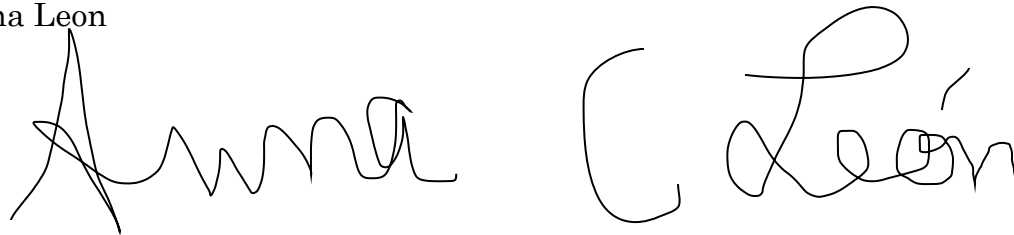


Sunset Elementary

10621666088942

Principal's Name: Anna Leon

Principal's Signature:

A handwritten signature in black ink, appearing to read "Anna Leon". The signature is written in a cursive style with a large initial "A" and a distinct "L" for the last name.

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

Table of Contents	
Topic	Details
Cover Page	<i>CDS Code with Signature</i>
Table of Contents	<i>Listing of SPSA Contents and District Goals</i>
Centralized Services	<i>N/A</i>
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"> • <i>Needs Assessment: Data Analysis and identification of needs and goals</i> • <i>Actions designed to meet needs and targeted goals</i> • <i>Budget allocations and planned expenditures</i>
Additional Documents	<i>SSC Bylaws/Site Parent Involvement Policy/Compact **See Addendum</i>

District Goals	
<p>The purpose of the School Plan for Student Achievement is to provide a comprehensive document providing details of site planned actions and expenditures as they relate to the goals of Fresno Unified. The plan supports student outcomes and overall performance in connection with the District’s Local Control and Accountability Plan and in alignment with the Four District Goals supporting the expectation that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances

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

School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Anna Leon	X				
2. Chairperson -					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

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

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2020/21

Sunset - 0435

ON-SITE ALLOCATION

3010	Title I	\$33,708 *
7090	LCFF Supplemental & Concentration	\$101,904
7091	LCFF for English Learners	\$36,957
TOTAL 2020/21 ON-SITE ALLOCATION		\$172,569

* 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	\$954
Remaining Title I funds are at the discretion of the School Site Council	\$32,754
Total Title I Allocation	\$33,708

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

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current Target	Actual	As Of	Target
EL Reclassification Rate (All grade levels)	9.632 %	19.643 %	2018-2019	26.643 %
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	49.373 %	39.706 %	2018-2019	46.706 %
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	47.678 %	40.441 %	2018-2019	47.441 %

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

1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.

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

Target Met:

- Good first instruction utilizing the GVC in tandem with ELD standards utilizing IPG
- Teaching Fellows for RTI in the afternoon
- Paraprofessionals to support RTI in the am

On Track to Meet Target:

- Professional Learning Communities were in the Initiating and Implementing phase of Learning by Doing PLC Continuum
- Develop Common Formative Assessments to identify mastery of essential standards
- PLC Teams will develop CFA Instructional Calendar for ELA
- PLC Teams will identify student products based off of multiple reads produced through reading, writing, listening & speaking
- PLC Teams will analyze CFAs and student products for alignment with rigor of standard
- PLC Teams will engage in root cause analysis of students not meeting standards and plan intervention

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

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

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

- EL students 19.6 percent met or exceeded standards
- Inconsistent systematic Multi-tiered Systems of Support structures that ensures all students make continuous progress and are able to demonstrate mastery of standards
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program

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

- Inconsistent systematic Multi-tiered Systems of Support structures that ensures all students make continuous progress and are able to demonstrate mastery of standards
- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of Math standards- Rigor, Focus, and Coherence

EL Reclassification Rate (All grade levels)

- Inconsistent systematic response to Designated and Integrated ELD instruction that ensures all

Target Met:

- PLCs use of quality Common Formative Assessments and plan instruction using an instructional calendar with identified math task/products
- Teaching Fellows for RTI in the afternoon
- Paraprofessionals to support RTI in the am

On Track to Meet Target:

- Professional Learning Communities were in the Initiating and Implementing phase of Learning by Doing PLC Continuum
- PLC Teams will develop CFA Instructional Calendar for Math
- PLC Teams will analyze CFAs and student products for alignment with rigor of standard
- PLC Teams will engage in root cause analysis of students not meeting standards and plan intervention
- Mathematical practices and school wide commitments (use of higher level word problems)
- Focus: All lessons will focus on grade level cluster(s) and/or standard(s) at the appropriate level of depth by following the Scope and Sequence and progressions documents
- Coherence: All lesson intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps
- Rigor: All lessons intentionally target the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed
- Teachers will use the 8 Mathematical Practices to ensure students demonstrate their conceptual understanding called out in the standards

EL Reclassification Rate (All grade levels)

Target Met:

- PLCs will use quality Common Formative Assessments and plan instruction using an instructional calendar with identified culminating task/products through the TLC cycle
- Student writing progressions displayed in all classrooms
- Teaching Fellows for RTI in the afternoon and after school
- Paraprofessionals to support RTI in the am

On Track to Meet Target:

- Professional Learning Communities were in the Initiating and Implementing phase of Learning by Doing PLC Continuum
- Develop Common Formative Assessments to identify mastery of essential standards
- PLC Teams will develop CFA Instructional Calendar for ELA
- PLC Teams will identify student tasks based off of multiple reads and provide academic discourse opportunities through reading, writing, listening & speaking
- PLC Teams will analyze CFAs and student products for alignment with rigor of standard
- PLC Teams will engage in root cause analysis of students not meeting standards and plan intervention

students make continuous progress and are able to demonstrate mastery of ELA/ELD standards

- Need for planning instructional calendar aligning task/student products to the standard and knowledge targets
- Need for a comprehensive Intervention Program
- Need for a more clear understanding of the ELA/ELD Framework and standards

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

Each was effective in support of student achievement:

Actions funded during 2019-2020 school year:

- Home School Liaison, Paraprofessional Instructional Assistants, Teaching Fellows, technology and materials/supplies.
- After School Tutorial Funds will be used toward intentional targeted instruction and tutoring after school

Changes:

- Discontinue funding for registrations and travel expenses for teachers and staff to attend conferences
- Eliminate funding for iSation computer based program

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

Actions in achieving these goals:

- Strengthen progress monitor through RTI - assessment data, social-emotional data, and SSTs
- All teachers identify essential learning standards (claims and targets) in each grade level and create/administer Common Formative Assessments to help monitor growth in ELA, Math and ELD instruction
- Provide small group intervention or 1-1 classroom intervention based on Common Formative Assessment data

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:

Sunset CAASPP, iReady and ELPAC data was shared
SSC was pleased with the continued progress
SSC reviewed and ranked current actions and made recommendations
SSC suggests continuation of the current Action Plans
SSC would like supports to continue with Teaching Fellows, HSL, paraprofessionals, materials and supplies, technology and tutoring

2 ELAC:

Sunset CAASPP, iReady and ELPAC data was shared
ELAC reviewed and ranked current actions and made the following recommendations
ELAC suggests continuation of the current Action Plans
ELAC would like supports to continue with Teaching Fellows, HSL, paraprofessionals, materials and supplies, technology and tutoring
ELAC parents want Coffee Hour to continue for 2020-2021
ELAC wants better communication regarding meetings

3 Staff:

Sunset CAASPP, iReady, ELPAC and interim data was shared with staff throughout the school year
Staff reviewed and ranked current actions and made recommendations
Staff suggests continuation of the current Action Plans
Staff would like supports to continue with Teaching Fellows, HSL, paraprofessionals, materials and supplies, technology and tutoring

Action 1

Title: Language Arts Instructional Plan for K-6

Action Details:

Sunset Elementary will ensure that all students receive high quality instruction through a three-tiered approach to promote mastery of skills in grades K-6 to meet grade level state reading, writing, listening and speaking standards.

Necessary interventions through a systematic Multi-Tiered Systems of Support will improve ELA/Literacy instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

- SBAC
- ELPAC
- IAB Assessments
- iReady
- Grade Level Common Formative Assessments
- Kinder Assessment
- Data chats with teachers
- Classroom/Student goal setting
- Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

- PLC
- Administration
- Teacher on Special Assignment
- Home School Liaison
- District Coaches

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB Assessments (Gr. 3-6)
- iReady (3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder quarterly Assessment Data
- Daily Checking for Understanding
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments

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

- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide preventions to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- ELA Guaranteed and Viable Curriculum resources and materials
- Paraprofessionals pushing in to support small group reading instruction
- Home School Liaison
- Materials and supplies for parent participation
- Technology for use of online resources
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for teacher planning, peer observations, and Kinder/BAS Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, Smartboard, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Teaching Fellows to support RTI (push in) and after school tutoring
- Direct Services for Food Services

