

Lawless Elementary

10621666102016

Principal's Name: Deborah Schlueter

Principal's Signature: 

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

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District Goals	
<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

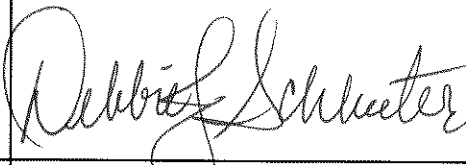

<p>The School Site Council (SSC) develops and revises the School Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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 - Deborah Schlueter	X				
2. Chairperson - Steven Perez				X	
3. Secretary – Christine Lind		X			
4. DAC – Maida Perez				X	
5. Khushdeep Brar				X	
6. Kuldeep Kaur				X	
7. Rhonda Garner		X			
8. Sandra Morales		X			
9. Meredith Farnsworth			X		
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name: Lawless 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	Deborah Schlueter		3/24/21
SSC Chairperson	Steven Perez		3/24/21

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

Lawless - 0295

ON-SITE ALLOCATION

3010	Title I	\$54,740 *
7090	LCFF Supplemental & Concentration	\$180,774
7091	LCFF for English Learners	\$37,260
7099	School Opening Support <i>(New! One-time funds)</i>	<u>\$20,418</u>
TOTAL 2021/22 ON-SITE ALLOCATION		\$293,192

* 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	\$1,428
Remaining Title I funds are at the discretion of the School Site Council	<u>\$53,312</u>
Total Title I Allocation	\$54,740

Lawless 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
EL Reclassification Rate		7.41 %	2019-2020	14.41 %
I-Ready ELAD2 On Level		48.08 %	2020-2021	55.08 %
I-Ready Math D2 On Level		37.58 %	2020-2021	44.58 %

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

We did not meet our current target of 55.08%. After analysis of the current SPSA and actions the following has been determined:

- Teachers were offered 18 hours of paid voluntary planning hours which allowed time for them to include the SBAC stems into daily lessons and provide daily high quality instruction.
- Professional Learning Communities met weekly and set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Teachers set individual and class goals for student achievement.
- The Instructional Leadership Team (ILT) has worked closely to identify the best components of the guaranteed viable curriculum and reviewed grade level SMART goals to identify best first instructional practices.
- Teachers are still working to incorporate SBAC Stems and IABs and FIABs to determine specific student needs

I-Ready Math D2 On Level

We did not meet our target of 44.58% and this can be contributed to a few factors including:

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

Foster Youth - 3 (75%) 1 level behind and 1 (25%) 2 + years behind.

Homeless = 2 (100%) 2 + years behind

EL = 18 (32.14%) 2 + years behind and 13 (23.21%) 1 level behind

SWD = 1 (33.33%) 2 + years behind and 1 (33.33%) 1 level behind

Along with distance learning, these inequalities can be contributed to improving first instruction and streamlining RTI and MTSS supports.

I-Ready Math D2 On Level

Foster = 2 (40%) 2 + years behind and 1 (20%) 1 level behind

Homeless = 2 (100%) 2 + years behind

EL = 15 (26.79%) 2 + years behind and 17 (30.36%) 1 level behind

SWD = 1 (33.33%) 2 + years behind

Along with distance learning, these inequalities can be contributed to improving first instruction and

- Teachers were offered 18 hours of paid voluntary planning hours
- Professional Learning Communities meet weekly and set SMART goals, create CFAs, analyze data, and plan lessons for differentiated student needs.
- Teachers set individual and class goals for student achievement.
- The Instructional Leadership Team (ILT) has worked closely to identify the best components of the guaranteed viable curriculum and reviewed grade level SMART goals to identify best first instruction practices.
- Teachers and Lead Teachers received professional learning through Doug Fisher.
- Teachers are still working to incorporate SBAC Task Items and IABs and FIABs to determine specific student needs.

EL Reclassification Rate

There are currently 80 English Learner Students. 7.41% of students have been reclassified to date. ELD/Homework Club has been successful.

There are currently 10 Long Term English Learner students. There are 38 students at risk and 32 students on track.

streamlining RTI and MTSS supports.

EL Reclassification Rate

SWD = Speech (DIS) = 2 (2.5%), RSP = 1 (1.25%), and SDC = 1 (1.25%)

EL students to meet iReady 2 criteria were 34 (47.22%)

Distance learning and the limited synchronous time made designated EL instruction difficult.

