

Del Mar Elementary

10621666006183

Principal's Name: Nicole Woods

Principal's Signature:

A handwritten signature in black ink that reads "Nicole Woods". The signature is written in a cursive style with a long horizontal flourish extending to the right.

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

Title I SWP

Additional Targeted Support and Improvement

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

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 - Nicole Woods	X				
2. Chairperson - Regina Moua		X			
3. Marli McKeeman		X			
4. Erlinda Renovato			X		
5. Chad Gammon			X		
6. Sage Young				X	
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

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

Required Signatures

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this School Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Nicole Woods		4/6/22
SSC Chairperson	Regina Moua		4/6/22

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

Del Mar - 0120

ON-SITE ALLOCATION

3010	Title I	\$56,043 *
7090	LCFF Supplemental & Concentration	\$190,298
7091	LCFF for English Learners	\$41,200
7099	ESSER III (learning loss/COVID impact, one-time funds)	<u>\$104,023</u>
TOTAL 2022/23 ON-SITE ALLOCATION		\$391,564

* These are the total funds provided through the Consolidated Application		
* Title I requires a specific investment for Parent Involvement		
	Title I Parent Involvement - Minimum Required	\$1,916
	Remaining Title I funds are at the discretion of the School Site Council	<u>\$54,127</u>
	Total Title I Allocation	\$56,043

Del Mar 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	✓		21.19 %	2021-2022	28.29 %
i-Ready Math D2 proficiency - percentage of students on/above	✓		16.37 %	2021-2022	23.47 %

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.

Our focus was on Tier 1 instruction through professional learning and the PLC process. Also for the past five years, Del Mar has participated in learning/planning with a larger team of teachers from Homan, Muir and Roeding (Mini PAC). Continued focus on the work of PLC teams in support of whole school RTI block using student data to identify student needs by standard to support students in mastering grade level standards. Tiered levels of support for reading on grade level supports students in closing the gap towards reading on grade level. Based on the growth of Fall and Winter diagnostics there is growth in 6 out of 7 grade levels in ELA and 7 out of 7 grade levels in Math.

I-Ready ELA Results	Fall	Winter	Growth
Kinder	20%	40%	20%
Grade 1	2%	14%	17%
Grade 2	5%	22%	17%
Grade 3	23%	31%	8%

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

Due to the pandemic, attendance of both staff and students impacted learning. Also, our planned professional learning time was decreased, and the time we did have remained virtual or was modified due to not being able to request substitutes for professional learning/lesson studies. Finally, RTI had to be modified so as not to mix students from different classrooms.

The Students with Disabilities subgroup is the lowest performing group. However, the plan we had in place to support this team was not fully executed due to the pandemic minimizing the mixing of classes and the lack of substitutes to observe teachers at other sites.

Grade 4	9%	25%	16%
Grade 5	12%	11%	-1%
Grade 6	7%	10%	3%
I-Ready Math Results	Fall	Winter	Growth
Kinder	4%	22%	18%
Grade 1	2%	14%	12%
Grade 2	5%	21%	16%
Grade 3	4%	21%	17%
Grade 4	5%	12%	7%
Grade 5	10%	11%	6%
Grade 6	4%	10%	6%

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 ability to intervene was affected due not being able to mix students from different classes for RTI. Also We contracted for 4 Teaching Fellows, but only had 2 Teaching Fellows during the Fall semester due to pandemic labor shortages. We allocated money towards substitutes to provide learning experiences with MLD coaches, but were not allowed to use the subs because of the sub shortage. This affected planning time and learning time. The RCA we started the school year with was bumped to another site mid-September and we did not fill the position until February. Our ability to intervene with Tier 2 students was hampered by this change.

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.

We will implement the actions outlined in our plan because we will no longer have the challenges caused by the pandemic.

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:

Support with Teaching Fellows or a CT for RTI, increase RCA hours and/or hire a second RCA to support with student SEL needs

Parents in the ELAC meeting expressed a need for more SEL support for new students.

