# E-Learn Acadamy

10621666006068

Principal's Name: Autumn Prestidge

Principal's Signature:

The Fresno Unified School District Board of Education approved this plan on: June 12, 2024

Title I SWP

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| District Goals |
|---|
| 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. |

| | |
|---|---|
| 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**

| |
|---|
| 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. |
| 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. |
| 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. |
| The school's SSC, staff and parents participate in a needs assessment to help guide SPSA development. |
| 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 student groups includes the economically disadvantaged students, students with disabilities, gifted and talented students, English Learners, and foster youth. |
| School sites schedule SSC and ELAC meetings yearly to elect officers, designate representation for district meetings (Parent Advisory Committee (PAC) and District English Learners' Advisory Committee (DELAC)) and provide input for the SPSA. ELAC may vote to consolidate with the SSC every two years. |
| 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. |
| 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. |
| 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. |

## School Site Council

| School Site Council List | | | | | |
|---|---|---|---|---|---|
| Member Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Secondary Student |
| 1.  Principal -  Autumn Prestidge | X | | | | |
| 2.  Chairperson -  Shannon Clem | | | | X | |
| 3. Laura Chhan | | | | X | |
| 4. Sheryll Sales | | | | X | |
| 5. Rattana Keodara | | | | X | |
| 6. Melissa Ilad | | | | X | |
| 7. Nathan Nguyen | | | | | X |
| 8. Ashley Lopez | | | | | X |
| 9. Brandon Araiza | | | | | X |
| 10. Tony Fiori | | X | | | |
| 11.Tracy Grubb | | X | | | |
| 12.Margarita Gonzalez | | | X | | |
| 13. Diana Arenivas | | | X | | |
| 14. Nick Cook | | | X | | |

| Check the appropriate box below: |
|---|
| □ ELAC reviewed the SPSA as a school advisory committee. |
| ☒ ELAC voted to consolidate with the SSC. Date  3/14/24. |

**Required Signatures**

| School Name: eLearn Academy | | | |
|---|---|---|---|
| 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** | **Autumn Prestidge** | *Autumn Prestidge*<br>Autumn Prestidge (Apr 30, 2024 10:38 PDT) | Apr 30, 2024 |
| **SSC Chairperson** | Shannon Clem | *signature*<br>Shannon Clem (Apr 30, 2024 10:37 PDT) | Apr 30, 2024 |

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

Office of State and Federal Programs
Preliminary School Plan for Student Achievement Allocations

FY 2024/25

# eLearn Academy - 0241

## ON-SITE ALLOCATION

| | | |
|---|---|---:|
| 3010 | Title I | $79,914 * |
| 7090 | LCFF Supplemental & Concentration | $148,216 |
| 7091 | LCFF for English Learners | $22,947 |

**TOTAL 2024/25 ON-SITE ALLOCATION**      **$251,077**

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| | |
|---|---:|
| *    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 | $3,197 |
|      Remaining Title I funds are at the discretion of the School Site Council | $76,717 |
|      Total Title I Allocation | $79,914 |

# eLearn Academy 2024-2025 - SPSA

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

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 1 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| SBAC ELA - Average distance from standard | ✔ | 99 pts | -61.5 pts | 2023-2024 | 50 pts |
| SBAC ELA - percentage of students met/exceeded standard | ✔ | 25 % | 26.9 % | 2023-2024 | 30 % |
| SBAC Math – Average distance from standard | ✔ | 133 pts | -115.5 pts | 2023-2024 | 100 pts |
| SBAC Math - percentage of students met/exceeded standard | ✔ | 15 % | 16.6 % | 2023-2024 | 20 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

- We focused on building capacity with virtual platforms to build and strengthen student engagement virtually. The use of Classkick, DBQ, and Padlet were big benefactors in this growth.
- We strengthened PLCs by focusing more on instruction with our ILT and built capacity in our ILT to focus on good first instruction and student engagement
- We worked with ILT and PLCs to clearly articulate student support hours and what it is and is not for.
- We created a Tier 1 support of offering Extra support time for students to engage in small group support after delivery of our synchronous instructional times to support with gaps in their learning or extra support on new skills being taught. Our counselors monitored students' academics to ensure they were on track to graduate and offered additional support as needed.

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

- MyLexia was not utilized to its full capacity for our EL students due to the lack of consistent training for our teachers to monitor and support EL students using the supplemental resources from MyLexia.
- Due to school enrollment in September, we lost 10 teachers at the elementary level due to leveling. In addition, we moved 6 teachers to different grade levels, which was a new grade level and content for them.
- In our secondary Math department, we were not fully staffed due to teacher credentials, and a lack of applicants. This impacted student learning in Math because of multiple subs and not fully credentialed teachers.
- For our students with disabilities, the lack of SLPs at the beginning of the year. We received support from an outside vendor and needed to provide support help with acclimation to FUSD's virtual platform and processes once hired was a major challenge in supporting students who required speech services

**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 (Intended actions for the current school year vs. Actual actions that occurred).

- MyLexia was not utilized to its full capacity for our EL students due to the lack of consistent training for our teachers to monitor and support EL students using the supplemental resources from MyLexia.
- Due to school enrollment in September, we lost 10 teachers at the elementary level due to leveling. In addition, we moved 6 teachers to different grade levels, which was a new grade level and content for them.
- In our secondary Math department, we were not fully staffed due to teacher credentials, and a lack of applicants. This impacted student learning in Math because of multiple subs and not fully credentialed teachers.
- For our students with disabilities, the lack of SLPs at the beginning of the year. We received support from an outside vendor and needed to provide support help with acclimation to FUSD's virtual platform and processes once hired was a major challenge in supporting students who required speech services

**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 2024/25 SPSA.

- We are going to focus on Guiding Questions 1 (What do we want our students to learn?) and Question 2 (How will we know they learned it?)
- We are developing a Tiered Level of Support specific to virtual learning to support students who are struggling academically.
- Intentionally planned teacher professional learning to support with training of 1) additional platforms to support instruction, 2) student progress monitoring, and 3) support of ELLs through integrated and designated time.
- PLC support will be provided to ensure good first instruction, engagement strategies, and grade-level rigorous tasks and lessons for student learning.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | 2 ELAC: | 3 Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| - Extra support time was identified has beneficial for students needing extra support and guidance. | (same as SSC) | Staff found planning days very effective to support instruction and student learning.<br>It was asked to offer continued PL around the digital platforms used for instruction<br>It was asked to have classroom aides to support with instruction and additional small groups. |

## Action 1

**Title:** ELA Proficiency (TK-12)

### Action Details:

eLearn will implement a comprehensive, balanced literacy program, which reflects a virtual instructional model that uses a variety of virtual teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. As we strengthen our personalized and collaborative online teaching practices, we are confident that students will go from passively receiving knowledge to engaging in active choices where they have ownership of their learning. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in ELA/Literacy.

