

Easterby Elementary

10621666006191

Principal's Name: Pamela Taylor

Principal's Signature:

A handwritten signature in black ink that reads "Pam Taylor". The signature is written in a cursive style with a large initial "P" and a long horizontal stroke extending to the right.

The Fresno Unified School District Board of Education approved this plan on: June 1, 2022

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

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

Consolidated Program Assurances

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

School Site Council

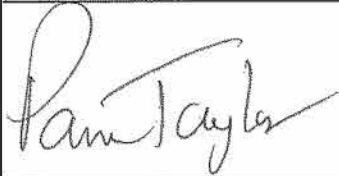

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Pamela Taylor	X				
2. Chairperson - Amelia Gilardi		X			
3. Co-Chairperson - Andrew Simpson		X			
4. Secretary – Helen Ivanov		X			
5. Member – Randall Wallace			X		
6. Member – Zuelima Garcia				X	
7. Member – Amie Petty				X	
8. Member – Joan Porterfield				X	
9. Member – Surin Seneru				X	
10.					
11.					
12.					
13.					
14.					
15.					

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

Easterby Elementary

Title I SWP

Required Signatures

School Name: Easterby Elementary			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Pamela Taylor		4/19/22
SSC Chairperson	Amelia Gilardi		4/19/22

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 2022/23

Easterby - 0135

ON-SITE ALLOCATION

3010	Title I	\$70,317 *
7090	LCFF Supplemental & Concentration	\$239,320
7091	LCFF for English Learners	\$73,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$130,820</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$513,657

* 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	\$2,404
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$67,913</u>
	Total Title I Allocation	<u>\$70,317</u>

Easterby Elementary 2022-2023 - 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
i-Ready ELAD2 proficiency - percentage of students on/above	✓		28.38 %	2021-2022	50 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		19.66 %	2021-2022	45 %

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.

Each action were fully implemented during the 2021-2022 school year. As school in Literacy we grew from 15% on grade level on iReady in the fall to 29% in December. That is doubling the amount of students reaching grade level proficiency. In math Easterby started the year with 7% on grade level and grew to 20% in December on iReady. We have already met our goals for both reading and math and anticipate growing well past those goals by iReady 3. These results are a direct response to teacher teams engaging in the Professional Learning Community Process and having appropriate Response to Intervention for identified students.

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

At this time, we did not identify resource inequities that contributed to disproportionality. Although all sub groups made growth, the group that shows the largest disproportionate results for reading and math is our English Learner subgroup.

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).

The single major difference between the intended and actual implementation of actions and budget expenditures was the expense of providing substitute coverage for teachers to plan for essential standards and to support English Learners. We were unable to provide this due to the substitute shortage and increased demand for substitutes across the district due to COVID. All other components of our actions and budget expenditures were able to be completed.

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 2022-23 SPSA.

Moving forward into 2022-2023, we will revisit and expand teacher ability to have release time for planning specifically around essential standards and supporting English Learners during this planning time.

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

1 SSC:

School Site Council felt that all actions should continue, while moving forward with components of this past year's plan that was not able to be implemented due to COVID.

2 ELAC:

Concern regarding lower progress of English Learners was shared. ELAC would like to see increased planning time for teachers to ensure appropriate instruction for English Learners.

3 Staff:

Input from staff for Goal 1 was directly related to the time and ability to sufficiently plan for essential standards and to support English Learners. Staff feels the Professional Learning Community process is best to support meeting our academic goals.