More counseling, more intervention support, more SEL support

Action 1

Title: Students Reading on Grade Level by Third Grade

[Action Details:](#)

Del Mar will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction with focus on students in grades TK-3.

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](#)
BAS

[Owner\(s\):](#)
Teachers/TSA

[Timeline:](#)
Kinder- 3rd & 4th quarter
1st quarterly

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

[Owner\(s\):](#)
Teachers/TSA

[Timeline:](#)
Kinder 4th quarter
Monitor Grades 1-3/New students

[Details: Explain the data which will specifically monitor progress toward each indicator target](#)
CCI Cycle-Common Formative Assessments/Common Summative Assessments

[Owner\(s\):](#)
Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

[Timeline:](#)
Teachers-Daily/Weekly
Quarterly-PAC

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

[Owner\(s\):](#)
Teachers/ Admin

[Timeline:](#)
3 times per year

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

[Owner\(s\):](#)
Teachers/Admin

[Timeline:](#)
Quarterly

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually 3 - 6th Grade

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

- Students in grade K-3 will participate in a minimum of four 30 minute sessions differentiated reading block to focus on specific reading skills/gaps. Support will be provided by a TSA, 2 certificated tutors, a 6 hour para-professional and 5 California Teaching Fellows. Materials utilized may include: Wonders leveled readers, Corrective Reading/Reading Mastery, Wonderworks.
- Tier 1-2: Students in grade 1-3 will participate in a 30 minute block of differentiated instruction in ELA by student by need based on identified essential standards ("Daily Dive").
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Teams.
- Tier 3: All students in grades 1-3 will participate in a minimum of 30 minutes of differentiated reading block (RTI) to target specific reading skills/gaps.
- Tier 3 support will be provided by a TSA, RSP Teacher, 2 Certificated Tutors (.4375 FTE), 6 hour Instructional Aide, and 4 California Teaching Fellows.
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth, homeless)
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, Nearpod and Wonderworks, etc.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- Sub release time for lesson studies conducted by each grade level
- Students in grades K-2nd will participate in a high frequency "Word Wiz" challenge.
- Students in Grades K-3rd will participate in a "Super Reader" Challenge. (K = D, 1st = iReady/BAS, 2nd/3rd Grades (iReady)
- Teacher supplemental contracts for tutoring
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Site based coach will provide professional learning, PLC support, planning support, classroom demos, and support with new teachers.
- Professional Learning will be provided through book studies, conferences, and PL/PLC time.
- Ed Cite will be utilized for the creation of standards aligned assessments.
- Students working below grade level may be referred to the Student Study Team.
- Teacher and student technology, repairs/maintenance, hardware and programs
- Resources, material/supplies, technology, incentives, copier lease, and graphics will be utilized/purchased to support instruction.

Specify enhanced services for EL students:

- Integrated ELD for all EL students daily
- During the 30 minute block of our school wide schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction and support from the Certificated Tutor.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner will be held to celebrate students who redesignate.
- Subs for ELPAC administration and/or ELPAC assessors
- Incentive/awards may be purchased
- Technology/subscriptions to support designation/integrated instruction
- Materials and supplies to support ELD instruction

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension. This group is also the highest in both chronic absenteeism. Many of the students in these groups have also been affected by trauma, so counseling will be provided.

Action 2

Title: ELA4th-6th grade

Action Details:

Del Mar will implement a comprehensive and balanced literacy instructional program with an emphasis on daily targeted and differentiated instruction for grades 4-6th.