Specify enhanced services for EL students:

- Designated and Integrated ELD embedded throughout each lesson

Specify enhanced services for low-performing student groups:

- After School Tutoring for English Language Learners

- Use of Academic Discourse
- Visual Supports
- Support from Paraprofessionals and Teaching Fellows
- Lab School Work - Leading with Learning (Teaching and Learning Cycle with English Learner Services)
- Explicit Instruction with language analysis
- ELPAC assessors
- Home School Liaison to support and communicate with parents

- Targeted RTI through MTSS
- Additional Support/Recommendations through Student Success Team

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

- Share ELA performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home (Coffee Hour, Parent University)
- Home School Liaison will support communication through written and verbal communications such as community outreach, notices, school messenger
- Babysitting, materials and supplies for parent meetings
- Fall and Spring Book Fairs to support home literacy
- Parent meetings to support use of EduText, Atlas Parent Portal, Rapid Alert, Peach Jar, LCD, LCD tablet distribution, School Messenger, etc.
- Quarterly Awards Assemblies
- Student homework folders/agendas (TK-1) and agendas/planners (2nd-6th)

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate item bank and CFA development
- Leading with Learning Teaching and Learning Cycle
- Technology to support literacy instruction
- Learning by Doing
- Research-based Professional Readings
- Travel and Cost for Conferences for Certificated Staff
- ELA/ELD Frameworks in connection to instructional Practice Guide tenets
- "Cultural Proficiency" and "Culturally Proficient Teaching and the Brain"

Action 2

Title: Mathematics Instructional Plan for K-6

Action Details:

Sunset Elementary will ensure that all students receive high quality instruction through a three-tiered approach to promote mastery of skills in grades K-6 to meet grade level standards with an emphasis on conceptual mathematics that embed the eight mathematical practices through the lens of focus, coherence and rigor. Necessary interventions through a systematic Multi-Tiered Systems of Support will improve math instruction at each level of intervention to ensure that students make continuous progress and are able to demonstrate mastery of standards.

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

- SBAC
- IAB Assessments
- iReady
- Grade Level Common Formative Assessments
- Kinder Assessments
- Data chats with teachers
- Classroom/Student goal setting
- Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

- PLC
- Administration
- Teacher on Special Assignment
- Home School Liaison
- District Coaches

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB Assessments (Gr. 3-6)
- iReady (3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder quarterly Assessment Data
- Daily Checking for Understanding
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments

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

- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, identify and teach essential academic and social behaviors, provide prevention to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- Mathematics Guaranteed and Viable Curriculum resources and materials
- Paraprofessionals to support small group and 1-1 in problem solving in mathematics (Differentiated Instruction/Response to Intervention)
- Home School Liaison
- Materials and supplies for parent participation
- Laptops for use of online resources
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for teacher planning, peer observations, and Kinder/BAS Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, Smartboard, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Teaching Fellows to support RTI and after school tutoring
- Direct Services for Food Services

Specify enhanced services for EL students:

- Academic discourse in math content
- Support from paraprofessionals and Teaching Fellows
- Support from District Coaches
- Visual supports
- Math tools and resources
- Lab School Work - English Learner Coaches
- Home School Liaison to support and communicate with parents

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted RTI through MTSS
- Additional Support/Recommendations through Student Success Team

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

- Share math performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs and Parent Teacher Conferences)

Describe Professional Learning related to this action:

- Backwards mapping of math standards
- Data analysis and action planning by teacher, grade level, and school wide

- Share strategies with parents on how to support students at home (Coffee Hour, Parent University)
- Home School Liaison will support communication through written and verbal communications such as;community outreach, notices, school messenger
- Babysitting, materials and supplies for parent meetings
- Parent meetings to support use of EduText, Atlas Parent Portal, Rapid Alert, Peach Jar, LCD, LCD tablet distribution, School Messenger, etc.
- Quarterly Awards Assemblies
- Student homework folders/agendas (TK-1) and agendas/planners (2nd-6th)

- Illuminate item bank and CFA development
- Leading with Learning Teaching and Learning Cycle
- Technology to support math instruction
- Mathematical Practices in connection to IPG Tenets
- Learning by Doing
- Research-based Professional Readings
- "Cultural Proficiency" and "Culturally Proficient Teaching and the Brain"

Action 3

Title: English Learners Instructional Plan K-6

Action Details:

Sunset will continue to provide daily Designated English Language Development along with Integrated ELD instruction utilizing the California English Language Development Frameworks in tandem with the state adopted language arts and content area standards to support the English Language Development of our English Language Learners to advance at least one proficiency levels towards the goal of redesignation. Sunset will continue to implement instructional strategies from Leading with Learning work.