The instructional expectations will ensure the implementation of high-quality, Tier 1 instruction. Tier 1 instruction will focus on the use of high-quality text, complex talk and tasks, and writing in order to build student comprehension of the text. Tier 1 will include site-wide diagnostic assessments, standards-aligned instruction and assessment, an on-going measure of student progress, and will incorporate personalized learning through our independent study format. We will also incorporate a Tier 2 support of small group in-person or online instruction.

Professional Learning Communities will analyze data from assessments to develop a plan for corrective or extended instruction.

| 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

Data Driven Instruction

- SBAC results
- iReady results
- ELPAC Results
- IAB Results
- Classroom Observation (IPG) Data Reports
- Assessment Plan with Learning Targets, Common Formative Assessments Common Formative Assessment Data Analysis by PLC and classroom teacher
- Observations/Feedback to PLC's/Individual Teachers and Reflective Conversations Common Summative Assessment data (K-6th)
- Instructional Practice walks

### Owner(s):

- Teachers
- Administrators
- ILT

### Timeline:

August/September

- Teachers will analzye SBAC and iReady data from Spring 2023.
- Goal Setting (3rd-12th) teachers will analzye SBAC data for their classroom to identify target students for additional support, instructional strategies for improvement, and create a SMART goal.
- Goal setting (TK-2) Teachers will analyze iReady/FSA data for their classroom to identify target students for additional support and create a SMART goal.

October-June Teachers will conduct data chats with students

- October 2022
- December 2022
- March 2023
- June 2023

October-June Teachers and PLCs will analyze iReady data to identify areas for reteaching

- October 2022 (Diagnostic 1)
- December 2022 (Diagnostic 2)
- March 2023 (Diagnostic 3)

Quarterly (3rd-11th)

- Teachers will administer IABs and FIABs in Literacy, Informational, Listening, and Research
- PLCs will analyze IAB data and create an SBAC review Action Plan for Literacy, Informational, Listening, and Research.

August-June Daily Progress Monitoring

- The IPG will be used to collect data to identify site PL needs and to proved feedback to individual teachers and PLCs.

Quarterly Analysis and Planning

- PLCs will create instructional units that include use of the GVC, state standards,, CFAs, and an instructional calendar, data analysis dates, and reteachings dates. Lead teacher will upload artifacts to PLC Teams channel.
- PLC will analyze data after each CFA and create an instructional reteaching action plan.
- Teachers will provide reteaching according to student data from their CFA.

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

PLC and TST (Targeted Support Team)

## Owner(s):

Admin

RSP Team

TSA

ILT

## Timeline:

Monthly

- Will meet monthly to discuss to progress and/or growth with Tier 2 supports.
- Data to be used: iReady, CFA, fluency, student artifacts

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

Tier 1

- On-going training related to Universal Design for Learning (UDL) Instructional Model.
- All students will participate in Goal Setting.
- Use of iREADY for Tier 1 (Standards Mastery).
- Use of Inquiry questions to support rigor and ownership
- Direct instruction
- Academic Discourse
- School-wide protocol for annotating text (CLOSE Reading).
- Graphics to support the implementation of ELA.
- TSA will assist in communicating the goals, procedures, and objectives of the ELA program to staff, students, and members of the public.
- Instruction will focus on highly-supported literacy strategies including Close Reading sequences with complex text and Text Reconstruction, and foundational skills. Materials and Supplies to support literacy
- Technology to support literacy
- Copy machine lease/maintenance
- Purchase subscriptions and site licenses to digital text sources to extend the use of complex text.
- All students K-8 will participate in independent tasks to meet grade-level mastery of skills.
- Dry-erase markers and whiteboards for group collaboration and checking for understanding
- Smartboard, ELMO, laptop, and whiteboard for teacher instruction
- Use of graphic organizers for activities that require scaffolds

Tier 2

- Response to Intervention support within each classroom at the student's level.
- Use of iREADY Tier 2 (On-line and Teacher Toolkit)

- After-school tutoring supplemental teacher contracts for students in grades K-6 who are significantly below grade level, as measured on KAIG, iREADY, and other multiple measures. Incentives, rewards, or incentive field trips for students for achievement in literacy.
- Rubrics to assess EL progress in meeting ELPAC standards.
- CCT will support students with accessing academics through SEL support.
- A targeted Support Team (TST) is utilized for academic, behavioral, attendance, and SEL concerns.
- MS students with one D or one F will be flagged weekly, and the teacher and/or academic counselor will meet with students to support their needs.
- Students receiving SpEd services with D's or F's will be flagged weekly, and RSP teacher/academic counselor will meet with students to support their needs.

Tier 3

- Intervention targets more specific academic deficits and more individual students
- Targeted Support Team (TST)
- Special Education Assessment/IEP
- Behavior Intervention Specialist (SSW) to support social-emotional or behavioral needs

Materials/Supplies

- Supplemental supplies, materials and technology subscriptions will be purchased to support reading comprehension.
- Supplemental materials from graphics will be provided to support reading instruction.
- Direct maintenance for repairs to technology that support instruction.
- Technology will be purchased to support instruction.
- Additional materials will be purchased to support reading instruction.

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Implement designated ELD and integrated ELD daily with all EL students,
TK-6 Close Reading Sequence daily in K-6 to include reading complex text,writing, listening and speaking utilizing the adopted curriculum.
Contracts for teachers to offer after-school tutoring for EL students not advancing at least one level per year on the EL standards, or who are not showing progress in literacy
Provide certificated assessors for ELPAC administration
Materials and supplies provided to support EL program public awards and incentives presented to EL students as they re-designate

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Services for students with special educational needs:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.

Re-designation quarterly celebrations for all students re-designated during the course of the year.

- Increased use of technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Services for students who are socioeconomically disadvantaged:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs

## Action 2

**Title:** Math Profiency (TK-12)

### Action Details:

eLearn will provide comprehensive, balanced mathematical instruction and will implement mathematical support 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. Teacher professional learning will be provided through development and refinement of high quality first instruction, FUSD's Mathematical Instructional Practice Guide components, common formative assessments, instructional cycles, all while utilizing PLCs as the driver. All actions will support an increase in progress related to moving every student a minimum of a grade level per year in Mathematics.

| **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

Data Driven Instruction

- SBAC results
- iReady Results
- IPG Data Reports
- Assessment Plan aligned to SBAC Targets, Common Formative Assessments and Common Summative Assessment/IAB's
- Common Formative Assessment Data Analysis by Classroom
- Common Summative Data Analysis by Classroom
- Observations/Feedback to PLC's/Individual Teachers and Reflective
- Instructional Practice Walks

### Owner(s):

Teachers

Admin

ILT

### Timeline:

August/September

- Teachers will analzye SBAC and iReady data from Spring 2023.
- Goal Setting (3rd-12th) teachers will analzye SBAC data for their classroom to identify target students for additional support, instructional strategies for improvement, and create a SMART goal.
- Goal setting (TK-2) Teachers will analyze iReady/KAIG data for their classroom to identify target students for additional support and create a SMART goal.