Although ELD Homework Club is available and open twice weekly, not all students are participating consistently.

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.

The original SPSA was written for the school site to become a designated school. The school site did not become a designated school, and the first three quarters of school were solely in a distance learning format, there were changes that needed to occur. The teachers were provided voluntary paid planning days and professional learning provided by the district. The district provided student tablets, but the site needed to update out of date and broken technology including Smartboards, and document cameras. Classroom supplies and math manipulatives were sent home with students and needed to be restocked for the return of students to the physical classroom. The California Teaching Fellows Foundation continued to provide targeted supports to students even in a virtual format. Teacher substitutes for walkthroughs did not occur 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.

With the uncertainties of the next school year, we project we will need to make the following changes:

- Instructional leadership team will continue to work to identify best components of the guaranteed viable curriculum, best practices, RTI, and EL strategies and supports.
- Continue PL and follow up and feedback within SBAC stems, IABs and FIABs.
- Professional Learning within the CAASPP website including Content Explorer and lessons.
- Purchase annual school-wide subscriptions to web based programs including Mystery Science, The Positivity Project, and other various web based resources to support online and at home distance learning.
- Update out of date, broken Smartboards, document cameras, and projectors
- Provide more social emotional and family supports through the addition of a Home School Liaison
- Restock/replenish classroom materials and supplies and math manipulatives

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:

1-14-21- Establish SPSA writing team and timeline & review budget priorities

2-9-21 - Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals

3-23-21 - Review, approve, and adopt the SPSA and budget

2 ELAC:

11-12-21 - Review/revise Needs Assessment

1-15-21 - Review budget priorities for 2021-22 school year.

2-9-21 - Review Needs assessment results and District vision, values, mission, and goals.

3-26-21 - Review, approve and adopt the SPSA & budget

3 Staff:

1-21-21 Staff Meeting - Review current SPSA and discuss needs and complete staff SPSA survey

2-11-21 Staff Meeting - Review FUSD Vision, Values, Mission & Goals

3-11-21 - Staff Meeting - review budget proposals and take survey

3-15-21 - ILT staff input for goals 4 & 5

Action 1

Title: All students will excel in reading and writing

Action Details:

The school will implement a comprehensive reading support and intervention program to improve foundational reading skills and comprehension with an emphasis on early learning and development to ensure students are reading on grade level or beyond by third grade.

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:

- iReady Diagnostic & lessons
- iReady Standards Mastery
- BAS
- Quarterly BPST
- Quarterly math fluency assessments
- IABs & FIABs
- Grade level common formative assessments
- Grades
- Daily progress monitoring (walkthroughs, feedback, reflective conversations)
- Classroom observations/feedback
- IPG report
- Data Chats
- student goal-setting

- Administration
- Teachers
- PLC teams
- ILT
- Students

Quarterly

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

- All students in grades K-6 will participate in targeted RTI intervention based on grade level common formative assessment data.

- Increase the digital literacy of students in alignment with the State Standards for Teaching by having students utilizing tablets daily.
- Kindergarten students will receive differentiated small-group instruction based on identified needs provided by teacher, para professionals and/or Teaching Fellows
- Substitutes for SSTs
- Leveled readers for guided reading
- Chapter books/text sets
- Rich complex texts for RIRA lessons
- Awards and incentives for academic achievement
- Professional learning books
- Individual goal setting
- Supplemental contracts for planning
- Interpreters to support parents
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, eBeam, and LED Displays
- Web-based learning subscriptions and/or publications including Mystery Science
- Materials and supplies as needed (including early learning center supplies, notebooks, paper, pencils, markers, crayons, software and other associated items to support reading instruction, and reading intervention program.
- Cellphone service to communicate with parents regarding student achievement, behavior, or emergencies.
- ELD Intervention/homework club
- ELPAC assessors
- RTI - including California Teaching Fellows
- PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and iReady Diagnostics & Standards Mastery Assessments.

[Specify enhanced services for EL students:](#)

- Integrated and designated ELD instruction
- Build capacity and application of academic language
- Targeted reading, writing, listening, and speaking instruction according to ELPAC results

[Specify enhanced services for low-performing student groups:](#)

- Integrated and designated ELD instruction for English Learners
- Academic discourse embedded in daily instruction
- Response to intervention for identified students

Action 2

Title: All students will excel in math

[Action Details:](#)

The school will implement mathematical supports for all students aligned to the Common Core State Standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence, and rigor. Particular attention will be placed on Math Practice 1 ("Make sense of problems and persevere in solving them").