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

- SBAC
- ELPAC
- IAB Assessments
- iReady
- Grade Level Common Formative Assessments
- DRP
- BAS
- Kinder Assessments
- Data chats with teachers
- Classroom/Student goal setting
- Classroom walkthroughs, observations, feedback, reflective conversations

Owner(s):

- PLC
- Administration
- Teacher on Special Assignment
- Home School Liaison
- District Coaches

Timeline:

- CAASPP (yearly)
- ELPAC (yearly)
- Quarterly IAB Assessments (Gr. 3-6)
- iReady (3x/year)
- Common Formative Assessments (minimum of 1-2 CFAs per Quarter)
- Kinder quarterly Assessment Data
- Daily Checking for Understanding
- Maravillas/Wonders weekly, quarterly, and End-of-Unit Assessments

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

- Tiered Levels of Support through Response to Intervention
 - Tier 1 - Ensure access to essential grade-level curriculum, Identify and teach essential academic and social behaviors, provide prevention to proactively support student success
 - Tier 2 - Schedule time for supplemental interventions, establish a process for school-wide student intervention identification, plan and implement supplemental interventions for essential social and academic behaviors, coordinate interventions for student needing skill and will supports
- ELA Guaranteed and Viable Curriculum resources and materials
- ELPAC Assessors

- Paraprofessionals pushing into classrooms to support small group reading instruction
- Home School Liaison
- Materials and supplies for parent participation
- laptops for use of online resources
- Blended Learning/Differentiated Instruction/Response to Intervention
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Substitutes for monthly Student Success Team Meetings, PL
- Substitutes for teacher planning, peer observations, and Kinder/BAS Assessments
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support reading instruction and intervention program needs
- Technology to support instructional delivery and student learning such as Edge boards, Elmos, poster maker, tablets, Smartboard, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Teaching Fellows to support RTI (push in) and after school tutoring
- Direct Services for Food Services

Specify enhanced services for EL students:

- Designated and Integrated ELD embedded in each lesson
- Use of Academic Discourse
- Support from Paraprofessionals am and Teaching Fellows pm
- Lab School Work - Leading with Learning (Teaching and Learning Cycle with English Learner Services)
- Explicit Instruction with language analysis
- ELPAC assessors
- Home School Liaison to support and communicate with parents

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

- Share ELA Performance data to parents at meetings (Coffee Hour, ELAC, SSC, SSTs, IEPs, and Parent Teacher Conferences)
- Share strategies with parents on how to support students at home (Coffee Hour, Parent University)
- Home School Liaison will support communication through written and verbal communications such as; community outreach, notices, school messenger
- Babysitting, materials and supplies for parent meetings
- Fall and Spring Book Fairs to support home literacy
- Parent meetings to support use of EduText, Atlas Parent Portal, Rapid Alert, Peach Jar, LCD, LCD tablet distribution, School Messenger, etc.
- Quarterly Awards Assemblies
- Student homework folders/agendas (TK-1) and agendas/planners (2nd-6th)

Specify enhanced services for low-performing student groups:

- After School Tutoring
- Targeted RTI through MTSS
- Additional Support/Recommendations through Student Success Team

Describe Professional Learning related to this action:

- ELA/ELD Framework
- ELD standards deconstruction
- ELPAC data analysis and action planning by teacher, grade level, and school wide
- Lab School and site PL
- Technology to support ELD Instruction
- Backwards mapping of ELA Standards
- Data analysis and action planning by teacher, grade level, and school wide
- Illuminate item bank and CFA development
- Leading with Learning Teaching and Learning Cycle
- Learning by Doing
- Research-based Professional Readings
- ELA/ELD Frameworks in connection to instructional Practice Guide tenets
- "Cultural Proficiency" and "Culturally Proficient Teaching and the Brain"