Action 1

Title: Professional Learning Community Process for ELA and Math

Action Details:

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

- * Identify and unpack Essential Standards, referencing Smarter Balance Claims and Targets along with other documents to ensure understanding of rigor of the standards
- * Set SMART Goals, which include clear criteria for success.
- * Identify CFAs and create a calendar for the unit/chapter/quarter.
- * Review CFA data and respond to the data, providing Tier II intervention for those students who have not reached proficiency and extension activities for those who have reached proficiency.
- * Provide quality Tier I and II instruction that may support and scaffold for students lacking prerequisite skills, including appropriate accommodations and UDL strategies. Fresno Unified's Instructional Practice Guide is used to support planning and feedback.
- * Professional Learning for teachers (Tier I and II support) addressing how to properly support and intervene in math and literacy skills based on prerequisite skills of prior grade level and domains. This will include scaffolding techniques and appropriate accommodations/UDL strategies. Professional Learning will also include how to support students needing Tier III support during Tier I and II instruction.

Easterby administration team will review Tier I and II effectiveness through quarterly review of CFA data and protocol to gauge effectiveness of team actions and provide coaching and feedback to grade level teams, Instructional Leadership Team, and Lead Teachers as appropriate.

Academic Instructional Coach will be used to support teacher teams as they analyze data and make instructional adjustments based on data and the Instructional Practice Guide.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Easterby Quarterly Cabinet Review: Review all PLC Tier I and II data, along with PLC documents in order to gauge effectiveness of team actions.

Owner(s):

Principal

Vice Principal

TSA

Timeline:

Easterby Cabinet Review - Quarterly

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

Monthly Easterby Instructional Leadership Team meetings. Monthly meetings in which Lead Teachers will review relevant data, such as grade level CFA data and PLC documents. Easterby's PLC rubric will be used as a guide.

Owner(s):

Principal

Vice Principal

Lead Teachers

Timeline:

Easterby Instructional Leadership Team Meetings - Monthly

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

Students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success, along with scaffolds and supports for gaps in prerequisite skills. Students will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. Students will engage in their learning using a wide range of tools, including technology.

Checking for understanding will occur multiple times throughout a unit, allowing for Tier II instruction and response to learning gaps to be directly addressed within the classroom using supports, scaffolds and accommodations as appropriate. This may also include reteaching of skills using Universal Design for Learning strategies.

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

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

Specify enhanced services for EL students:

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success. English Learners will participate in daily lessons that have a culture of learning with high expectations, challenging content and a high level of student ownership. English Learners will engage in their learning using a wide range of tools, including technology, including Designed ELD Instruction. Planning days for English Learner team and grade level teams will be used to support implementation of grade level ELD plans, specifically targeting Integrated ELD during Tier I instruction.

Specify enhanced services for low-performing student groups:

Monitoring of gap in achievement for all IEP and Non-IEP students will become part of all grade level CFA data analysis.

Actions specifically designed to close this gap will be identified during data analysis by individual teacher teams. These actions could include appropriate scaffolds, accommodations and UDL strategies.

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

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

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

Professional learning for Easterby teachers will be provided to increase skills to address missing prerequisite skills during Tier I and II instruction, including scaffolding strategies, accommodations and UDL strategies. Professional Learning will also address how to support students with Tier III needs during Tier I and II instruction.

Action 2

Title: Response to Intervention for Grades K-6 for Literacy/Math

Action Details:

Tiered level of support for reading and math intervention will be provided for students in grades K – 6 who show that they are 2 or more grade levels behind in identified school-wide essential standards.

Intervention Team is developed that will include 0.75 FTE categorically funded certificated Reading Specialist, Designated School TSA, School Psychologist (additional time purchased to support Intervention Team) and Teaching Fellows (vendor). This team will support Tier III instruction for students identified through universal screeners and progress monitoring.

Initial screeners will occur at the beginning of school for all current enrollees and will occur within 2 weeks of enrollment for any new enrollees. Goals will be set for all students receiving Tier III support and will be progress monitored every 4-6 weeks. Goals will be driven by prerequisite skills of identified school-wide essential standards.

Progress monitoring meetings, which will include classroom teacher and intervention staff, will occur every 4 to 6 weeks to review student progress towards identified goals.