Reasoning for using this action:	<input checked="" 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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

Timeline:

Teachers-Daily/Weekly
Quarterly-PAC

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

iReady

Owner(s):

Teachers/Admin

Timeline:

Tri-Annually

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually

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

- Instruction in ELA by student by need based on identified essential standards ("DailyDive").
- Tier 1 and 2 supports will be provided by the classroom teacher and PLC Teams.
- Tier 3: All students in grades 4-6 will participate in a minimum of 30 minutes of differentiated (RTI) to target specific needs.
- Tier 3 support will be provided by a TSA, RSP Teacher, part time Certificated Tutors, Teaching Fellows and a 6 hour Instructional Aide.
- Materials to be utilized may include Wonders materials (ex. Leveled Readers), Corrective Reading/Reading Mastery, News ELA, and Wonderworks, etc.
- Sub release time for lesson studies conducted by each grade level.
- Unit backwards planning utilizing GVC, Common Core Companions, Coherence Maps, and other tools
- PLC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Ed Cite may be utilized in the creation of standards aligned assessments.
- Disaggregate CFA/CSA data to identify how the following significant sub groups are progressing (SPED, EL, African American, and foster youth, homeless)
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Students working below grade level may be referred to the Student Study Team.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Release time for teachers to do Lesson Studies and attend SST meetings.
- Professional Learning will be provided through book studies, conferences, and PLC time.
- Teacher and student technology, hardware and programs
- Resources and Material/Supplies, copier lease, and graphics will be utilized/purchased to support instruction.

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- During the 30 minute RtI block on our school wide schedule, EL students will receive designated support in developing language proficiency.
- Interventions will include use of ELPAC and iReady data to focus on the needs of struggling ELs/RFEP students to ensure academic success.
- EL students who are struggling readers will receive additional support through integrated EL instruction.
- EL goal setting and data chats based on ELPAC results.
- An EL Redesignation dinner celebrate will be held to celebrate students who redesignate.

The Students with Disabilities subgroup is the lowest performing group. As a focus of our Mini PAC, SPED teachers will be supported in utilizing Wonders curriculum for instruction so students will have daily access and support with on grade level curriculum to increase comprehension. This group of students is also the highest in both chronic absenteeism and suspensions. Many of the students in this group have been affected by trauma. Counseling will be provided to students needing this support.

Action 3

Title: Math K-6th Grade

Action Details:

Del Mar will implement a comprehensive and balanced math instructional program with an emphasis on daily targeted and differentiated instruction. We will have a focus on students in grades K-6 to ensure all students advance one grade level or beyond per year in math proficiency.

Reasoning for using this action:	<input checked="" 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

CCI Cycle-Common Formative Assessments/Common Summative Assessments

Owner(s):

Teachers/PLC/TSA/Regional PAC (Homan, Muir, Roeding, Del Mar)

Timeline:

Teachers-Daily/Weekly
Quarterly-PAC

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

KAIG

Owner(s):

Teachers/Admin

Timeline:

Quarterly

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

i-Ready

Owner(s):

Teachers/Admin

Timeline:

Bi-Annually

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

SBAC

Owner(s):

Teachers/Admin

Timeline:

Annually

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

- Focus: All lessons will focus on grade level clusters and/or standards at the appropriate level of depth by following the quarterly planner and progression documents.
- Coherence: All lessons intentionally connect content to appropriate mathematical concepts within and across grades as identified by coherence maps.
- Rigor: All lessons intentionally target the aspects of rigor called for by the standard being addressed.
- Teachers will plan lessons utilizing resources such as the quarterly planners, Common Core Companion, progressions document, coherence map, scope and sequence, and Interim Assessment Blocks (IABs).
- Professional learning will be provided to support Math Lesson Design in grades 3-6. (Travel/conferences)

- Sub release time will be provided for trainings and lesson studies.
- AC Teams will continue to improve instructional supports and provide intervention through the RTI process
- Students in grade 1st-6th will use Go Math Fact Fluency, BBF, and/or Reflex Math to build math fluency.
- Students working below grade level may be referred to the Student Study Team.
- Professional Learning will be provided through book studies, conferences, and PLC time.
- Extra pay contracts will be offered to teachers for after school tutoring.
- Teachers and RSP team will support struggling students in small groups with differentiated learning.
- Students in grades 3rd-6th will participate in a "Block D" challenge.
- Materials and supplies, copier lease, technology and graphics will be utilized/purchased to support instruction.

Specify enhanced services for EL students:

- Extra support with hands on /concept building, partner, and group work will be provided as needed.
- Supporting EL students through Integrated ELD.