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input checked="" 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

iReady Diagnostic Assessments, lessons, & Standards Mastery Assessments

IABs & FIABs

PLC common formative assessments

Grades

RTI

Daily progress monitoring (walk-through feedback, reflective conversations)

Classroom observations/feedback

IPG report

Student goal setting

Owner(s):

Administration

Teachers

PLC teams

ILT

Students

Timeline:

Quarterly

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

- Go math curriculum
- Calculators
- Purchase of technology – including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, auditory devices, eBeam, and LED Displays
- Web-based learning subscriptions and/or publications
- RTI - including California Teaching Fellows
- Individual goal setting
- Increase digital literacy of students in alignment with the State Standards for Technology
- Real life problem solving and application
- Math manipulatives
- Materials and supplies
- Supplemental contracts for planning
- SSTs to plan interventions based on progress monitoring
- Awards and incentives for academic achievement
- Math Lesson Design Professional Learning for grades 5 & 6
- Substitute teachers for Math Lesson Design quarterly PL & observation days
- Substitute teachers for SSTs
- Teacher planning time
- PLC teams will create common formative assessments, analyze data weekly and create or adjust intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.

Specify enhanced services for EL students:

Additional supports for problem solving including academic vocabulary. Students will be given daily opportunities to speak and write about math.

Specify enhanced services for low-performing student groups:

Students with disabilities are demonstrating a need for additional support in learning grade level content standards, utilizing Go Math curriculum.

- All SPED students will receive instruction in alignment with and in support of their grade level content standards, utilizing Go Math curriculum.
- SDC & RSP students will utilize adopted supplemental curriculum as needed.

Action 3

Title: EL Redesignation Goal-setting

[Action Details:](#)

Students will receive designated and integrated EL instruction. The school will also provide an after school intervention/homework club for students who are identified as English Learners including long term and at risk according to the EL Redesignation Goal Setting Report.

Reasoning for using this action:	<input type="checkbox"/> Strong Evidence	<input type="checkbox"/> Moderate Evidence	<input checked="" 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](#)

BPST
iReady Diagnostic, lessons & Standards Mastery Assessments
PLC Common formative assessments
Fluency
Quarterly BPST
Grades
Quarterly Data Chats
ELPAC
Daily progress monitoring (walk-through feedback, reflective conversations)
Classroom observation feedback
Individual Instructional Plans

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

Administration
Teachers
PLC teams
ILT
Students
Bilingual Home School Liaison

[Timeline:](#)

Quarterly

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

Daily designated EL instruction
Daily integrated EL instruction
Inclusion of complex text, task, and talk
Daily writing about reading
Daily speaking and listening opportunities in all lessons
After school intervention/homework club
Supplemental contracts for planning
Bilingual Home School Liaison
Materials and supplies

Purchase of technology - including but not limited to tablets, printers, document cameras, ink cartridges, projectors, projector lamps, carts, and auditory devices

California Teaching Fellows

PLC teams will create common formative assessments, analyze data weekly and create or adjust Tier 1 & 2 intervention groups. Tiered support will be progress monitored through weekly assessments, fluency, unit assessments, CFAs, and district interim assessments.

Specify enhanced services for EL students:

Incorporate Wonders ELD curriculum within daily designated instruction. After school intervention/support for ELD students to support reading, writing, listening, and speaking.

Specify enhanced services for low-performing student groups:

- Academic discourse throughout all lessons daily
- Writing support within lessons
- Multi-media for listening and speaking
- After school intervention/homework club

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (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-Supp			Teaching Voluntary Planning - Supplemental Contracts ** NO IEPS **	15,204.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies	100.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 5 Teaching Fellows Total	38,008.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs - 6 days	1,196.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	17,894.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Installation/Swap out projectors - Maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Day Program - 5 Teaching Fellows	8,368.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	829.00
G1A1	One-Time School	Instruction	Bks & Ref			: Online subscriptions and books to support instruction	3,418.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for MLD PL & Observations	7,165.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Voluntary Planning - Supplemental Contracts	7,603.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,501.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	858.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - ELD After School Homework Club	3,910.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology to support EL instruction	5,000.00

\$132,054.00

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	85 %

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

With the school closures due to COVID-19 and distance learning the school did not offer sports and clubs were limited. The school still held a virtual Spelling Bee and we offered a couple of virtual clubs including Minecraft and a girls club. Participation rates were low.