October-June Teachers will conduct data chats with students

- October 2023
- December 2023
- March 2024
- June 2024

October-June Teachers and PLCs will analyze iReady data to identify areas for reteaching

- October 2023 (Diagnostic 1)
- December 2023 (Diagnostic 2)
- March 2024 (Diagnostic 3)

February/March (3rd-11th)

- Teachers will administer IABs in Literacy, Informational, Listening, and Research
- PLCs will IAB data analyze and create an SBAC review Action Plan for Literacy, Informational, Listening, and Research.

August-June Daily Progress Monitoring

- The IPG will be used to collect data to identify site PL needs and to proved feedback to individual teachers and PLCs.

Quarterly Analysis and Planning

- PLCs will create instructional units that include use of the GVC, state standards,, CFAs, and an instructional calendar, data analysis dates, and reteachings dates. Lead teacher will upload artifacts to PLC Teams channel.
- PLC will analyze data after each CFA and create an instructional reteaching action plan.
- Teachers will provide reteaching according to student data from their CFA.

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

Math Basic Skills Assessment

### Owner(s):

Kinder Team

1st Grade Team

2nd Grade Team

TSA

Administration

### Timeline:

August/September

- 1st Grade Teachers will assess all students on number recognition, number identification, writing numbers, and quantities.  Identified students will receive extra support.
- Math Intervention will begin in September. Instruction will target gaps in basic skills

Monthly

- CFA/Interim/summative data will be utilized to adjust math intervention groups

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

TST (Targeted Support Team)

### Owner(s):

Admin

RSP Team

ILT

### Timeline:

- Will meet monthly to discuss to progress and/or growth with Tier 2 supports.
- Data to be used: iReady, CFA, fluency, student artifacts

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

Tier 1

- All students will receive 90 minutes of grade level math instruction aligned to the rigor of the standards
- Teachers will conduct data chats with students around iReady, SBAC and IAB's
- Direct Instruction
- Use of academic discourse to explain math concepts and procedures
- digital Graphic Organizers to support teacher instruction and student learning.

Tier 2 and Tier 3

- Students will receive 1 week of corrective instruction three times per year based on summative results.
- Students with an IEP will receive daily instruction from Resource Specialist Teacher.
- Differentiated instruction in math will be provided in all classrooms based on common formative results.
- Extra support in math will be provided to students in grades TK-12th.

Materials/Supplies

- Supplemental equipment, materials, and technology subscriptions will be purchased to support conceptual understanding, fluency, and application in math. Supplemental materials from graphics may be purchased to support instruction.
- Purchase of technology to support instruction.
- Direct maintenance for repairs to technology that supports instruction.
- Awards and incentives for students will be purchased to improve their math fluency skills.

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Academic Discourse
- Language stems
- Integrated ELD
- Designated ELD
- Technology-supported ELD intervention for EL students not progressing one level per year with Intervention
- Teacher Technology-supported math intervention for EL students not meeting standards in grades 4-6 in math.
- ELPAC Goal Setting

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Enhanced services for SpEd Students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- SpEd students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs.

Enhanced services for socioeconomically disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual learning goals.
- Multiple and flexible opportunities for students to demonstrate their learning.
- Increased use of personalized learning through technology.
- Increased motivation through engagement.
- Students with one D or one F will be flagged weekly, and RSP teacher/academic counselor will meet with students to support needs

## Action 3

**Title:** English Learner Support (TK-12)

### Action Details:

eLearn will implement a comprehensive, balanced language acquisition program, which includes Integrated and Designated English Language Development. A comprehensive English language acquisition program will be implemented utilizing the ELD standards and the ELA/ELD Framework with an emphasis on increasing redesignation and proficiency levels on ELPAC and regular common formative assessments. Teacher professional learning will be provided through development and refinement of high-quality first instruction. All actions will support an increase in progress related to moving every student a minimum of a language proficiency level per year.

| 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: |
|---|---|---|
| • ELPAC data<br>• iReady<br>• SBAC Data<br>• Re-designation Data EL Goal Setting Reports | Admin<br><br>Teacher<br><br>PLC | August<br>• Teacher will have data chat with individual EL students on ELPAC scores.<br><br>Quarterly<br>• Teacher will progress monitor RFEP students<br>• Teacher will progress monitor EL students |

| Details: Explain the data which will specifically monitor progress toward each indicator target | Owner(s): | Timeline: |
|---|---|---|
| TST (Targeted Support Team) | Admin<br><br>RSP Team<br><br>TSA | TST will meet monthly to analyze identified EL students' needs using multiple measures in ELA and/or Math. |

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

Tier 1

- High quality instruction will be provided using complex text during integrated ELD and designated ELD.
- Teachers will hold data chats with EL's to inform them of their progress and develop goals.
- Academic vocabulary will be explicitly taught.

Tier 2/3

- Differentiated instruction will be provided in all classrooms.
- Extra support staff will provide intervention to English Learners in math, reading comprehension, and fluency

Materials/Supplies

- Contract with Lexia Learning Systems will be used to support EL students asynchronously. This will be monitored by EL Coordinator
- Supplemental time for teachers

## Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

*All sites are required to speak to how they support English learner students. Sites with English learner students in red as indicated on the CA Dashboard and in the SPSA needs assessment are required to complete prompts 1-4.*

**1. Identify English learner students in Red and all the areas that they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 English*

## Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

**Specify (call out) the specific student groups that require support. Utilize the metrics from the Needs Assessment and the SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in Red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 1*

*learner students are identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support English learner students?**

*With Title I funds we plan to support English learner students by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support English learner students?**

*With 7090 or 7091 funds we plan to support English learner students by...*

**4. As a site: What are planned actions to support English learner students?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teachers will use ELPAC and other data for EL's to target instruction. Academic vocabulary will be explicitly taught. Differentiation will be provided in all classrooms.
- Teachers will develop EL action plans in order to identify specific actions that will address student needs.
- Extra support staff will provide additional support

*that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

This entire action (G1A4) is in support of EI students

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0241 Elearn Academy (Locked)

### G1 - Improve academic performance at challenging levels

| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
|--------|---------|-------------------|---------|-----------|-----|--------------------------------|--------|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | G1A1 / G1A2 / G1A3 / G1A4<br>Teacher Sub Support for<br>Meetings/Trainings/PL<br>**No IEPs** | 32,735.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher Supplemental Support<br>**No IEPs** | 18,850.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology | 23,000.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | G1A1 / G1A2 / G1A3 / G1A4<br>Technology | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct Maintenance | 8,000.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Sub Days - Planning / PL / Trainings | 5,975.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies: Student/Staff<br>Incentives, PL for Staff, Graduation Supplies,<br>Trips, Food, SWAG | 50,000.00 |
| G1A3 | Sup & Conc | Instruction | Direct-Graph | | | Printed Materials | 6,573.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies | 11,947.00 |