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. SPED teachers will be supported in using Go Math for instruction. This group of students is also the highest in both chronic absenteeism and suspensions. Many of the students in this group have been affected by trauma. Counseling will be offered to students in need.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar 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-Regu	Tutor	0.4375		30,476.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Material and Supplies: No food or incentives	1,693.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	4,032.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & Reference - Subscriptions	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessors	2,584.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split with 7099	15,801.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split with 7091	47,401.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - No IEPs	1,209.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000		18,516.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		47,826.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Direct-Graph			Graphics/Printing	50.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2375		21,987.00
G1A2	LCFF: EL	Instruction	Mat & Supp			EL Material and Supplies	828.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher Extra Support - Tutoring Contracts	7,909.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Sub Release days for Math Lesson Design planning/PL/Lesson studies	21,249.00
G1A3	One-time School	Instruction	Teacher-Supp			Teacher Extra Support - Tutoring Contracts	4,456.00
G1A3	One-time School	Instruction	Travel			: Professional Learning Conferences	15,000.00

\$259,017.00

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	✓		89.57 %	2021-2022	94.67 %

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.

Student-Centered Real World Experience -
 Our plan included sports, music and Club Fridays. We were able to provide music opportunities with choir, band, and general music to our k-3rd grades. Limited sport activities.

Exposure to Careers - 3rd Grade
 All students had the opportunity to attend, participate and learn about the responsibilities and character traits needed to be successful in a career through Junior Achievement.

Exposure to Careers - 4th Grade
 All students had the opportunity to attend, participate and learn about the responsibilities and character traits needed to be successful in a career through Junior Achievement.

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

Due to the pandemic, we were not able to fully implement our plan as we could not have outside visitors in classrooms or mix students.

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).

All District sports were cancelled, so only a few site based coaching contracts were funded. Also, all clubs were also cancelled, so supplemental contracts were not issued. All "meaningful work" jobs were put on hold, so students were not able to complete the intended learning of their roles. Funds were to technology and materials.

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.

Goal: Expose all students to real world learning experiences by offering multiple opportunities for them to participate in real-world learning experiences throughout the 2022-2023 school year.

Actions: We will continue to provide real-world learning experiences through clubs, field trips, and meaningful work. We will be partnering with Junior Achievement, which brings in community members to educate K- 3 students about being productive in their community and starts to prepare them for work readiness and success. Finally, we will host a career day where students will be able to learn about different career options within their community from an array of diverse individuals from the community, Located in Action 1.

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:
Career Day, Meaningful Work, Junior Achievement	Field trip experiences	Keep same actions as last year

Action 1

Title: Real-World Learning Experiences and Meaningful Work

Action Details:

Students in grades 1st-6th will build career awareness and skills by participating in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year and a career day.

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

Tier 2 Students will have first priority in the jobs. As such, we will use suspension data to track progress of these students. Invitations will be sent to apply for first priority.

Owner(s):

Intervention Specialist/Admin

Timeline:

Monthly during TST meetings

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

- Students will participate in meaningful work through options to interview for a variety of staff sponsored "jobs" throughout the school year. Materials and supplies will be purchased to support the meaningful work.
- Career field trips (including virtual) will be offered.
- Del Mar will host a "Career Day" using a school committee. This day will include professionals from a wide variety of the community who also reflect diversity and are multi lingual.
- A coding club and "Week of Code" will be implemented.
- Junior Achievement will work with 1st-3rd grades in building understanding of community and the jobs available.
- Extra pay contract for jobs coordinator(s)

- Materials and supplies

Specify enhanced services for EL students:

- EL students will have the opportunity to participate in "Meaningful Work" by interviewing for school created jobs. Materials and supplies will be purchased to support the meaningful work.

Specify enhanced services for low-performing student groups:

All students will be encouraged to participate in any of the student centered and real-world experiences, regardless of academic standing or sub-group. Diversity will be taken into consideration when determining jobs and planning career events.