Classroom teachers and Intervention Team members may receive appropriate professional learning in researched based programs aligned to student needs. Researched based strategies and programs may be available for Classroom Teachers and Intervention Team Members to access for appropriate Tier III instruction.

Easterby admin will report out to Intensive Intervention Team for feedback and to make recommendations for modifications as needed to support the effectiveness of Tier III intervention for academics.

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

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

Progress Monitoring will include multiple measure, including CFA data and other grade level measures identified by classroom teacher and intervention team while setting goals. Team will review progress towards goals every 4-6 weeks during intervention meetings.

Owner(s):

Intervention team members
Classroom teacher

Timeline:

Every 4-6 weeks

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

Review of all school-wide assessments during Easterby Quarterly Cabinet Review, specifically analyzing students who receive Tier III academic supports. Data reviewed will include iReady, grade level data, individual student progress towards meeting established goals and other universal access data points as identified by the Inter4vention Team.

Owner(s):

Principal
Vice Principal
Reading Intervention Teacher
Designated School TSA

Timeline:

Quarterly

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

Easterby Intervention Team will review data presented by admin at least quarterly in order to progress monitoring data and make recommendations for modifications as appropriate.

Owner(s):

Principal
Intervention team members
Intensive Intervention Team

Timeline:

Quarterly

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

Classroom teacher will meet every 4-6 weeks with intervention staff to review progress on goals for all students receiving Tier III support for literacy and math.

Owner(s):

Classroom Teacher
Intervention team members

Timeline:

Every 4-6 weeks

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

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

Owner(s):

Principal
Vice Principal
Intervention team members
Easterby English Learner Team

Timeline:

Quarterly

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

Identified students will participate in Tier III targeted intervention for prerequisite literacy and math skills, supported by grade level teachers, reading specialist, Designated School TSA and Teaching Fellows, as identified by Universal Screeners defined by Easterby Intervention Team. Universal Screeners will be directly aligned to prerequisite skills for identified school-wide essential standards.

Researched based strategies and programs may be available for Classroom Teachers and Intervention Team Members to access for appropriate Tier III instruction.

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

Specify enhanced services for EL students:

Identified economically disadvantaged, English Learners and Foster students will participate in Tier III intervention as identified through Universal Screeners and supported by the Easterby Intervention Team. Instruction may include research based programs and will be designed using prerequisite skills for school-wide identified essential standards.

Specify enhanced services for low-performing student groups:

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

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

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

Action 3

Title: English Language Development

Action Details:

All grade level Professional Learning Community teams will develop their approach for both Integrated and Designated ELD instruction through their grade level ELD plans. Each classroom teacher and grade level team will be responsible for implementing, reviewing and revising their grade level plans. The Easterby English Learner Team will meet quarterly to review grade level plans, relevant data, observe instruction, and make recommendations for next steps along with professional learning needs. Professional Learning will be developed to support English Learners during Tier I and II instruction.

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

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

Easterby Cabinet Quarterly Review: Review and report out all relevant data, looking specifically at achievement data for English Learners on all district level assessments, Site administration will also review progress monitoring of all English Learners who receive academic Tier III services at Easterby, along with their progress in grade level CFAs.

Owner(s):

Principal
VP
Reading Specialist
Designated School TSA

Timeline:

Quarterly

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

Easterby English Learner Team will be established with a member from each grade level. Team will meet monthly during "team time" meeting. During this meeting, team members will review grade level plans, relevant data, observe instruction, and make recommendations for next steps along with professional learning needs.

Owner(s):

Principal
Vice Principal
Easterby English Learner Team

Timeline:

Monthly

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

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

Owner(s):

Principal
Easterby English Learner Team

Timeline:

Monthly

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

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons.

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

Specify enhanced services for EL students:

English Learners will participate in daily lessons in which the teacher has gained depth of clarity around the requirements of the ELD standards and how to assess student success.

All Easterby English Learners will receive daily Designated English Language Development.