2020-2021 SPSA Budget Goal Subtotal

State/Federal Dept 0435 Sunset Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 G1A2 G1A3 PM Tutoring Split Funded 3010/7090	18,672.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			G1A1,A2,A3 Childcare for parent participation	454.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	G1A2, G1A3, G3A1, G4A liaison between school and families, communicate with families regarding student attendance, academic achievement and high quality learning options in support of student achievement. No translation of mandatory items such as ELAC, IEP.	14,582.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support student learning	12,546.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support classroom instruction	9,064.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support student learning	10,075.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional assistant to support student learning	10,075.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2,A3 G2A1, G3A1, G4A1 Materials and supplies to support classroom instruction	8,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1, G1A2, G1A3 Student computers, ink, poster maker, laminator	46,738.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2, G1A3, G2A1, G3A1, G4A1 Ricoh copier	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2, G1A3 Direct Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A1 G1A2 G1A3 Printing of materials to support classroom instruction	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 G1A2 G1A3 PM Tutoring Split Funded 3010/7090	428.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			G1A1, G1A2 subs for PLC 4/year, 8 SSTs, 12 BAS, 4 Chats	16,946.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			G1A1 2 subs for 5 days ELPAC assessing	1,841.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			G1A1, G1A2 Supplemental Contracts for PLC	5,020.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G1A1, G1A2 Instructional materials and supplies to support student learning	13,150.00

\$172,569.00

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current Target	Actual	As Of	Target
Goal 2 Participation Rate	92.358 %	100 %	2018-2019	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.

Goal 2 Participation Rate

- Provided clubs and activities that were accessible for all students
- Increased the number of activities/sports
- After school clubs (Green Club, Game Club, Student Council, Leadership, Cheer, Book Club, Peach Blossom, Music Club, Folklorico)
- After school program (fall, winter spring) intersessions and Saturday activities
- Provided extra pay contracts for certificated/classified staff to facilitate clubs/activities
- School wide activities for all PK-6th grade (Red Ribbon Week, Read Across America, Kindness Week, Carnival performances, etc.)

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

Goal 2 Participation Rate

- Disproportionality would be attributed lack of club sponsorship and poor attendance

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

- Each action was effective in supporting and engaging students in arts, activities, and athletics
- We fully implemented all actions and budget expenditures were adequate to meet this goal

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

- No changes will be made to address this goal

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC was appreciative of the additional Goal 2 opportunities
- SSC provided positive feedback on school wide activities.

2 ELAC:

- ELAC was appreciative of the additional GOAL 2 opportunities
- ELAC suggests to continue engagement opportunities for next year
- Positive feedback was provided regarding school beautification
- ELAC suggested having more opportunities for community participation in school activities and projects

3 Staff:

- Staff was appreciative of the additional Goal 2 opportunities
- Staff suggests these engagement opportunities to be provided next year
- Staff provided feedback on Kindness Campaign student and staff participation.

Action 1

Title: Increase Goal 2 Participation Rate

Action Details:

Sunset Elementary is committed to increasing Goal 2 participation throughout the year by engaging students in clubs, athletic teams, co-curricular activities, visual and performing arts activities, study trips, school wide activities, and class sponsored 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

Owner(s):

Timeline:

- Atlas (SEL Reports: Students, Staff, Parent Surveys)
- Panorama Data
- Power BI
- Data Dashboard
- Goal 2 Participation Rosters
- Staff/Parent/Student Survey Data

- Principal
- TSA
- Staff (Certificated/Classified)
- RP Counselor
- Goal 2 Office
- HSL

- August 2020-June 2021
 - Quarterly
 - Monthly - Climate & Culture
 - Yearly (SEL Surveys)
 - Mid Year (Student Survey 4th-6th)

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

- Supplemental contracts for Certificated and Classified staff to facilitate clubs or activities
- Home School Liaison to support and communicate with parents
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support goal 2 participation and engagement
- Other materials and supplies that support engagements including, but not limited to, graphics and technology
- Purchase orders to support student engagements, athletics, clubs/activities, arts, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.

- Technology to support student engagements/activities
- Direct maintenance and repairs
- Direct Services for Food Services
- Provide funds for transportation and costs for students to attend activity or event
- Additional Copy Machine and copy machines' maintenance to support student engagements/activities
- Teaching Fellows to support after school engagements/activities
- Registration fees for sports/extra-curricular activities

Specify enhanced services for EL students:

- Monitor, provide opportunities, and encourage EL students to engage in Goal 2 activities
- All parent and student communications will be translated into primary language, including but not limited to, school messenger, permission slips, flyers and notices
- Home School Liaison to support, communicate, and hold monthly meetings (coffee hour, Parent University, etc.) to inform parents of school activities

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

- Share Goal 2 opportunities to parents at Back-to-School Night, Open House, School Site Council meetings, ELAC meetings, Parent Coffee Hour, School Messenger, teacher parent conferences and Peach Jar, parent newsletters, TK/K orientation
- Home School Liaison will support communication through written and verbal communications such as; community outreach, notices, school messenger
- Parent meetings to support district tools (EduText, ATLAS, Parent Portal, LCD Tablet distribution, technology updates, etc.)