**$159,080.00**

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

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 2 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture student survey - percent favorable in student-centered/real-world experiences domain | ✔ | 90.38 % | 87 % | 2023-2024 | 88.1 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

With a CCD, we were able to celebrate Red Ribbon Week, Kindness Week, Read Across America Week in addition to building our culture and getting student feedback. This proved effective to ensure we were including various opportunities for students to engage with the school and community through clubs and attendance in leadership camps and conferences. Clubs also had the opportunity to meet in person to strengthen and practice SEL skills.
Work has begun in creating our mission and vision statement. This is effective in that our staff, students, and community will help create future opportunities for students who choose to attend eLearn.
Work has begun on identifying our Levels of Misbehavior and a Tiered System of Support for the various online/virtual needs and misbehaviors we have. This year's informal (Teacher reports) and formal data (Gaggle reports) have given us information to begin creating clear communication, Expectation Assemblies,
We have created a grade level/content area syllabus for all students that clearly articulate the expectations at eLearn. This has been effective in identifying clear expectations for teachers, students, and parents who wish to enroll at eLearn.
We added high school (9th-12th) which added 24 teachers and 800 students. With this, we added CTE Multimedia as an elective and have dual enrollment opportunities. This is effective in providing additional opportunities for our high school students to learn 21st-century technology skills and college credits.
The process of building a partnership with College and Career Readiness to build student-centered and real-world opportunities.

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

With being a new school, we are still gathering data using student and family voices to identify what our student's needs are and what opportunities
With a shift in our school enrollment from last year to this year, building relationships with our students and families this year was a focus. This posed a challenge because the continuing effort of knowing our students and building relationships as a new school is still needed.
Creating a common language around technology posed a challenge to supporting students and families virtually.
We were able to get access to the online SEL program so that teachers could deliver these lessons, however, we did not have a lot of time to do a deeper-dive PL for teachers to support this due to lack of time.
We did not solidify virtual or in-person field trips for all grade levels. This was due to the unique obstacles and logistics with transportation
We did lose our Music instructor second semester which impacted student access to this learning. Teachers tried to supplement as best they could.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

At the start of the school year, we lacked key staff positions in support families (CWAS, Attendance, CCD, Lib Tech, and secondary Math teachers) which took time away from creating a team to solidify how field trips will look at eLearn and how they will be done with consideration of transportation and inclusion of all students.
Student participation for in-person events is difficult with transportation being one major barrier.
Events were implemented, follow and review of practices continues to develop.
Securing a dedicated music staff member
Continuing to work together to gather student and parent voices.

**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 2024/25 SPSA.

We are going to provide professional learning for staff to support the development of instructional strategies and connections of content to real-world application
We are going to gather student voices through advisory and surveys to add more student driven clubs and real-world experiences.
We are going to partner with College and Career Readiness to create opportunities for real-world experiences and community building.
We are going to add two leadership electives at the middle school and high school level, led by our CCD, to create opportunities with a student-centered approach

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | 2 ELAC: | 3 Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| Team found virtual and in-person field trips to be effective<br>Team found exposure to college campuses effective | (same as SSC) | 30% of staff felt that virtual field trips were either not effective or somewhat effective, whereas 63% of staff found them effective or very effective and provided suggestions for new clubs or interest in sponsoring one.<br>92% found in-person field trips to be effective or very effective to have more interaction with their students and students with their peers<br>70% of staff felt as though exposure to college campuses and suggested either a virtual or in-person career fair |

# Action 1

**Title:** College Readiness/Workplace Competencies (TK-12)

## Action Details:

eLearn Academy will promote career awareness and experiences that promote character and workplace competencies. Students will be encouraged to broaden the scope of expectations for college and career readiness to include healthy behaviors, avoiding risky behaviors, positive mental health, inclusive practices, resilience, a strong work ethic and moral character, social competence, and creativity. The addition of these attributes would help youth prepare to optimize their success, healthy development, and experience in both college and the workplace.

- Inclusive Practices
- Conflict Mediation
- Career Fair
- Extra salaries for certificated staff to provide supplemental services related to building character.
- Extra salaries for classified staff to provide supplemental services related to building character. Professional Learning
- Kindness Week
- Red Ribbon Week
- Read Across America Week
- Quarterly Recognition
- SEL skill building
- Goal 2 Field Trips
- Bullying Prevention Assembly
- Tournament of Technology
- IdeaFest

| 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: |
| --- | --- | --- |
| Monthly monitoring of behavior entries in ATLAS<br>Admin Referrals reviewed for trends of student behaviors<br>Quarterly monitoring of engagement for positive social emotional development Student participation in college and/or career related events | - Teachers<br>- Administrators<br>- Parents | Semester meetings<br><br>On-going events |

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

Tier 1

- Teaching the attributes of informal and formal environments.
- Possible monthly focus related to character building
- Having healthy habits and avoiding risk behaviors
- Competencies of conflict resolution, and acting appropriately for the context.
- Support critical thinking and reasoning skills
- Positive Class Recognition & incentives
- Positive Individual Recognition & incentives
- Assemblies for Social Emotional Learning
- Incentives for positive behavior, classroom incentives, engagement activities
- Graphics to support implementation of building character.
- Early Stage interventions

Tier 2

- CWAS will support students with accessing academics through SEL support..
- Behavior Contracts
- Peer tutoring
- Social Skills group

- Conflict Resolution
- Mentoring

Tier 3

- Therapist
- Target Support Team (TST) referral
- Change of class schedule
- Pull out supports
- Functional Behavior Assessments
- Behavior Improvement Plans (BIP)/Behavior Support Plan (BSP)

**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Emphasize problem solving and literacy activities
- Provide technical knowledge and basic skills required for understanding
- Interaction and communication which promotes the speaking, listening, and cultural skills essential for success
- Use of HSL for parent communication with parents of English Learners
- Outreach through school and HSL to increase participation
- Quarterly ELAC and SSC meetings to include Social Emotional focus and activities and learning provided for student SEL growth.

**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

**Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.**

**1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students to ensure an understanding of the importance of character building..
- In-person Family nights to support student and family experiences

# Action 2

**Title:** Career Readiness/ Exposures to Careers (TK-12)

## Action Details:

eLearn Academy will provide career awareness and experiences that promote character and workplace competencies. Opportunities may include exposure to the importance of career planning, job search skills, and technical knowledge. In addition, we will facilitate workplace success by incorporating practices related to analyzing a situation, making reasoned judgments, communicating well, engaging with others to reason through differences of opinion, and intelligently employing the complex tools and technologies that exist or will exist.