All Easterby English Learners will receive Integrated English Language Development in all lessons. Students will engage in their learning using a wide range of tools, including technology

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

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G1 - Improve academic performance at challenging levels

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning: No IEPs	5,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books for PL	1,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support tier 1 academic **No food or incentives**	2,226.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and software PL	4,511.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for G1	22,895.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support tier 1 academic	5,345.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maint	226.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support Tier 1.	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	8,768.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for Planning	24,999.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for MLD	10,246.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Planning	4,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support Tier 1 academic	455.00
G1A1	One-time School	Instruction	Travel			: professional learning	10,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tier 2/3 RTI support	7,224.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Ashley Padilla	121,608.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.2100	Mary Rueda-Retired Teacher	20,701.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	Ashley Padilla	30,402.00
G1A2	One-time School	Instruction	Bks & Ref			: Software for A3000	21,034.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : teaching Fellows	51,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELD team planning	2,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra ELD support	5,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials for ELD	6,358.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		17,939.00

\$385,169.00

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	✓		86.29 %	2021-2022	95 %

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.

The implementation of the single action aligned with this goal was met with some effectiveness in achieving our goal. Due to COVID, we were unable to begin many of our career exposure trips and activities until later in the school year. There was no budget assigned to this action.

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

There was not inequity identified.

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).

Difference between intended and actual implementation was due to COVID restrictions on trips and activities.

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 2022-23 SPSA.

There will be no changes. With COVID restrictions lifting, we foresee hitting our goal of 95% of students participating in a career exposure activity.

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

1 SSC:

2 ELAC:

3 Staff:

School Site Council is excited to see these activities returning for our students.

ELAC understands the importance of real-world experience in the education of English Learners. They are happy to see these activities returning for our students.

Staff has missed these opportunities and are looking forward to implementing as many as possible in the 4th quarter of this year and implementing fully during the 2022-2023 school year.

Action 1

Title: Participation in Career Exposure

Action Details:

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

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Vice Principal

Timeline:

Quarterly

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

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

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

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	✓		53.03 %	2021-2022	52.43 %
Suspension Rate - Semester 1	✓		3.85 %	2021-2022	3 %

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.

Overall, current actions and budget met student needs. Suspension rate remains low and multiple responses to student SEL needs is apparent through the Targeted Support Team process. All actions were able to be implemented as written, except for actions that were hindered by COVID. Participation in Arts, Activities and Athletics was lower than in past years due to the reduced opportunities due to COVID. In addition, attendance also was directly affected by COVID. Due to COVID guidelines and expectations for quarantine, students identified as having chronic absenteeism was greatly impacted. Now that these guidelines are ceasing, we anticipate this metric to even out. Another ineffectiveness of the actions aligned with this Goal is the discrepancy in suspension incidents with students identified as needing Special Education services. We have not had this large of a discrepancy in the past and will be modifying actions to better support Behavior Plans associated with IEPs.

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 both suspension numbers and other behavior monitoring data, it is clear that our Special Education population is in great need of additional SEL support.

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).

Due to COVID and the decrease in opportunities for students to participate in elementary sports, Easterby increased opportunities on campus. These opportunities included adding opportunities like Art Club and Minecraft Club. Funds were reallocated towards site based opportunities were still provided and budgets expenditures were dedicated towards meeting student engagement goals. Student SEL supports were increased through the actions and budget.

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 2022-23 SPSA.

The main change in actions will be aligned to decreasing the number of suspension associated with students receiving Special Education services. We will be allocating an Resource Counseling Assistant solely to support Behavior Plans and ensure that Tier II support is adequately addressed for students who require these services.

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

1 SSC:

School Site Council was concerned with the discrepancy with special education students but was pleased with the overall amount of suspensions for the school year. The shared that suspension numbers for General Education students was low and saw that supports met their needs and called out the need to better support our Special Education students.