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	✓		54.5 %	2021-2022	50 %
Suspension Rate - Semester 1	✓		3.85 %	2021-2022	2.85 %

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.

Chronic Absenteeism - Del Mar serves many students who are affected by trauma, homelessness, and/or live in a foster home. Our Family Foundations counselor and Resource Counselor have worked to support these students and their diverse needs.

Chronic Absenteeism(Students with Disabilities) - This year we had several students in the Students with Disabilities subgroup with medical and emotional needs beyond what a school can support. Other agencies were involved to support these students, however the process takes time thus resulting in missed school days.

Suspensions - After staying home for a year and a half, many students returned to in person learning with high social emotional needs and lacking the skills to deal with their emotions.

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

Although we started the year with an RCA in place, he was bumped in September to another site. We were not able to get a replacement until February. This caused a lack of support for our most fragile students.

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 the pandemic, the majority of our engagement activities had to be canceled. Sports, dances, carnivals, and on site clubs did not happen causing us to find creative ways to support this goal.

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.

We are increasing time with Krazy Karen as we feel there is a great need to get students engaged in and excited about coming to school and interacting with peers. We will include the activities we had originally planned for this year including, sports, incentives, field trips, family fun nights, dances, rallies, etc.

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:
More RCA time, counselors, incentives

2 ELAC:
More SEL support

3 Staff:
More RCA time, more counselors

Action 1

Title: Students engaged in a our school and community.

Action Details:

Del Mar will foster positive identification and participation with school and community through participation in clubs, sports, field trips and activities.

Reasoning for using this action: <input checked="" 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

Goal 2 Indicators in SQII

Owner(s):

Admin

Timeline:

Quarterly

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

SEL Survey results

Owner(s):

Culture & Climate Team

Timeline:

September & June

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

Suspension Rate

Owner(s):

Admin

Timeline:

Quarterly

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

- "Club Fridays" will allow students to participate in a club of their choosing every other Friday with new club choices offered for the 3rd and 4th quarters.
- A "Service Club" will support 5th and 6th graders in developing character and citizenship through volunteer activities at school and in the community.
- A "Leadership Club" will support 4th-6th graders in building leadership skills through a variety of school based projects.
- Continued professional learning and support in SEL instruction, relationship building, use of "Second Step", and class meetings.
- After school clubs and field trip opportunities will be provided.

- Organized games during lunch recess.
- Assemblies, guest artists, and musicians may be contracted.
- Supplies/contracts for family events, security, activities, and sports will be purchased.
- Dedicated Dolphins, incentives with Krazy Karen, Parent information meetings

Specify enhanced services for EL students:

Encourage culturally relevant clubs/activities to build shared knowledge and engage English Learners.

Specify enhanced services for low-performing student groups:

Kinder students have the lowest participation rate. We will provide assemblies/clubs at earlier times to allow for their participation.

Action 2

Title: Attendance

Action Details:

Del Mar will support students in being on target to graduate by reducing the amount of chronic absenteeism while increasing overall site ADA.

Reasoning for using this action: <input checked="" 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

- Weekly classroom attendance rates
- Chronic absenteeism

Owner(s):

Admin
OA/CWAS/Admin

Timeline:

weekly
monthly

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

- Saturday Academy
- An attendance chart will be posted in every classroom. When a class has 100% of students in class for the day, they will fill in a letter. Once the chart is complete, the class earns a popcorn party.
- Attendance clerk will work with identified families of identified students to trouble shoot, set goals and provide support.
- Home School Liaison to support communication to families.
- Parents will be contacted by the CWAS counselor when their child is at risk of becoming chronically absent.
- Attendance clerk will work with identified families of identified students to trouble shoot, set goals and provide support.
- Attendance, behavior and grade expectations will be shared with parents at Back to School Night.
- Incentives and field trip opportunities
- A1 meetings with parents
- Parent handbook
- Materials and supplies
- Resources for our SEL room
- Class attendance flags - Recognition
- 2nd Step / Class meetings / Morning Meetings

Specify enhanced services for EL students:

Specify enhanced services for low-performing student groups:

- All communication will be translated through the Home School Liaison.

