instruction	Mat & Supp			: Goal 1 A 1&2	6,549.00
G1A2	Sup & Conc	Instruction	Nc-Equipment			Tech supports (G1 A2)	1,923.00
G1A2	One-Time School	Instruction	Nc-Equipment			: G1 A1&2	4,000.00
G3A1	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : Mentor SEL (G3)	8,625.00
G3A1	Sup & Conc	Instruction	Bks & Ref			Purchase SEL "Closing Circles" books	800.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.8750	SEL Support	55,545.00
G3A1	Sup & Conc	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.4000	CWAS, Child Welfare Attendance Specialist II - Split Funded with DPI.	27,893.00
G3A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Specialist, Chd Wel & Attnd II	0.1000	CWAS, Child Welfare Attendance Specialist II - Split Funded with DPI.	6,974.00
G3A1	One-Time School	Instruction	Direct-Maint			: One time funds	1,500.00
G3A1	One-Time School	Guidance & Counseling Services	Cons Svc/Oth			Hand in Hand Mentoring : SEL Mentor G3 A1	2,875.00
G5A1	Title 1 Basic	Parent Participation	Cons Svc/Oth			To Be Determined : Parent participation	966.00
G5A1	Sup & Conc	Parent Participation	Direct-Graph			Communications to families	500.00
G5A1	Sup & Conc	Health Services	Cls Sup-Reg	Assistant, Health	0.3750	3.0 hour health/front office support during high traffic - community outreach	11,702.00
G5A1	LCFF: EL	Instruction	Mat & Supp			Materials & supplies for EL	725.00

\$193,421.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,810.00
Sup & Conc	7090	\$132,132.00
LCFF: EL	7091	\$12,555.00
One-Time School	7099	\$14,924.00
<b>Grand Total</b>		<b>\$193,421.00</b>

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$75,316.00
G3 - Increase student engagement in their school and community	\$104,212.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$13,893.00
<b>Grand Total</b>	<b>\$193,421.00</b>