2 ELAC:

ELAC was happy with overall suspension rates and was concerned with attendance due to COVID. They felt continuing to support families through Home School Liaison support was appropriate.

3 Staff:

Staff gave feedback on attendance and shared concerns regarding impact of quarantine guidelines and attendance numbers and concern regarding impact on academic achievement. Staff also felt that additional support for Special Education students is needed.

Action 1

Title: Participation in Arts, Activities, and Athletics

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

Review of percentage of participation on ATLAS

Owner(s):

Vice Principal

Timeline:

Quarterly

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

Materials and Supplies, coaching contracts, and funding for noon-time clubs will be funded out of 0172, 0171, 0173. Easterby staff will work alongside families to reach goal of 100% participation in Goal 2 field trips, including out of town trips, 6th grade camp, and Easterby Olympics.

Specify enhanced services for EL students:

HSL will work with families of English Learners to reach goal of 100% participation by making phone calls and

Specify enhanced services for low-performing student groups:

All students, regardless of IEP status will be encouraged to participate in Arts, Activities and Athletics. This will

home visits when necessary to inform parents of importance of participation in Goal 2 Activities and to facilitate participation when necessary (ex: assist in getting permission slips signed)

include mainstreaming of all SDC students during Easterby Olympics, ensuring that all students have access to music classes, and connection with after-school sports for all students.

Action 2

Title: Social Emotional Tier I

Action Details:

All Easterby students will learn in an environment where they are supported by all Easterby staff through Restorative Practices in their daily interactions and responses to misbehavior. All classrooms will incorporate appropriate Tier I Social and Emotional Curriculum such as CHAMPs and other recommendations made by the Easterby Culture and Climate Team. The Easterby Culture and Climate team will ensure that all Tier I social/emotional guarantees are in place, such as CHAMPs, Class Meetings, Second Step Curriculum, and appropriate Restorative Practice techniques. This team will review all relevant data, such as surveys, class meeting monitoring sheets, office referrals and suspension data and utilize a data protocol to determine next steps.

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

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

Easterby Cabinet Meetings will review office referral/suspension data. Data protocol will be used to address trends and patterns and an appropriate response.

Owner(s):

Admin

Timeline:

Every 6 weeks.

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

Quarterly Classroom Meeting Log

Owner(s):

VP
Culture and Climate Team

Timeline:

Quarterly

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

Culture and Climate team will review office referral, suspension, survey, class meeting and other relevant data on a monthly basis in order to problem solve actions to address student needs and make recommendations school wide to address Tier I SEL instruction and supports.

Owner(s):

Climate and Culture Team

Timeline:

Monthly

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

All students will learn in a classrooms that have implemented CHAMPs, Class Meetings and Second Step curriculum for Tier I social/emotional support. The principal of STOIC(structure, teach, observe, interact positively, and correct fluently) will be used in all areas of our campus. Staff to implement strategies to support student success from National Behavior Conference. Classroom teacher may work with Targeted Support team, such as Resource Counseling Assistant, Intervention Specialist and Psychologist in developing and implementing Tier I support systems in the classroom for Social and Emotional Needs.

Fun Works Assemblies will be used as an incentive for appropriate student behavior and to help launch and support SEL quarterly focuses.

Specify enhanced services for EL students:

All Economicallydisadvantaged, EL or Foster students will be supported in a caring and nurturing environment.

Specify enhanced services for low-performing student groups:

Review of data, using a data protocol, for the gap between IEP and Non-IEP students for suspension and behavior

Identified students will participate in Tier II or Tier III behavior intervention

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

Action 3

Title: Social Emotional Tier II and Tier III

Action Details:

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

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal
VP

Timeline:

Every 6 Weeks

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

Class Meeting monitoring sheets

Owner(s):

VP

Timeline:

Quarterly

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

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

Owner(s):

RCA
RC
VP
Tier II Intervention Specialist
Psychologist

Timeline:

daily

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

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

Owner(s):

Principal
Tier II Intervention Specialist
Targeted Support Team

Timeline:

Twice a month

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

Easterby Admin team will meet with school psychologist and other appropriate staff a minimum of once every quarter to review progress of all students with Behavior Support Plans attached to their IEP.