Students with disabilities (sub-group) group will receive targeted support from our RCA, CWAS and Intervention Specialist based on need.

Action 3

Title: Positive Behavior Support

Action Details:

Del Mar will implement agreed upon levels of misbehavior and response strategies, a character building program, and provide social emotional support to reduce incidents of misbehavior that result in suspension and enhance campus safety for all stakeholders.

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

1. Suspension rate
2. Culture/Climate Survey results
3. Behaviors in Atlas

Owner(s):

- Culture and Climate Team
- Culture/Climate Team
- Student Success Team

Timeline:

- Quarterly
- Twice per year
- As needed, based on TST referral or parent request.

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

Tier 1 Supports:

- All classrooms will implement CHAMPs, Class Meetings, PBIS, levels of behavior, 2nd Step
- A 3 hour RCA and a 5 1/2 hour RCA will support students through reteaching, goal setting and incentives.
- Culture and Climate and Targeted Support Teams (TST) will review suspensions and office referrals to discover root causes and develop supports and interventions based on who, what, where and when the misbehaviors are occurring.
- Culture and Climate team will analyze student culture and climate surveys responses to determine opportunities to target key social/emotional constructs (growth mindset, self-efficacy, self-awareness and self-management)
- Supplemental Contracts
- MTSS
- REACH tickets and raffle will be utilized to support character building
- Growth mindset will be a focus
- Behavior assemblies twice per year
- Character Counts weekly lessons in Monday Morning messages with monthly recognition
- Quarterly recognition ceremony
- Morning Meetings
- 2nd Step

Tier 2 Supports:

- Mentors will provide support along with RCA support to identified students.
- Family Foundations Counseling
- All For Youth counseling/mentoring

- Behavior Support Plan Level 1
- Student Study Team with subs provided as needed
- REACH Room

Tier 3 Supports:

- Behavior Support Plan Levels 2 & 3
- ICET referral

Materials and supplies to support the Tier 1 and Tier 2 interventions.

Specify enhanced services for EL students:

- CHAMPs/MAC Visuals
- SEL inclusionary opportunities will be offered and monitored by the SPED PLC.

Specify enhanced services for low-performing student groups:

The Students with Disabilities subgroup is the lowest performing group. This group will receive targeted support from our RCA and Intervention Specialist based on need.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (Locked)

G3 - Increase student engagement in their school and community

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G3A3	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Joseph Vargas Id#1066362	14,556.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations	34,243.00
G3A3	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		49,837.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services	15,917.00

\$114,553.00

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	✓		96.53 %	2021-2022	98 %

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 Sense of Belonging increased from 86% in 2019-2020 to 96% in 2020-2021. More than ever teachers reached across grade levels to learn from and support each other with new technology. New teacher leaders emerged, and staff leaned on each other throughout the pandemic.

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

We were not able to fully implement all of our planned activities due to pandemic restrictions.

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 major differences between the identified and actual implementation of actions and budget expenditures to meet the goal were: Limitations imposed from pandemic, and limitations on time and space during PL/PLC process.

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.

- Increased involvement in team building activities
- Increased opportunities to include staff voice through ILT and CCT
- Increased learning in cultural proficiency

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:

Provide team building activities

2 ELAC:

No feedback as this pertains to Staff.

3 Staff:

Team building, food, time

Action 1

Title: Staff Engagement

[Action Details:](#)

Del Mar will create a safe and inclusive environment that promotes relationships, diversity and collaboration.