Specify enhanced services for low-performing student groups:

All student groups are encouraged to engage in arts, athletics, and/or activities

Describe Professional Learning related to this action:

- PL with staff to generate ideas for clubs and activities opportunities for students
- Staff will be trained to record events and take attendance on ATLAS, which will be monitored through Atlas and PowerBI

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current Target	Actual	As Of	Target
Exposure to Careers - 3rd Grade	30.529 %	97.826 %	2018-2019	100 %
Exposure to Careers - 4th Grade	93.111 %	100 %	2018-2019	100 %
Exposure to Careers - 6th Grade	95 %	100 %	2018-2019	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.

Exposure to Careers - 3rd Grade

Teachers and staff being proactive in communicating with parents the value of attending the study trip
 Frontloading teachers and students with information and timelines in a timely manner
 Scheduling buses early Fall (September)

Exposure to Careers - 4th Grade

Teachers and staff being proactive in communicating with parents the value of attending the study trip
 Frontloading teachers and students with information and timelines in a timely manner
 Scheduling buses early Fall (September)

Exposure to Careers - 6th Grade

Teachers and staff being proactive in communicating with parents the value of attending the study trip
 Frontloading teachers and students with information and timelines in a timely manner
 Scheduling buses early Fall (September)

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

Exposure to Careers - 3rd Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the study trip
 The small percentage of students who did not attend was due to absences related to illness or other family obligation.

Exposure to Careers - 4th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the study trip
 100%

Exposure to Careers - 6th Grade

High percentage of student attendance was due to teachers and staff being proactive in communicating with parents the value of attending the study trip
 100%

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

No major differences as we fully implemented all actions and budget expenditures were adequate to meet this goal
 Continue to promote student and family engagement in Goal 3 activities and experiences

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

No changes will be made to address this goal

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC gave positive feedback regarding increase of connections with school and staff
SSC would like these opportunities to continue

2 ELAC:

ELAC gave positive feedback regarding increase of connections with school and staff
ELAC would like these opportunities to continue

3 Staff:

Staff would like these opportunities to continue
Staff was concerned with chronic absenteeism rate and offered suggestions to improve parent participation

Action 1

Title: Character and Competencies for Workplace Success

Action Details:

Sunset Elementary will promote character and workplace competencies for students with the expectation of being College and Career Ready. Students will be exposed to a variety of career opportunities through study trips, career speakers, career fairs, and research presentations. Accountable Community teams will plan and calendar grade level experiences to ensure the selection of optimum date to allow for highest student participation.

Reasoning for using this action:



Strong Evidence



Moderate Evidence



Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

- Monitor attendance through ATLAS engagements
- Panorama Student Surveys
- Teachers will implement new learning through student writing and reflection in connection to GVC

Owner(s):

- Principal
- TSA
- Teachers
- Home School Liaison
- Goal 3 Office

Timeline:

August 2020 - June 2021

- Weekly
- Monthly
- Quarterly
- Yearly (SEL Surveys)

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

- Provide transportation to event or activity, if needed
- Materials and supplies will include, but not limited to, copy paper, notebooks, paper, pencils, crayons, markers, pens, incentives, and other materials
- Purchase orders provided to Vendors such as Savemart, Peaceworks, etc. to support student and parent engagement and activ
- Direct Food Services
- Home School Liaison to support and communicate with parents
- Supplemental contracts for Certificated and Classified
- Other materials and supplies that support instruction including, but not limited to, graphics and technology
- Funds to provide incentives and awards for students' academic progress and achievements
- Graphics direct services for additional materials

Specify enhanced services for EL students:

- Home School Liaison to support and communicate with parents
- All parent and student communications will be translated into primary language, including but not limited to, School Messenger, permission slips, flyers and notices
- SST process-Identification of interventions to support services for EL, Foster and economically disadvantaged student

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

- Present Goal 3 opportunities to parents at:
 - Back-to-School Night
 - Open House
 - Title 1 Meeting
 - Monthly Coffee Hours
 - ELAC, SSC meetings, and school communications to parents
- Home School Liaison will support communication through written and verbal communications such as;community outreach, notices, school messenger
- Babysitting, materials and supplies for parent meetings
- Parent meetings to support use of EduText, Atlas Parent Portal, Rapid Alert, Peach Jar, School Messenger, etc.
- Quarterly Academic Awards Assemblies
- Student homework folders/agendas (TK-1) and agendas/planners (2nd-6th)