Owner(s):

Principal
VP
Psychologist

Timeline:

Quarterly

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

Students will be identified for more intensive tier II and tier III behavioral interventions based on referral system by teacher, admin or parent request and or data. Students will then be given appropriate tier intervention based on the individualized needs of each student. Intervention to match area of social emotional need could include a small group support, one on one counseling, check in and out with any member of our Targeted Support Team, which includes: Resource Counseling Assistant, Restorative Practice Counselor and Tier II Intervention Specialist and School Psychologist. More intensive social emotional behavioral intervention to match area of need can include Behavior Support Plan that is developed by site staff with support of our school psychologist.

Goals will be established and monitored by Targeted Support Team to ensure that interventions are appropriate and timely. In conjunction with teachers and parent, TST will work with teachers and parents to ensure progress monitoring of identified goal. Data will be reviewed on a monthly basis to reflect and improve up on behavior plans. Tier II and III Non-Behavioral Social/Emotional support will be provided as recommended by Targeted Support Team and may include wellness plans.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

Action 4

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

Action Details:

Easterby staff will develop and implement targeted actions to ensure that students are at school, everyday, on time and ready to learn. Our Attendance Clerk and Home School Liaison will be responsible for contacting all parents regarding daily attendance and establishing a strong, positive relationship between families and the school (Tier I and Tier II). Identified families will receive phone calls, home visits, meetings with school administration, and SARB referrals when appropriate. Tier II Intervention Specialist will run mentoring groups, small groups, and 1 on 1 interventions throughout the year to assist students in understanding the importance of school attendance and building positive relationships. Rewards and incentive programs will be established throughout the school year to promote good and improved attendance. Home-School Liaison will support this action.

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

Explain the Progress Monitoring and data used for this Action

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

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

Owner(s):

Principal

Timeline:

Every 6 weeks

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

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

Owner(s):

Principal

Attendance Clerk

HSL

Intervention Specialist

Timeline:

Every 6 weeks

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

Small group instruction for SEL Strategies and Skills based on research based socio emotional curriculum and needs of students.

One on one check in with Targeted Support Team members.

One-on-one counseling sessions with students of tier III needs.

Attendance support meetings to match resources with student/family needs and set goals for attendance improvement.

Specify enhanced services for EL students:

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

Specify enhanced services for low-performing student groups:

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A2	Sup & Conc	Instruction	Direct-Trans			: Direct for Student engagement	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		61,534.00
G3A2	One-time School	Instruction	Cons Svc/Oth			Fun Works : Funworks	5,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Randall Wallace	52,463.00
G3A3	One-time School	Instruction	Oth Cls-Supp			Classified Support for SEL	3,586.00

\$123,083.00

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	✓		92.93 %	2021-2022	95 %

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.

Professional Learning aligned with action was implemented, although not to the extent as written in the plan due to unforeseen professional learning needs due to COVID, along with reduced meeting times and inability to meet with staff to complete training.

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

At this time, there is no disproportionality.

Step 2: For the current year, briefly describe any major differences between the intended and actual implementation of actions and budget expenditures to meet this goal (Intended actions for the current school year vs. Actual actions that occurred).

We will continue to use identified text as an anchor for professional learning to build individual learning needs, including culturally responsive teaching practices.

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 2022-23 SPSA.

There will be no change, we will continue this action as the ability to work with staff increases.

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

1 SSC:

2 ELAC:

3 Staff:

School Site Council felt that addressing a positive culture at Easterby is important work to continue. The felt our survey numbers have been positive.

ELAC feels that continuing to address culturally responsive teaching practices will support English Learners in the classroom.