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](#)
FUSD Staff Survey

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

[Timeline:](#)
Winter 2022

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

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

[Timeline:](#)
Fall 2021

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

- ILT and CCT teams will offer opportunities to include staff voice in decision making.
- Cultural Proficiency training will continue
- Training in Second Step will be provided to new teachers
- Professional Learning in the area of Universal Design for Learning
- "Teacher/Staff of the Month" both teachers and classified staff will choose a member to highlight each month. Their picture will be taken and posted and they will receive a banner to hang in their classroom/workspace. The following month they will choose the next person.
- Contracts for staff support committees
- Sunshine club to organize monthly activities such as potlucks, paint night, game night, etc.
- Family Foundations to provide professional learning to support staff mental health
- Staff appreciation meals and activities
- Incentives including t-shirts, sweatshirts, and materials/supplies
- "Check Ins" with staff members

- Contracts for team building

Specify Professional Development or Staff Services to support EL students: _____

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

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar Elementary (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	Mat & Supp			: Materials and Supplies - Staff recruitment/retention & instruction	15,917.00

\$15,917.00

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	✓		93.68 %	2021-2022	95.78 %

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.

Family Goal - Current reality: Many of our school-wide events were cancelled due to pandemic restrictions. The same goes with virtual committees such as ELAC, SSCs, and site town halls.

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

Pandemic restrictions limited our ability to carry out our plans.

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).

All of the in-person events were cancelled due to the pandemic restrictions, as a result of COVID-19. We were unable to host the 6 family events that were planned and budgeted for. Some of the events were held virtually. Any expenditures that were set aside for materials and supplies, were not spent. Unspent funds were transferred to technology and instructional materials and supplies.

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 goal for the 2022-2023 school year is to increase from 6 family events to 8. We will host 8 family events instead of 6.

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:
Have opportunities to welcome families back onto campus.

2 ELAC:
In person meetings

3 Staff:
Go back to on campus activities involving parents such as the carnival and dances.

Action 1

Title: Family Engagement

[Action Details:](#)

Del Mar will establish culturally proficient two way communication and engagement for families. There will be 8 opportunities for families to participate in school-community events throughout the school year.

- (2) Family dances
- Back-to-school night
- (2) family nights (board game night and sports night)
- Open House
- Carnival
- Family academic workshop night.

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](#)

- Planning documents/committees
- Master calendar
- Spending of budgeted funds

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

- Admin
- HSL
- Parent Volunteers
- Committee members

[Timeline:](#)

- Committees to be determined by the beginning of the 2022-2123 school year.
- Events to be placed on the school master calendar by the end of the 2021-2022 school year.
- Each event committee to meet at least 6 weeks before each event.
- All allocated funds for family engagement to be spent by May 2023.

[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:](#)

- A School Site Council and English Learner Advisory Committee will meet regularly to learn about school activities /business and provide input (snack/meals provided)
- Cultural Proficiency Training with staff will be shared with parents and input from parents will be welcomed
- Family events such as "Family Fun Night", dances, Open House, Back to School Night, and Family Academic Workshop Night
- Contract for Fun Works/Jitters

- Contracts for translators.
- Materials and supplies including graphics
- Supplemental contracts for committee members
- Photo services from Larson Brothers Photography
- Babysitting/translating will be provided

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

All flyers, posters, and communications will be translated into Spanish and Hmong. Translators will be available during the planning, communicating and execution of the event. Parents will be encouraged to actively participate in all phases.

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

All events will be low cost or free for parents, with the exception of food/vendor items. For example, each family will get to keep the board game that they play during the board game night.

Action 2

Title: Parent Involvement

Action Details:

Promote, solicit, and retain parents for site committees such as school site council and ELAC.

Reasoning for using this action:	<input checked="" 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

- Attendance log for each meeting.
- Parent contact data from HSL (promoting and retaining)
- FUSD Parent survey

Owner(s):

- HSL
- Admin
- Parent University

Timeline:

Promoting and soliciting parents to begin prior to the end of the 2020-2021 school year. HSL to reach out to at least 20 new parents per month throughout the 2021-2022 school year.

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:

- **Recruitment and retention of parent volunteers:** With parents becoming more actively involved in their students' education, they will be able to give input during shared decision making that will reflect the diverse needs of our student population. They will also be able to better understand how they can support their student as they gain clarity in the meetings.
- **Student Engagement:** As parents are more engaged, they will be more likely to ensure that their child is also more engaged with the school communication.
- **Home School Liaison will support with communication and organization.**
- **Resources needed:** Supplies for communication/advertising, incentives such as food, clothing, and other materials and supplies. Supplemental contracts for staff will also be necessary for translating, babysitting, and preparation/follow up to meetings. Technology and software licensing will also be needed to ensure parents are able to participate.