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

Student-centered real world learning experience - Site Defined

Due to the school closure, participation rates were low in after school clubs. This included all demographics and groups of students. There were a limited amount of clubs offered as well and no sports were offered.

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.

The school was able to offer a couple after school clubs and virtual field trips were available to teachers and students to participate in including The Fresno Chaffee Zoo, and the Fresno Art Museum & virtual plays through Roosevelt High School. Sixth grade students participated in a day of virtual camp through WOLF.

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.

The school will continue to offer a variety of engagement opportunities for students. These engagements will vary depending on current health orders. If unable to provide opportunities in real-time, the school will seek to provide virtual engagements.

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:

1-14-21- Establish SPSA writing team and timeline & review budget priorities

2-9-21 - Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals

3-23-21 - Review, approve, and adopt the SPSA and budget.

2 ELAC:

11-12-21 - Review/revise Needs Assessment

1-15-21 - Review budget priorities for 2021-22 school year.

2-9-21 - Review Needs assessment results and District vision, values, mission, and goals.

3-26-21 - Review, approve and adopt the SPSA & budget

3 Staff:

1-21-21 Staff Meeting - Review current SPSA and discuss needs and complete staff SPSA survey

2-11-21 Staff Meeting - Review FUSD Vision, Values, Mission & Goals

3-11-21 - Staff Meeting - review budget proposals and take survey

3-15-21 - ILT staff input for goals 4 & 5

Action 1

Title: Student engagement

[Action Details:](#)

The school will increase student connections with their peers and caring adults at school through engagements in arts, activities, and athletics by implementing meaningful work through student jobs, student clubs, multicultural night, Saturday Sports camp, Morning Meetings, and various other school activities.

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

Explain the Progress Monitoring and data used for this Action

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)

- Atlas engagement reports
- Monthly performance attendance records
- Sports rosters
- Atlas music attendance

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

- Administration
- Teachers
- PLC teams
- ILT
- Students
- Parents
- Resource Counseling Assistant
- Home School Liaisons

[Timeline:](#)

Monthly

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

- Monthly Saturday sports camp
- Student Jobs
- Clubs - including sports, gardening, soccer, leadership, yearbook
- Spelling Bee

- Student leadership
- Athletics
- Music in grades 1-6
- Multicultural Night
- Grade level field trips
- Materials and supplies as needed (including notebooks, paper, pencils, markers, crayons, food, gardening supplies/utensils, etc.)
- Resource Counseling Assistant
- Home School Liaisons
- Science Olympiad
- Family Math & Science Nights

Specify enhanced services for EL students:

Utilize the Resource Counseling Assistant and bilingual Home School Liaison to target EL students and parents in order to encourage participation in activities and provide support as needed through weekly check-ins.

Specify enhanced services for low-performing student groups:

- Utilize the Home School Liaisons and Resource Counseling Assistant to work with families to communicate and involve them in school activities

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

G2 - Expand student-centered and real-world learning experiences

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G2A1	One-Time School	Instruction	Mat & Supp			: Materials & Supplies for student engagement experiences	12,000.00
G2A2	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00

\$15,000.00

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		19.03 %	2020-2021	17.03 %
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

To date, the attendance rate is 93.36%. 66 (54.1%) are chronic and 56 (45.9%) are severely chronic.

The school has implemented The Positivity Project which focuses on 24 character traits with daily lessons. These lessons are engaging and fun and include activities. The lessons occur first thing each morning to ensure students are in class and on time.

Teachers are encouraged to contact parents of students who are identified as chronic.

Administration conducts Individual Instructional Plans (IIP) meeting with teachers to track chronic students.

The school Social Worker makes phone calls home and conducts home visits to students who are chronic and severely chronic.

Suspensions students with 1 or more

The school implemented The Positivity Project which focuses on 24 character traits. The program includes daily lessons and a school-wide calendar. The whole school focuses on the same trait and utilizes the same vocabulary. Teachers embed these lessons in daily instruction and utilize them in times of need.

Due to distance learning, behavior has not been a big issue this year. The needs of students have centered around more social emotional needs and supports as well as supporting new students to the school with small group, and check-ins with the Social Worker.