- Field Trips
- College and Career Fair

- Career Cruising
- Guest presenters
- Goal setting
- Tiered levels of support: Attendance interventions supported by Home School Liaison and CWAS including home visits, conferences with administrator, personal phone contacts from teachers and administrators, parent and student informal attendance conferences, student attendance meetings with administrator.
- All students will be encouraged to participate in a broad range of arts, activities and athletics.
- Various events/activities to improve educational outcomes for students to support preparation for college and careers.
- Students continuing to struggle with attendance and connectivity to school will be linked with an on-site staff member to develop a positive adult-student relationship.
- Identified students who are not responding to universal supports will participate in some or all of the following: referral to counselor, discipline referrals, Behavior Support Plan (BSP) I, implementation of behavioral interventions, and/or referral to Targeted Support Team.
- Identified students who are not responding to strategic supports will participate in some or all of the following: ICET, BSP II, SPED Assessment, etc.
- Academic Discourse
- Conflict Mediation/Restorative Practices
- CWAS will support students with accessing academics through SEL support..
- Discussions about future plans (college or career)

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

- Data related to attendance percentage for career building field trips.
- Monthly monitoring of behavior entries in ATLAS
- Misuse of Technology referrals reviewed for trends of student behaviors
- Quarterly monitoring of engagement for positive social emotional development Individual goal setting
- Attendance monitoring

Owner(s):
- Teachers
- TSAs
- Administrators
- Parents
- Counselors
- 

Timeline:
As data is received:

- Monthly
- Weekly
- Quarterly

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

- Field trips
- Transportation (for in-person opportunities)
- Assemblies (virtually or in-person)
- Career presentations (virtually or in-person)
- Career based discussions
- Graphics to support implementation of exposure to careers
- CWAS will support students with accessing academics through SEL support.
- Technology -Media literacy
- Technology -Digital literacy

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).*

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

Specify (call out) the specific student groups that require support. Utilize the metrics in the Needs Assessment and SPSA PowerBI for student group data.

1. Identify the Student Group (list only one at a time) in red and all the areas they are identified in.

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- HSL translation of career based information
- Topics related to careers presented to parents through Parent University
- Language stems
- Collaborative conversations

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 2 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

Services for SpEd students:

- Provide social inclusion opportunities with same-age peers.
- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- Universal accommodations are for all students, not just students with IEPs or 504s.
- Teachers and students will work together to set individual goals.
  Increased motivation through engagement.
  Staff creates opportunities for building relationships developed in classrooms and in social and after school settings.
  In school relationships facilitated between students with disabilities and their typical peers.
  Peer Buddies

Services for Socioeconomically Disadvantaged students:

- Teacher will begin to present material in ways that adapt to the learner, rather than asking the learner to adapt to the information.
- HSL and CWAS work with families of students, who have historically been under-involved in career exposure, to engage parents in understanding the importance of career competencies.

# 2024-2025 SPSA Budget Goal Subtotal

| State/Federal Dept 0241 Elearn Academy (Locked) |
|---|

| G2 - Expand student-centered and real-world learning experiences | | | | | | | |
|---|---|---|---|---|---|---|---|
| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
| G2A1 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology | 5,000.00 |
| G2A2 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology | 6,000.00 |

**$11,000.00**

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

### Needs Assessment

**School Quality Review**

School Level Dashboard

| Goal 3 Metrics | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Chronic Absenteeism - Semester 1 | ✔ | | 25.6 % | 2023-2024 | 25 % |
| Suspension Rate - Semester 1 | ✔ | 0 % | 0 % | 2023-2024 | 0 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Home/School communication has improved since all teachers and support staff had district-issued cell phones from the beginning of the year. This has proven effective because parents have appreciated the constant communication about their student.
Class Meetings and Weekly advisory included SEL lessons using SEL curriculum. This has helped address students' SEL needs and provided strategies to support the SEL competencies and skills.
We solidified a tiered attendance approach to address chronic absenteeism. Next step is to build out a tiered system for low engagement/participation and/or behavioral concerns through our CCT. This has been effective in communicating with parents about the importance of attendance and the process we take to support student connectedness.
Counselors were able to monitor secondary students' academics to offer support and guidance as needed to students and families. This was effective in helping students and families understand A-G requirements and school expectations and support offered.
Created a committee to create our school's Mission and Vision statements as well as a system to capture student achievements through quarterly or semester awards. This has helped define who we are as a school and what the students, families, and community can count on us for providing to the students and families in our community.
Procedures in place to have VPs meet with all newly enrolled students to offer 1:1 support, review expectations, schedule, etc. This was effective in developing case management for students and families who needed additional support to be successful.
Creation of grade level or content area syllabus to clearly articulate what is expected of students and families while enrolled at eLearn. This has helped with effective communication in what is expected of our staff, teachers, students, and families while enrolled at eLearn Academy.

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

Communication of our systems, structures, policies, procedures, and expectations of our program and how we are going to monitor and support students to meet them.
The lack of virtual classroom management to support student success Increasing engagement and participation opportunities during instruction due to lack of teacher experience and knowledge of managing a virtual classroom.
Strengthening the technology knowledge of our students and families. This includes how to navigate GVC platforms, Clever, Atlas Students and Parent Portal, etc.
Staffing sometimes made it difficult to offer exceptional customer service and supports to our students and families:
Registrar was hired and started in October 2022
Attendance Clerk was hired and started in October 2022. Another Attendance Clerk was hired and started in February 2023
OM was on leave the entire 1st semester and returned January 2023
Previous OA promoted and a new OA was hired and started in February 2023
CWAS was hired and started in February 2023
A social worker was on sporadic Baby bonding throughout 1st semester and almost all of 2nd semester.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

Our admin team had ideas of all the tasks we wanted to solidify and put into place. However, the reality is this took time in gathering informal and formal data to ensure we are addressing the correct problem or root cause and not just applying a band-aid to a problem for a short term solution. This entailed being in space with teachers during PLCs, having individual conversations with staff about their concerns, active listening to parents and students about the successes and struggles their students or families are having, and compiling all of this as an admin team to create structures, supports, and plans to ensure all students are supported and successful.
We also realized having each grade level (TK-6th) and all content areas (7th-12th grade) would benefit from creating a syllabus to further explain what students and families can expect from eLearn.
Teachers also stated that having planning days helped them have time to plan instruction and analyze student data.