Easterby staff feels culturally proficient instruction, along with building a campus culture that is supportive and inclusive of all is important. They feel the action should continue and are pleased with current survey results.

Action 1

Title: Culturally proficient approach to relationship building

Action Details:

The Easterby staff will build skills necessary to increase positive relationships with students and our Easterby community. This will be done through professional learning on culturally responsive teaching practices and Universal Design for Learning along with monitoring appropriate data to ensure that staff actions reflect the diversity of our Easterby community.

Reasoning for using this action:

Strong Evidence

Moderate Evidence

Promising Evidence

Explain the Progress Monitoring and data used for this Action

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

Quarterly Engagement Surveys. Use data analysis protocol to engage in cycle of continuous improvement on a quarterly basis.

Owner(s):

Principal
Vice Principal

Timeline:

Quarterly

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

Panorama student and staff surveys. Use data analysis protocol to engage in cycle of continuous improvement.

Owner(s):

Principal
Vice Principal

Timeline:

Yearly

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

All staff will receive professional learning based in culturally responsive teaching practices along with Universal Design for Learning in order to ensure that the experience students have at Easterby reflect their diverse needs.

Specify Professional Development or Staff Services to support EL students:

All students will be engaged in lessons that are intentionally designed reflect their individual learning needs, including culturally responsive teaching practices.

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

Use of *Culturally Proficient Instruction* along with Universal Design for Learning as a basis for learning for all staff.

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	✓		89.44 %	2021-2022	90.54 %

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.

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

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).

Several components were implemented to fidelity and met expectations in regards to engaging families. Easterby social media presence continues to be strong, including Facebook, Instagram and Class Dojo. Class Dojo is our most dominate means of communication and over 90% of families are connected on this platform with 100% of classroom teachers using it to communicate with families. Due to inability to have outside people on campus, our Tiger Moms and Tiger Dads program has not launched so far this year. With COVID restrictions continue to be softened, we anticipate starting this program up within the 4th quarter or as appropriate.

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 2022-23 SPSA.

There will be no changes to this action, but we will be fully implementing the family engagement opportunity to increase engagement as we are able to have families return to campus during the school day.

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

1 SSC:

2 ELAC:

3 Staff:

School Site Council have strong positive feedback to use of Class Dojo and encourages Easterby staff to continue to use this platform as the main means for communicating with families.

ELAC continues to emphasize the importance of the Home School Liaison roll in supporting families and ensuring inclusive opportunities, especially for Spanish speaking parents.

Easterby staff felt that we should keep action as written and look forward to full implementation as COVID restrictions lift.

Action 1

Title: Community Engagement

Action Details:

Easterby families will be provided numerous opportunities to engage in their child's education through purposefully designed activities and programs. These activities will include, but are not limited to, Tiger Dads/Tiger Moms, family culture days (monthly), parent lunches and campus beautification activities. We will also provide opportunities for families to connect and serve not just Easterby, but our surrounding neighborhood. Easterby staff will use multiple means of communication to engage our families and Easterby community, using available platforms for two-way communication.

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

Tiger Dads and Moms exit survey

Owner(s):

Designated School TSA

Timeline:

Monthly

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

Family Panorama survey

Owner(s):

Principal
Vice Principal

Timeline:

Twice a year

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

Class Dojo and other social media engagement data

Owner(s):

Principal
Vice Principal
Designated School TSA

Timeline:

Quarterly

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

- Robust social media presence using Facebook and Class Dojo along with accurate and up to date information on our school website. Highlight family engagement programs in order to increase engagement at least monthly, if not bi-monthly. Opportunities will be provided for families to engage in dialogue with the school via social media - allowing for feedback and increase in community voice.

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

Accurate and timely information provided for families in a manner accessible to families, including use of

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

technology for translation. Use of ELAC meetings to increase engagement and serving opportunities.