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

SWD = Severely Chronic = 7 (41.18%) and Chronic = 10 (58.82%)

EL = Severely Chronic = 5 (41.67%) and Chronic = 7 (58.33%)

Foster = Chronic 3 (100%)

The school had 2 cohorts of 10 students that provided a safe consistent place for students to be online with their teachers during school closures.

The district provided student laptops and wifi hotspots to support students with distance learning

Due to school closures and COVID-19, not all students were provided necessary supports at home to complete assignments and attend daily online sessions.

Suspensions students with 1 or more

Distance learning made pulling individual and small student groups challenging.

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.

The Positivity Project has been successful with a positive staff feedback survey. We are excited to see the implementation of the program with students physically in a brick and mortar setting. The Lion's Den to support students

and good behavior activities did not occur virtually. The school implemented a new school-wide theme of #IAMACHAMPION and a staff member was featured on school social media and the website to highlight, introduce and spotlight each staff member to help promote a sense of belonging in a virtual format. The school hopes to continue and fully implement the school theme next year by purchasing t-shirts, printing posters, and school banners.

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.

The Positivity Project will be renewed and fully implemented next school year. The Lion's Den will be reinstated next school year. The school hopes to continue and fully implement the school theme next year by purchasing t-shirts, printing posters, and school banners as well as teaching students what it means to be a champion. Student and family supports will be provided by the Resource Counseling Assistant and Home School Liaisons.

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:

1-14-21 - Establish SPSA writing team and timeline & review budget priorities
2-9-21 - Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals
3-23-21 - Review, approve, and adopt the SPSA and budget

2 ELAC:

11-12-21 - Review/revise Needs Assessment
1-15-21 - Review budget priorities for 2021-22 school year.
2-9-21 - Review Needs assessment results and District vision, values, mission, and goals.
3-26-21 - Review, approve and adopt the SPSA & budget

3 Staff:

1-21-21 Staff Meeting - Review current SPSA and discuss needs and complete staff SPSA survey
2-11-21 Staff Meeting - Review FUSD Vision, Values, Mission & Goals
3-11-21 - Staff Meeting - review budget proposals and take survey
3-15-21 - ILT staff input for goals 4 & 5

Action 1

Title: Chronic Absenteeism

[Action Details:](#)

Implement a comprehensive parent communication and outreach program including the Home School Liaison and Attendance Specialist to develop greater parent attendance at school sponsored events resulting in increased parent involvement. Chronically absent students will be referred to counseling services on campus and/or an SST will be scheduled. The school will implement a school-wide reward/incentive attendance program for daily classroom attendance, the class with the highest weekly attendance, and students with perfect 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

- ATLAS
- A2A attendance data
- Power BI Data

Owner(s):

Administration
Teachers
ILT
AC teams
Bilingual Home School Liaison
Home School Liaison
Parents
Culture & Climate Team

Timeline:

Monthly
Quarterly
Yearly

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

- Provide a systematic behavior intervention system.
- Tier 1 interventions will be provided by classroom teacher through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences.
- Interpreters for parent conferences
- Utilize Attendance Specialist and Home School Liaisons to work closely with students and families of chronically absent students.
- Tier 1 interventions will be provided by teachers and will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- Awards and incentives including Good Behavior/Attendance Activities
- Lion's Den to support Tier 2 and 3 students on social skills and provide a safe environment.
- Interpreters for parental involvement
- Resource Counseling Assistant to provide Tier 2 and 3 supports to identified students.
- Professional learning in MTSS
- Materials and supplies
- Graphics
- Ricoh lease agreement

Specify enhanced services for EL students:

Interpreters for parent conferences

Utilize Attendance specialist and Home School Liaisons to work closely with students and families of chronically absent students, including home visits and supports as needed.

Specify enhanced services for low-performing student groups:

- Home School Liaison's to work closely with staff and families

Action 2

Title: Suspensions

Action Details:

To cultivate character and competencies essential for success and create a community of safety, dignity, and mutual respect the school will implement a behavior response program aimed at behavior management, character building, relationship building, and meeting the social-emotional needs of students to decrease suspensions and negative behavior entries on ATLAS. The school will utilize a Resource Counseling Assistant and Home School Liaisons to work closely with students and families.