Specify enhanced services for low-performing student groups:

- All students will be encouraged to engage in Goal 3 activities and experiences
- SST process-Identification of interventions to support services, Foster and economically disadvantaged student

Describe Professional Learning related to this action:

- Staff will be provided with the information they need to ensure all experiences are scheduled and all arrangements are made within the appropriate timelines
- Calendar experiences on an optimum date to allow for highest student participation
- Data analysis and action planning by teacher, grade level, and school wide
- PL on Class meetings and Second Step
- PL on Restorative Practice School Climate and Culture training focusing on positive behavior
- Classified and NTAs will also gain a deeper understanding of triggers that cause students to exhibit inappropriate behaviors
- Classified NTAs will be provided strategies to support students in developing positive replacement behaviors
- Classified NTAs will be provided opportunities to attend district level classified School Climate and Culture trainings

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

Needs Assessment

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current Target	Actual	As Of	Target
Chronic Absenteeism	11.812 %	10.825 %	2018-2019	8.825 %
Suspensions Per 100	0.437 %	0 %	2018-2019	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.

<p>1 Review Current SPSA and Budget. Describe the overall implementation of each action and explain the effectiveness in achieving the expected outcomes for the metrics in this goal.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Attendance clerk contact parents to verify attendance on a daily basis • Attendance meetings on a monthly basis or as needed • Academic Awards Assemblies • Increase in Goal 2 and Goal 3 Engagements • HSL home-school communication and home visits as needed <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • School wide Safe and Civil procedures and initiatives • Weekly morning meetings and class meetings • RP Counselor support • SEL Instruction • Monthly NTA meetings/SEL trainings • Monthly Parent learning with RP Counselor 	<p>2 Identify resource inequities or other key factors that contributed to the disproportionality of low-performing student groups.</p> <p>Chronic Absenteeism</p> <ul style="list-style-type: none"> • Inconsistent parent support and follow through <ul style="list-style-type: none"> ◦ Communication with all families ◦ Attending meetings ◦ Emergency Card information and ATLAS not updated <p>Suspensions Per 100</p> <ul style="list-style-type: none"> • There was no dis-proportionality found within any subgroup
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Step 2: Briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal.

- Golden Eagle was given on a weekly basis to a primary and intermediate class that demonstrated the highest percentage of attendance (printed by our attendance clerk at the end of every week).
- No other major differences as we fully implemented all actions and budget expenditures were adequate to meet this goal
- Each item was effective in support of student achievement
 - School Culture Climate Team
 - Paraprofessionals and Teaching Fellows
 - Restorative Practice Counselor
 - Materials and Supplies

- Incentives

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

- No changes will be made to address this goal

Step 4: Stakeholder Involvement. Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

- SSC gave positive feedback regarding increase of school activities and connections with school and staff
- SSC would like these opportunities to continue
- SSC provided positive feedback regarding school extracurricular activities and tutoring support

2 ELAC:

- ELAC gave positive feedback regarding increase of school activities and connections with school and staff
- ELAC would like these opportunities to continue
- ELAC provided feedback on Goal 2 activities in support of student motivation
- ELAC offered suggestions to improve parent participation

3 Staff:

- Staff would like these opportunities to continue
- Staff was concerned with chronic tardiness and absenteeism with groups of students. Made suggestions to improve parent participation
- Staff shared feedback regarding suggestions to improve parent/school connection and support
- Staff would like to continue with weekly recognition for perfect attendance (Golden Owl) to motivate students and promote importance of attendance

Action 1

Title: Decrease Chronic Absenteeism

[Action Details:](#)

Sunset Elementary will implement proactive practices to support a decrease in the number of students who are chronically absent and will continue embedding Social Emotional Learning (SEL) to connect students to a caring adult.

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 attendance reports
- Saturday Academy Attendance Reports
- Power BI data
- Goal 2 and Goal 3 Participation
- IPG Tenet 1 data 1
- School Culture and Climate observations and data analysis
- Office referral data

Owner(s):

- Administration
- TSA
- Saturday Academy Lead
- School Culture and Climate Team
- Restorative Practice Counselor
- Teachers
- Attendance Clerk
- Home School Liaison

Timeline:

- August 2020 – June 2021
 - Daily
 - Weekly
 - Monthly
 - Quarterly

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

- Principal, TSA and attendance clerk will conference with students, provide incentives, celebrate improved student attendance of identified students and encourage participation in Goal 2 activities/clubs
- Restorative Practice Counselor
- Paraprofessionals
- Home School Liaison
- Certificated and Classified supplemental contracts to support classrooms and outside activities and transitions
- Substitutes for monthly Student Success Team and IEP Meetings
- Materials and supplies that support instruction including but not limited to, incentives, recognition, graphics, and technology
- Monthly School Culture and Climate Meetings
- Materials and supplies for parent participation
- Laptops for use of online resources
- Supplemental contracts for Certificated and Classified (i.e., Planning, Tutoring)
- Other materials and supplies that support Goal 4 including, but not limited to, graphics and technology
- Purchase orders to support student/parent engagements, activities, and incentives to include, but not limited to: Savemart, Office Depot, Peace Works, etc.
- Funds to provide incentives and awards for students' academic progress and achievements
- Materials and supplies will include, but not limited to: lease copy machine, notebooks, paper, pencils, crayons, markers, pens, and other materials to support Goal 4
- Technology to support instructional delivery and student learning such as, Elmos, poster maker, tablets, Smartboard, projectors, document cameras, and other accessories/supplies, as needed
- Direct maintenance and repairs
- Additional Copy Machine and copy machines' maintenance to support Goal 4
- Direct Services for Food Services

Specify enhanced services for EL students:

- HSL to support all EL students and families through translations, outreach and home visits

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

- Share attendance and SEL data to parents at meetings (coffee hour, ELAC, SSC, SSTs, IEPs and Parent Teacher Conferences)
- Use of Edutext for home-school communication
- School Messenger
- Home School Liaison to support and communicate with parents
- Quarterly Academic Awards Assemblies
- Parent University Courses

Specify enhanced services for low-performing student groups:

- Target chronically absent students to attend Saturday Academy to recover absences
- Attendance conferences with parents and students

Describe Professional Learning related to this action:

- Attendance data analysis with teachers by class
- Attendance clerk attendance updates at staff meetings
- SEL data Analysis with teachers
- SEL PL included but not limited to:
 - Emotional Intelligence (EQ)
 - Restorative Practices
 - Safe and Civil Schools
 - Second Step
 - Olweus Class Meetings
 - Positive Discipline in the Classroom

- Community Building

2020-2021 Budget for SPSA/School Site Council

State/Federal Dept 0435 Sunset Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 G1A2 G1A3 PM Tutoring Split Funded 3010/7090	18,672.00
G1A1	Title 1 Basic	Parent Participation	Oth Cls-Supp			G1A1,A2,A3 Childcare for parent participation	454.00
G1A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School	0.3750	G1A2, G1A3, G3A1, G4A liaison between school and families, communicate with families regarding student attendance, academic achievement and high quality learning options in support of student achievement. No translation of mandatory items such as ELAC, IEP.	14,582.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support student learning	12,546.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support classroom instruction	9,064.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional Assistant to support student learning	10,075.00
G1A1	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.3750	G1A3 Instructional assistant to support student learning	10,075.00
G1A1	Sup & Conc	Instruction	Mat & Supp			G1A2,A3 G2A1, G3A1, G4A1 Materials and supplies to support classroom instruction	8,478.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			G1A1, G1A2, G1A3 Student computers, ink, poster maker, laminator	46,738.00
G1A1	Sup & Conc	Instruction	Copier Maint			G1A2, G1A3, G2A1, G3A1, G4A1 Ricoh copier	2,500.00
G1A1	Sup & Conc	Instruction	Direct-Maint			G1A2, G1A3 Direct Maintenance	500.00
G1A1	Sup & Conc	Instruction	Direct-Graph			G1A1 G1A2 G1A3 Printing of materials to support classroom instruction	1,500.00
G1A1	Sup & Conc	Instruction	Cons Svc/Oth			Education and Leadership Foundation : G1A1 G1A2 G1A3 PM Tutoring Split Funded 3010/7090	428.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			G1A1, G1A2 subs for PLC 4/year, 8 SSTs, 12 BAS, 4 Chats	16,946.00
G1A3	LCFF: EL	Instruction	Teacher-Subs			G1A1 2 subs for 5 days ELPAC assessing	1,841.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			G1A1, G1A2 Supplemental Contracts for PLC	5,020.00
G1A3	LCFF: EL	Instruction	Mat & Supp			G1A1, G1A2 Instructional materials and supplies to support student learning	13,150.00

\$172,569.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$33,708.00
Sup & Conc	7090	\$101,904.00
LCFF: EL	7091	\$36,957.00
Grand Total		\$172,569.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$172,569.00
Grand Total	\$172,569.00