Accurate and timely information provided for families in a manner accessible to families. Use of School Site Council and other parent engagement opportunities to increase parent participation.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0135 Easterby Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent engagement **No food or incentives**	2,404.00
G5A1	LCFF: EL	Instruction	Ins Aide-Sup			Translating	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: ELD parent Support	1,000.00
G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileag			: HSL Mileage	500.00
G5A1	One-time School	Parent Participation	Oth Cls-Supp			translating	500.00

\$5,405.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0135 Easterby Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Supp			Teacher Planning: No IEPs	5,000.00
G1A1	Title 1 Basic	Instruction	Bks & Ref			Books for PL	1,000.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			Materials and supplies to support tier 1 academic **No food or incentives**	2,226.00
G1A1	Sup & Conc	Instruction	Bks & Ref			: Books and software PL	4,511.00
G1A1	Sup & Conc	Instruction	Mat & Supp			Materials and supplies for G1	22,895.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support tier 1 academic	5,345.00
G1A1	Sup & Conc	Instruction	Direct-Maint			: Direct Maint	226.00
G1A1	Sup & Conc	Instruction	Direct-Graph			Graphics to support Tier 1.	2,000.00
G1A1	LCFF: EL	Instruction	Nc-Equipment			: Technology	8,768.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for Planning	24,999.00
G1A1	One-time School	Instruction	Teacher-Subs			Subs for MLD	10,246.00
G1A1	One-time School	Instruction	Teacher-Supp			Teacher Planning	4,000.00
G1A1	One-time School	Instruction	Nc-Equipment			: Technology to support Tier 1 academic	455.00
G1A1	One-time School	Instruction	Travel			: professional learning	10,000.00
G1A2	Title 1 Basic	Instruction	Subagreements			California Teaching Fellows Foundation : Tier 2/3 RTI support	7,224.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.8000	Ashley Padilla	121,608.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Teacher, Individual, Small Grp	0.2100	Mary Rueda-Retired Teacher	20,701.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.2000	Ashley Padilla	30,402.00
G1A2	One-time School	Instruction	Bks & Ref			: Software for A3000	21,034.00
G1A2	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : teaching Fellows	51,000.00
G1A3	LCFF: EL	Instruction	Teacher-Supp			ELD team planning	2,000.00
G1A3	LCFF: EL	Instruction	Ins Aide-Sup			Classified Extra ELD support	5,232.00
G1A3	LCFF: EL	Instruction	Mat & Supp			: Materials for ELD	6,358.00
G1A3	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.4375		17,939.00
G3A2	Sup & Conc	Instruction	Direct-Trans			: Direct for Student engagement	500.00
G3A2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	1.0000		61,534.00
G3A2	One-time School	Instruction	Cons Svc/Oth			Fun Works : Funworks	5,000.00
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	Randall Wallace	52,463.00
G3A3	One-time School	Instruction	Oth Cls-Supp			Classified Support for SEL	3,586.00
G5A1	Title 1 Basic	Parent Participation	Mat & Supp			Materials and Supplies for parent engagement **No food or incentives**	2,404.00
G5A1	LCFF: EL	Instruction	Ins Aide-Sup			Translating	1,001.00
G5A1	LCFF: EL	Parent Participation	Mat & Supp			: ELD parent Support	1,000.00

G5A1	LCFF: EL	Attendance & Social Work Service	Local Mileage	: HSL Mileage	500.00
G5A1	One-time School	Parent Participation	Oth Cls-Supp	translating	500.00
					\$513,657.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,317.00
Sup & Conc	7090	\$239,320.00
LCFF: EL	7091	\$73,200.00
One-time School	7099	\$130,820.00
Grand Total		\$513,657.00

Goal Totals	Budget Totals	
G1 - Improve academic performance at challenging levels	\$385,169.00	
G3 - Increase student engagement in their school and community	\$123,083.00	
G5 - Increase inclusive opportunities for families to engage in their students' education	\$5,405.00	
Grand Total		\$513,657.00