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

- Behavior entries in ATLAS
- OLWEUS/Second Step class meeting verification
- Suspensions
- Expulsions
- Office referrals
- SSTs
- Daily progress monitoring (walkthroughs, feedback, reflective conversations) Classroom observations/feedback

Owner(s):

Administration
Teachers
ILT
PLC teams
Resource Counseling Assistant
Home School Liaisons
Parents
Culture & Climate Team

Timeline:

Quarterly

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

- Provide a systematic behavior intervention system. Tier 1 interventions will be provided by classroom teacher through The Positivity Project, Class Meetings, OLWEUS, Morning Meetings, and individual student conferences. Tier 2 supports will be provided by the Resource Counseling Assistant through small group pull out during lunch recess. The Resource Counseling Assistant will provide Tier 3 interventions through one on one counseling. Teachers and parents will complete referrals as needed. Office referrals will also be a measure for Tier supports.
- Resource Counseling Assistant
- Home School Liaisons
- The Positivity Project
- Lion's Den
- OLWEUS class meetings
- Second Step
- ROARS expectations & incentives
- Morning Meetings
- Good behavior activities
- Materials and supplies
- Graphics

Specify enhanced services for EL students:

Bilingual Home School Liaison will work with parents and teachers to support targeted students. Resource Counseling Assistant will work closely with identified targeted students to pull groups, push into classrooms, work closely with parents and teachers in order to build relationships and meet social emotional needs.

Specify enhanced services for low-performing student groups:

Multi-tiered systems of support
The Positivity Project
ROARS positive behavior intervention system
Social skills groups for targeted/identified students with the Resource Counseling Assistant

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,039.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Liaison, Home/School	0.8750		58,249.00
G3A2	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			The Positivity Project - Annual School-wide License	2,335.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		50,008.00

\$124,631.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Student Survey - Caring adult		69.95 %	2019-2020	76.95 %
Staff Survey – Overall Positive in Belonging Domain		90 %	2019-2020	90 %

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

The school will retain high quality staff and seek to hire high quality staff that reflects the diversity of our community.

Student Survey - Caring adult

Student spring survey results show 69% of students responded favorably to the question, "Is there a teacher or any other adult in your school who cares about you?" This is down 3% from spring 2020. This is most likely due to distance learning and students not being physically in the classroom with a teacher where they can get assistance immediately.

Staff Survey – Overall Positive in Belonging Domain

When asked, if students at the school care about each other, the staff responded 78% favorably which is up 5% from spring 2020. The school implemented a new school theme and The Positivity Project which helped contribute to the increase, but shows that we still have work to do in the area of "Other people matter mindset." This is one of the 24 character traits included in The Positivity Project which teachers are implementing daily.

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

The school does not have a high turnover rate for staff. Most staff vacancies are due to enrollment numbers, retirement, or staff moving. Therefore, when an opening does occur, the school strives to hire the most qualified staff and ensures that they have adequate supports.

Student Survey - Caring adult

The students connection to adults at the school decreased 3% to 69% due to distance learning and students not being able to physically be on campus with their teachers.

Staff Survey – Overall Positive in Belonging Domain

The lowest survey question stemmed from students caring about each other. The result from staff showed 78% favorable which is up 5% from spring 2020, but can be contributed to distance learning and students not being able to physically be on campus with teachers and peers. The increase can be due to The Positivity Project's Other People Matter Mindset value.

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.

Cultural Proficiency Training modules were provided to all certificated staff and some classified staff. The site assigns new teacher buddies to support and assist as needed. Grade levels provide support to each other through Professional Learning Communities. The school has a Funshine Club that teachers can voluntary elect into that provides staff morale boosters, staff parties, and provide aide to those in need.

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.

Cultural Proficiency training will shift from "Building" our equity lens to "applying" our equity lens. The school intends to hire a bilingual Home School Liaison to support Punjabi speaking students and families. The site will continue to assign new teacher buddies to support and assist as needed. Grade levels will continue to provide support to each other through Professional Learning Communities. The school has a Funshine Club that teachers can voluntarily elect into that provides staff morale boosters, staff parties, and provide aide to those in need.