**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 2024/25 SPSA.

We will continue to refine and solidify our Tiered systems of support in regard to academics, attendance, and behavioral concerns.
We will explore family technology social events to support student and family knowledge of technology skills
We will continue to build relationships to ensure our students feel supported and cared for in the virtual environment.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| Team appreciates the events that have been done and look forward to more in the future. | (same as SSC) | 85% of staff found student clubs to be effective or very effecitve.<br>65% of staff believed class meetings and student advisory to be effective or very effective.<br>88% of staff believe the SEL resources or supports for students are effective or very effective.<br>82% of staff believe having the CCD is effective or very effective in organizing events for staff and students to strengthen our school's culture and climate. |

# Action 1

**Title:** Chronic Absenteeism/Work Completion

**Action Details:**

eLearn will create a positive identification with school, sense of belonging, communication, and norms to develop greater participation in school life for students and families. We will work together to provide a comprehensive, tiered

system of supports to students and families that address the reasons for student absences. By establishing positive school/work habits, all students will benefit from the maximum instructional minutes resulting in academic success, connectedness to school, and improve middle school and high school readiness. HSLs (Home School Liaisons), CWAS (Child Welfare and Attendance Specialists), nurse, and social workers will promote and coordinate with students and families regarding deficiencies in behavior, attendance, academic achievement, health and medical issues, and other related matters.

- All classrooms hold Class Meetings/Morning Meetings weekly, grades TK-12. With secondary advisory meeting weekly.
- Parent Meetings related to Attendance and work completion
- Home visits
- School wide implementation of Second Step to teach social skills, self-monitoring skills, and other non-cognitive skills
- Quarterly behavior incentives in grades K-12 for students with positive behavior for the quarter including treats, incentive trips/events
- Tiered levels of supports: social skills/counseling provided for (tier 2/3) students by staff, school site counselor, school psychologist. CWAS will support students with accessing academics through SEL support.
- Extra salaries for certificated staff to provide supplemental services related to attendance.
- Extra salaries for classified staff to provide supplemental services related to attendance.
- Implement use of Behavior Support Plans, informal behavior plans and incentives for students approaching at-risk status.

| 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: |
| --- | --- | --- |
| - Monthly monitoring of suspensions and office referral data to identify at risk students Weekly (MS)/Quarterly monitoring of D's and F's<br>- Quarterly monitoring of Engagements<br>- Weekly monitoring of attendance | Admin<br><br>Attendance Clerks/Office Staff<br><br>Teachers<br><br>CCT<br><br>HSLs<br><br>CWASs<br><br>Counselors | Bi Monthly<br>- Owners will meet to identify students with at risk or chronic attendance.<br>- Owners will create a monthly or quarterly incentive program.<br><br>Monthly<br>- Culture and Climate Team will analyze attendance and tardy rates.<br>- Owners will monitor incentive program. .<br>- CCT will develop incentives and plan ways to educate parents and students to increase attendance rate and decrease tardy rate with the support of other owners. |

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

Tier 1

- All classes will participate in a school-wide incentive program developed by the Culture and Climate Team targeting improvement of attendance. CCT will provide resources for teachers and staff to promote and educate parents and students on the importance of attendance.
- Kinder parents will participate in quarterly meetings focused on the importance of positive attendance.
- Students will be recognized for improved attendance during the school year.
- Quarterly attendance awards/ribbons given to the students. Perfect Attendance Medals provided to students that have had perfect attendance for the entire school year.

Tier 2

- CWASs will contact parents and provide support to ensure students are at school on time daily. Home visits may be conducted if needed.

- Students who are at risk due to attendance or lack of school connectedness will be invited to be a part of a club or engagement opportunity
- At-Risk students will be provided with Incentive Chart,1:1 Attendance Chat, Attendance/Mentoring Group, Monthly/Weekly Parent Contact/Home visit
- CWASs and/or counselors will monitor and check in with students who are at-risk and social workers, CWAS, counselors, or school psychologist will provide social-emotional support as needed.

Tier 3

- CWASs will support parents of students with poor attendance by contacting and providing parents the necessary resources to improve attendance. CWASs  will meet with both parents and students to discuss attendance and an action plan will be developed to increase student attendance. Home visits may be conducted if needed.
- CWASs will monitor and check in with students who are at-risk/chronically absent and social workers CWASs, counselors, or school psychologist will provide social-emotional support as needed.
- Admin/CWASs will refer chronic students to SARB.

Materials and supplies to support these activities.

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**Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.**

**1. Identify Student Group (list only one at a time) in Red and all the areas they are identified in.**

*English Learner student population is performing at the lowest level in areas of (Insert all areas in Goal 1 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline-funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- EL coordinator and/or extra support staff will provide support to Identified EL students with check-ins, mentoring and incentives.

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**Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.**

**Specify (call out) the specific student groups that require support. Utilize the SPSA PowerBI for student group data.**

**1. Identify the student group (list only one at a time) in red and all the areas they are identified in.**

*The (Insert Student Group) student population is performing at the lowest level in areas of (Insert all areas in Goal 3 that the student group is identified in red according to the CA Dashboard).*

**2. Using Title I funds Only: What are the planned expenses to support this student group?**

*With Title I funds we plan to support (Specific student group) by...*

**3. Using 7090/7091 funds only: What are the planned expenses to support this student group?**

*With 7090 or 7091 funds we plan to support (Specific student group) by...*

**4. As a site: What are planned actions to support this student group?** Here you can respond to work that is done by teachers, PLCs, ILT, and other baseline funded staff at your school sites or other district supports that you do not fund out of the SPSA.

- CWASs, social workers, counselors, and school psychologists will work with targeted families to provide resources and support for positive school attendance.

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0241 Elearn Academy (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 | Instruction | Local Mileag | | | Local Mileage for CWA's /Admin / And Other Staff | 2,000.00 |
| G3A1 | Sup & Conc | Instruction | Local Mileag | | | : Local Mileage for CWA/Admin/Support Staff | 5,000.00 |

**$7,000.00**

**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 | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture staff survey - percent favorable in organizational culture domain | ✔ | 97.06 % | 94.1 % | 2023-2024 | 95.2 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

We are still creating and solidifying our campus's culture and climate. This entails continuing the work of:
providing opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
provide professional development to newly hired staff in order to build on teacher capacity
provide professional development for all staff on cultural proficiency, growth mindset, SEL, instructional pedagogies, and technology
With the help of Leadership development, we were able to send about 24 teachers to the PLC conference to help continue building the workings of a PLC.

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

In building our staff, we hired 120 teachers who are not all fully credentialed teachers.
This is a key factor because many of our staff were not hired until January 2022.
In addition, each time teachers were added, students either transitioned to a new teacher (from a TSA) or classes were collapsed which meant that students were dispersed in groups ranging from 2-5 students to various teachers in the same grade level, also causing a change of teacher and environment for our students.
The change of classrooms and teachers potentially happened multiple times to individual students as our numbers were constantly changing. WHich caused frustration and stress on the staff and students.
Another key factor was that we were hiring teachers and offered little to no support in being prepared with curriculum knowledge, access to necessary resources, or training to support classroom management in a virtual setting.
This is a key factor because we created stress and anxiety for our teachers who showed up every day and required additional support in order to be successful.
eLearn also served some of the most underserved students in our district that came from all regions within the Fresno Unified School District. We must have a staff that has understanding, patience, experience, empathy, and reflects the diversity of our students.
We also did not have time to build a culture to support our colleagues and staff.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

We were not able to secure planning days for PLCs to analyze data and plan instruction because the sub calendar for the district was full.