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

Direct input from parents during SSC and ELAC meetings, Parent voice will be important when making decisions for school actions and will provide insight into how to best support our EL students.

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

- Parents voices valued and their input being strongly considered during site based decision making in ELAC and SSC.

- Food and babysitting will be provided for the meetings.

2022-2023 SPSA Budget Goal Subtotal

State/Federal Dept 0120 Del Mar 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
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,277.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/NO FOOD OR INCENTIVES	800.00

\$2,077.00

2022-2023 Budget for SPSA/School Site Council

State/Federal Dept 0120 Del Mar Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Teacher-Regu	Tutor	0.4375		30,476.00
G1A1	Title 1 Basic	Instruction	Mat & Supp			: Material and Supplies: No food or incentives	1,693.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology Hardware	4,032.00
G1A1	Title 1 Basic	Instructional Library, Media & Te	Bks & Ref			Books & Reference - Subscriptions	2,000.00
G1A1	LCFF: EL	Instruction	Teacher-Supp			Supplemental contracts for ELPAC assessors	2,584.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split with 7099	15,801.00
G1A1	One-time School	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows Split with 7091	47,401.00
G1A2	Title 1 Basic	Instruction	Teacher-Subs			Subs for SSTs - No IEPs	1,209.00
G1A2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.2000		18,516.00
G1A2	Sup & Conc	Instruction	Ins Aide-Reg	Paraprof, Instructional Asst	0.7500		47,826.00
G1A2	Sup & Conc	Instructional Supervision & Admi	Direct-Graph			Graphics/Printing	50.00
G1A2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.2375		21,987.00
G1A2	LCFF: EL	Instruction	Mat & Supp			EL Material and Supplies	828.00
G1A3	Sup & Conc	Instruction	Teacher-Supp			Teacher Extra Support - Tutoring Contracts	7,909.00
G1A3	Sup & Conc	Instruction	Off Eq Lease			Copier Lease	16,000.00
G1A3	One-time School	Instruction	Teacher-Subs			Sub Release days for Math Lesson Design planning/PL/Lesson studies	21,249.00
G1A3	One-time School	Instruction	Teacher-Supp			Teacher Extra Support - Tutoring Contracts	4,456.00
G1A3	One-time School	Instruction	Travel			: Professional Learning Conferences	15,000.00
G3A3	Title 1 Basic	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.4375	Joseph Vargas Id#1066362	14,556.00
G3A3	Sup & Conc	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundations	34,243.00
G3A3	Sup & Conc	Attendance & Social Work Servic	Cls Sup-Reg	Assistant, Resrce Cnslg	0.6875		49,837.00
G3A3	One-time School	Guidance & Counseling Services	Subagreements			Family Foundation Services : Family Foundation Services	15,917.00
G4A1	Sup & Conc	Instruction	Mat & Supp			: Materials and Supplies - Staff recruitment/retention & instruction	15,917.00
G5A2	Title 1 Basic	Parent Participation	Cls Sup-Sup			Babysitting/Translating	1,277.00
G5A2	Title 1 Basic	Parent Participation	Mat & Supp			Parent Participation/NO FOOD OR INCENTIVES	800.00

\$391,564.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$56,043.00
Sup & Conc	7090	\$190,298.00
LCFF: EL	7091	\$41,200.00
One-time School	7099	\$104,023.00
Grand Total		\$391,564.00

Goal Totals	Budget Totals
G1 - Improve academic performance at challenging levels	\$259,017.00
G3 - Increase student engagement in their school and community	\$114,553.00
G4 - Increase recruitment and retention of staff reflecting the diversity of our community	\$15,917.00
G5 - Increase inclusive opportunities for families to engage in their students' education	\$2,077.00
Grand Total	\$391,564.00