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:

- 1-14-21- Establish SPSA writing team and timeline & review budget priorities
- 2-9-21 - Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals
- 3-23-21 - Review, approve, and adopt the SPSA and budget

2 ELAC:

- 11-12-21 - Review/revise Needs Assessment
- 1-15-21 - Review budget priorities for 2021-22 school year.
- 2-9-21 - Review Needs assessment results and District vision, values, mission, and goals.
- 3-26-21 - Review, approve and adopt the SPSA & budget

3 Staff:

- 1-21-21 Staff Meeting - Review current SPSA and discuss needs and complete staff SPSA survey
- 2-11-21 Staff Meeting - Review FUSD Vision, Values, Mission & Goals
- 3-11-21 - Staff Meeting - review budget proposals and take survey
- 3-15-21 - ILT staff input for goals 4 & 5

Action 1

Title: Recruitment and retention of diverse staff

Action Details:

The school will retain high quality staff through diverse professional development that meets the needs of students and teachers. The school will seek to hire high quality staff that reflects the diversity of our community.

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

Professional Learning Sign in sheets
Staff Meeting Sign in sheets
Staff formative and summative evaluations
Culture & Climate survey results
Classroom observations & feedback
Grades
Student goal setting

Owner(s):

Administration
Teachers
Culture & Climate Team
Instructional Leadership Team

Timeline:

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:

- Math Lesson Design for 5th & 6th grades
- Cultural Proficiency training
- Academic professional learning
- The Positivity Project
- Mystery Science subscriptions

Specify Professional Development or Staff Services to support EL students:

Professional learning around designated and integrated EL instruction
Professional learning around ELPAC administration and practice tests

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

Cultural Proficiency - building and applying our equity lens
The Positivity Project -

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 5 Metrics	Current Target	Actual	As Of	Target
Parent Survey - Respected and welcomed		97.7 %	2019-2020	100 %
Parent Survey - Safe and secure		98.86 %	2019-2020	100 %

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

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

Family Goal - Site Defined

The school will provide inclusive opportunities for families to engage in their students' education.

Parent Survey - Respected and welcomed

All parents, guardians and families will be respected and welcome to play an active role in their child's education.

Parent Survey - Safe and secure

The school will be a safe place for students to learn and grow where their input is valued and respected.

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

The COVID-19 Pandemic has made inclusive opportunities challenging as we have been unable to conduct performances, and family engagements. Awards ceremonies were still conducted virtually, but attendance was limited. The school communicated in a variety of ways to engage and include parents in their child's learning through a variety of platforms.

Parent Survey - Respected and welcomed

Parents feeling welcomed to the school shows 98% favorable. In response to the staff welcoming suggestions is 97% favorable which is up 4% from spring 2020. Parents feeling respected shows 97% favorable which is 1% up from spring 2020. Teachers and staff continue to make the school a place where parents and teachers work together as a team. Staff communicates in a variety of ways with the community through a variety of platforms.

Parent Survey - Safe and secure

Parent survey results show the school provides a safe and secure environment for students to learn at 98% favorable which is down 1% from spring 2020.

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

This is a new school goal for the year. We will strive to include and involve families in a variety of ways to the best of our abilities and in a safe manner.

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.

The school will continue to promote parental involvement in a variety of ways. The school will conduct monthly grade level performances, quarterly awards ceremonies, host a Multicultural Night, and have a Family Math and Science Night. The school will host a Back to School Night and parent teacher conferences in October. Parents will be free to communicate with teachers and staff in a variety of ways including Sunday Night phone messages, an up to date website, PeachJar, social media platforms, and through individual email and phone calls as necessary.

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:

- 1-14-21- Establish SPSA writing team and timeline & review budget priorities
- 2-9-21 - Review needs assessment parent survey and staff budget survey results. Review the district Vision, Values, Mission & Goals
- 3-23-21 - Review, approve, and adopt the SPSA and budget

2 ELAC:

- 11-12-21 - Review/revise Needs Assessment
- 1-15-21 - Review budget priorities for 2021-22 school year.
- 2-9-21 - Review Needs assessment results and District vision, values, mission, and goals.
- 3-26-21 - Review, approve and adopt the SPSA & budget

3 Staff:

- 1-21-21 Staff Meeting - Review current SPSA and discuss needs and complete staff SPSA survey
- 2-11-21 Staff Meeting - Review FUSD Vision, Values, Mission & Goals
- 3-11-21 - Staff Meeting - review budget proposals and take survey
- 3-15-21 - ILT staff input for goals 4 & 5

Action 1

Title: Inclusive family engagement opportunities.

Action Details:

The school will provide inclusive opportunities for families to engage in their student's education.