**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 2024/25 SPSA.

Focus on adult SEL skills that will translate and continue to support students' SEL needs and learned skills
Continue to focus on strengthening the PLC process utilizing the text Learning by Doing.
Continue to build a positive and effective learning environment where staff feel supported, valued, and have the necessary tools to be successful.

Continue to build our culture and positive climate.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| Team found the teacher planning days helpful to ensure good lessons are being presented to our students | (same as SSC) | Staff appreciate the love and support they currently have Some suggested continuing the high level of PD such as Teams, app training, and core content, etc. |

## Action 1

**Title:** Workplace Diversity

### Action Details:

As new team members are added to our eLearn Academy, we will hire through a lens of diversity. Diversity and inclusion has been a priority for our site, in regards to students, therefore it must apply to the adults in our system as well. We view diversity and inclusion as understanding, accepting, and valuing differences between people of different races, ethnicities, genders, ages, religions, disabilities, and sexual orientations, as well as differences in personalities, skill sets, experiences, and knowledge bases.

| **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**

Staff Management Portal on iACHIEVE FUSD Recruitment Interview Form FUSD Exit Interview Form

**Owner(s):**
- administrators
- Site hiring Panel
- FUSD HR department
- Teacher residency program

**Timeline:**
- on-going
- quarterly
- lateral hires
- overage hires
- new teacher hires

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

**Increase Recruitment/Retain newly hired staff to reflect diversity of community**

- Provide opportunities for team building with newly hired staff to create a strong connection between the staff, the campus, and the community.
- Provide Professional Development to newly hired staff in order to build on teacher capacity.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, adult SEL, and Technology.
- Create a quarterly needs assessment for newly hired teachers to provide individualized support and address teacher needs.
- On-going communication with HR for placement of new hires, lateral transfers or overage transfers to help match qualification and diversity of potential candidates to site needs. On-going communication with Manager(s) in the Teacher Residency Program to ensure recruitment of qualified BCLAD teachers
- 

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- Provide Professional Development to staff in order to build on teacher capacity related to Technology, Keystone Pedagogies, Social Emotional Learning, support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

- Provide Professional Development to newly hired staff in order to build on teacher capacity related to Technology, Keystone Pedagogies, Social Emotional Learning, and support with GVC, utilization of IPG, and FUSD Math/ELA Planning Resources.
- Provide Professional Learning on Cultural Proficiency, Growth Mindset, Keystone Pedagogies, and technology.
- Provide opportunities to network with teachers from other FUSD sites and/or regions on best practices, common formative assessments, and lesson plans.

# 2024-2025 SPSA Budget Goal Subtotal

| State/Federal Dept 0241 Elearn Academy (Locked) |
|---|

| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | | | | | | | |
|---|---|---|---|---|---|---|---|
| Action | Funding | Spending Activity | Expense | Personnel | FTE | Vendor / Purpose of Expenditure | Budget |
| G4A1 | Sup & Conc | Instruction | Travel | | | Travel/Conferences/PL/Trainings | 25,668.00 |
| G4A1 | Sup & Conc | Instruction | Travel | | | Conferences/Trainings/Professional Development | 18,000.00 |
| G4A1 | Sup & Conc | Instruction | Off Eq Lease | | | Copier Lease: Ricoh | 20,000.00 |

**$63,668.00**

## 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 | Required | Current Target | Actual | As Of | Target |
|---|---|---|---|---|---|
| Fall Climate & Culture family survey - percent favorable in family engagement domain | ✔ | 88.64 % | 91 % | 2023-2024 | 92.1 % |

**Step 1:** After selecting metrics and targets, analyze the current local indicators (including relevant site data) and when applicable the 'California School Dashboard', review the current SPSA, and current site 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.

Continued to build on home-school communication from last year with the use of our teachers' district-issued cell phones as one mode of communication.
In addition, encouraging parents/guardians to provide or create an email address as another mode of communication has helped.
We also established a SSC to help with gathering feedback and making collective decisions.
Focused on developing multiple modes of communication for families that included (fliers sent digitally to teachers to send out via Teams, text, or email), development of our school website, use of Parent Square, and traditional phone calls for individual specific needs or supports. This helped in gathering more feedback on our Climate Culture surveys,
Held a Back to School Night virtually in September to help inform parents of expectations and supports available to them and their students
We established a monthly parent newsletter as well to help build knowledge and support for our families.

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

Still connecting and reaching all parents/guardians consistently to keep them knowledgeable about their studentt's education and needs. Some parents stop respdonding to texts or phone calls.
Building teacher capacity around approaching same issues and behaviors from different entry points to support students and families.
Finding a time or multiple times to encourage in-person social events. We are still identifying when during the day is a good time for a majority of our parents. And identifying how we can adjust our resources to meet families' schedules.

**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 (Intended actions for the current school year vs. Actual actions that occurred).

We've expanded or grew in our home-school communicationand expnaded on opportunities for families to engage with their student's education. We continued actions that proved effective last year and added additional ones that were helpful in supporting families, such as adding a library tech to support with checking out of textbooks and additional monitors, the use of Parent Square to effectively communicate information, and the HSL with monthly meetings to support families and help in the monthly parent newsletter.

**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 2024/25 SPSA.

We will continue to add to our home-school communication and refine the ones currently in place.
We will focus on Tiered levels of support knowledge and strtegies to build teacher's tools in effectively communicating with families in a partnership for the success of their students.
We will continue to build on more in-person opportunities to strengthen our school's community and its needs. Also, continue to seek parent and student voice in our school's decisions.