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

Attendance reports

Power BI data

Culture & Climate survey results

Owner(s):

Administration

Teachers

Culture & Climate Team

Instructional Leadership Team

Home School Liaisons

Resource Counseling Assistant

Timeline:

Quarterly

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:

- Family Math Night
- Family Science Night
- Multicultural Night
- Cellphone service
- Bilingual Home School Liaison
- Materials & supplies including: paper, games and activities, rewards and incentives, advertising,
- Ricoh lease agreement
- Graphics and printing
- Family dances/activities/behavior rewards
- Fun Works
- Family game nights
- Quarterly awards ceremonies
- Monthly grade level performances
- Back to School Night
- Open House
- Parent Teacher Conferences

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

Utilize bilingual Home School Liaison to support and communicate with families and support teachers and staff in working as a team with parents regarding academic achievement, school involvement, and engagement opportunities.

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

Utilize bilingual Home School Liaison to support and communicate with families and support teachers and staff in working as a team with parents regarding academic achievement, school involvement, and engagement opportunities.

2021-2022 SPSA Budget Goal Subtotal

State/Federal Dept 0295 Lawless K-8 (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	Mat & Supp			Materials & supplies for parental involvement - **No Food, No Incentives**	1,428.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Family math and science nights - materials & supplies	1,268.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 7 Monthly Reward Activities & 3 additional Family Events	3,750.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Off Eq Lease			Ricoh Lease Agreement	1,150.00
G5A1	Sup & Conc	Instructional Supervision & Admin	Communicatio			Cellphone service	720.00
G5A1	LCFF: EL	Attendance & Social Work Services	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		13,191.00

\$21,507.00

2021-2022 Budget for SPSA/School Site Council

State/Federal Dept 0295 Lawless K-8 (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teaching Voluntary Planning - Supplemental Contracts ** NO IEPS **	15,204.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Materials & Supplies	100.00
G1A1	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows Foundation: 5 Teaching Fellows Total	38,008.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs - 6 days	1,196.00
G1A1	Sup & Conc	Instruction	Mat & Supp			: Materials & Supplies	17,894.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	15,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Installation/Swap out projectors - Maintenance	5,000.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - Day Program - 5 Teaching Fellows	8,368.00
G1A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Interpreters	829.00
G1A1	One-Time School	Instruction	Bks & Ref			: Online subscriptions and books to support instruction	3,418.00
G1A2	Sup & Conc	Instruction	Teacher-Subs			Substitutes for MLD PL & Observations	7,165.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			Teacher Voluntary Planning - Supplemental Contracts	7,603.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELPAC Assessors	2,501.00
G1A3	LCFF: EL	Instruction	Nc-Equipment			: Technology	858.00
G1A3	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : California Teaching Fellows - ELD After School Homework Club	3,910.00
G1A3	One-Time School	Instruction	Nc-Equipment			: Technology to support EL instruction	5,000.00
G2A1	One-Time School	Instruction	Mat & Supp			: Materials & Supplies for student engagement experiences	12,000.00
G2A2	Sup & Conc	Instruction	Direct-Graph			Graphics	3,000.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375		14,039.00
G3A1	Sup & Conc	Guidance & Counseling Services	Cls Sup-Reg	Liaison, Home/School	0.8750		58,249.00
G3A2	Sup & Conc	Instructional Library, Media & Te	Bks & Ref			The Positivity Project - Annual School-wide License	2,335.00
G3A2	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500		50,008.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials & supplies for parental involvement - **No Food, No Incentives**	1,428.00
G5A1	Sup & Conc	Instruction	Mat & Supp			Family math and science nights - materials & supplies	1,268.00
G5A1	Sup & Conc	Instruction	Cons Svc/Oth			Fun Works : 7 Monthly Reward Activities & 3 additional Family Events	3,750.00
G5A1	Sup & Conc	Instructional Supervision & Adm	Off Eq Lease			Ricoh Lease Agreement	1,150.00
G5A1	Sup & Conc	Instructional Supervision & Adm	Communicatio			Cellphone service	720.00
G5A1	LCFF: EL	Attendance & Social Work Servic	Cls Sup-Reg	Liaison, Home/School Spanish	0.3750		13,191.00

\$293,192.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$54,740.00
Sup & Conc	7090	\$180,774.00
LCFF: EL	7091	\$37,260.00
One-Time School	7099	\$20,418.00
Grand Total		\$293,192.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$132,054.00
G2 - Expand student-centered and real-world learning experiences	\$15,000.00
G3 - Increase student engagement in their school and community	\$124,631.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$21,507.00
Grand Total	\$293,192.00