**Step 4:** Educational Partner Involvement. Share the specific student group data from the metrics section 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 - (Teacher/Staff, Parents, and Secondary Students). | **2** ELAC: | **3** Staff - (Credentialed Staff, Classified Staff, and Administrators): |
|---|---|---|
| The in-person events are helpful.<br>The consistent contact with teachers via district-issued cell phone is helpful.<br>Training was suggested to support parents/guardians trying to help students access tasks and assignments. | same as SSC | 95% of staff find home-school communication with district issued cell phone to be effective or very effective with Parent Square being a great new addition this school year.<br>74% of staff believe parent-teacher conferences are effective or very effective.<br>88% of staff believe that in-person social events are effective or very effective with suggestions about having these quarterly.<br>89% of staff believe the support for family community resources to support attendance and family well-being is effective or very effective with suggestions about partnering with Parent University for monthly meetings for our families.<br>68% of staff believe that a school or parent newsletter is effective or very effective.<br>Many suggestions about supporting families with expectations at eLearn (similar to a BOY orientation) and offering tech support. |

# Action 1

**Title:** Expansion of Home-School Communication

## Action Details:

In order to increase modes of communication with our families we are planning to purchase subscriptions to SMORE, Remind, and Class Dojo. We will utilize these subscriptions to send and share important information with our families in English, Spanish, and Hmong. Utilizing our CWASs and HSLs will also help in getting pertinent information to our 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**

Parent Surveys and Feedback

Provide Coffee Chats for informal feedback and suggestions

Develop a SSC and ELAC team

Create a school website

FLATS and Technology support

**Owner(s):**

Admin

CCT

ILT

Counselo9rs

**Timeline:**

August

- Create and develop a SSC and ELAC
- Create a school website

September-June

- Monthly Coffee Chats through Microsoft Teams
- Surveys (as needed)
- Monitor and keep website up-to-date

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

- **Student Academics:**
- Frequent updates through student or parent email (report cards, additional supports)
- Individual parent/student meetings by counselors and administrations
- Monthly meetings can provide high-school students academic components to note where students should be regarding credits for graduation requirements.
- Promote tutor.com for student and family additional supports for academics
- semester parent/teacher conferences to review academics (October/February)
- **Student Centered and Real-World Learning:**
- 
- 
- **Student Engagement:**
- Opportunity for students to participate in a variety of clubs.
- **Parent Engagement:**
- Parent monthly meetings
- Back to School
- Open House
- Quarterly awards celebration
- individual parent/student meetings as needed to discuss academic progress, attendance, behavior, etc.
- Provide Parent University session learnings to parents on a variety of topics
- Provide translation services for parents to attend and participate in meetings
- Provide school communication in parents' preferred language
- **Technology Support Students/Families**
- Building student capacity and knowledge on utilizing the Student Portal (7th-12th) to access grades and attendance
- Building family capacity and knowledge on utilizing the Parent Portal (TK-6th) to access grades, phone contact numbers, address, and student attendance
- Parent training for use of platforms used at eLearn (Teams, Nearpod, Clever, Sora, etc.)

Materials/Supplies

- mail costs to send communication home to home addresses
- bags to support with material distribution to ensure students have materials needed for instruction

Specify enhanced services for EL students: Write to the data points called out in the metrics sections. Answer the questions in the text box below.

- BIA and EL coordinator will support with communication and updates regarding student EL status and ELPAC progress and results

Specify enhanced services for low-performing student groups. By answering the questions in the text box below, write about each specific student group called out in the metrics section.

# 2024-2025 SPSA Budget Goal Subtotal

## State/Federal Dept 0241 Elearn Academy (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/Parent Participation: **NO FOOD - NO INCENTIVES** | 5,329.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies: SWAG, Food and other Parent Connections. BTS / Open House / family Events | 5,000.00 |

**$10,329.00**

# 2024-2025 Budget for SPSA/School Site Council

## State/Federal Dept 0241 Elearn Academy (Locked)

| Action | Funding | Spending Activity | Expense | Personnel | Fte | Vendor / Purpose Of Expenditure | Budget |
|---|---|---|---|---|---|---|---|
| G1A1 | Title 1 Basic | Instruction | Teacher-Subs | | | G1A1 / G1A2 / G1A3 / G1A4<br>Teacher Sub Support for Meetings/Trainings/PL<br>**No IEPs** | 32,735.00 |
| G1A1 | Title 1 Basic | Instruction | Teacher-Supp | | | Teacher Supplemental Support<br>**No IEPs** | 18,850.00 |
| G1A1 | Title 1 Basic | Instruction | Nc-Equipment | | | : Technology | 23,000.00 |
| G1A1 | Sup & Conc | Instruction | Nc-Equipment | | | G1A1 / G1A2 / G1A3 / G1A4<br>Technology | 2,000.00 |
| G1A1 | Sup & Conc | Instruction | Direct-Maint | | | Direct Maintenance | 8,000.00 |
| G1A3 | Sup & Conc | Instruction | Teacher-Subs | | | Teacher Sub Days - Planning / PL / Trainings | 5,975.00 |
| G1A3 | Sup & Conc | Instruction | Mat & Supp | | | Materials & Supplies: Student/Staff Incentives, PL for Staff, Graduation Supplies, Trips, Food, SWAG | 50,000.00 |
| G1A3 | Sup & Conc | Instruction | Direct-Graph | | | Printed Materials | 6,573.00 |
| G1A3 | LCFF: EL | Instruction | Mat & Supp | | | Materials and Supplies | 11,947.00 |
| G2A1 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology | 5,000.00 |
| G2A2 | LCFF: EL | Instruction | Nc-Equipment | | | : Technology | 6,000.00 |
| G3A1 | Sup & Conc | Instruction | Local Mileag | | | Local Mileage for CWA's /Admin / And Other Staff | 2,000.00 |
| G3A1 | Sup & Conc | Instruction | Local Mileag | | | : Local Mileage for CWA/Admin/Support Staff | 5,000.00 |
| G4A1 | Sup & Conc | Instruction | Travel | | | Travel/Conferences/PL/Trainings | 25,668.00 |
| G4A1 | Sup & Conc | Instruction | Travel | | | Conferences/Trainings/Professional Development | 18,000.00 |
| G4A1 | Sup & Conc | Instruction | Off Eq Lease | | | Copier Lease: Ricoh | 20,000.00 |
| G5A1 | Title 1 Basic | Parent Participation | Mat & Supp | | | : Materials & Supplies/Parent Participation: **NO FOOD - NO INCENTIVES** | 5,329.00 |
| G5A1 | Sup & Conc | Parent Participation | Mat & Supp | | | Materials & Supplies: SWAG, Food and other Parent Connections.<br>BTS / Open House / family Events | 5,000.00 |

$251,077.00

| Funding Source Totals | Unit # | Budget Totals |
|---|---|---|
| Title 1 Basic | 3010 | $79,914.00 |
| Sup & Conc | 7090 | $148,216.00 |
| LCFF: EL | 7091 | $22,947.00 |
| **Grand Total** | | **$251,077.00** |

| Goal Totals | Budget Totals |
|---|---|
| G1 - Improve academic performance at challenging levels | $159,080.00 |
| G2 - Expand student-centered and real-world learning experiences | $11,000.00 |
| G3 - Increase student engagement in their school and community | $7,000.00 |
| G4 - Increase recruitment and retention of staff reflecting the diversity of our community | $63,668.00 |
| G5 - Increase inclusive opportunities for families to engage in their students' education | $10,329.00 |
| **Grand Total** | **$251,077.00** |

05/10/2024