


Addams Elementary

106216660060681

Principal's Name: Angelica Espinosa

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 23, 2018

Title I SWP

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>
Assurances	<i>Consolidated Program Assurances</i>
School Site Council	<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>Compact/Site Parent Involvement Policy/SSC Bylaws **See Addendum</i>

District Goals	
<p>The purpose of the four Fresno Unified School District Goals is to give the District direction to improve student outcomes. To accomplish the four District Goals, it is expected that all students will be in school, on time and ready to learn every day.</p>	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

Consolidated Program Assurances



<p>The School Site Council (SSC) develops and revises the Single 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 Involvement 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 Single 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 - Angelica Espinosa	X				
2. Chairperson - Salome Romero				X	
3. Eric Moreno		X			
4. Monica Arechiga		X			
5. Rosemary Kendrick			X		
6. Sandra Carreno				X	
7. Josefina Vasquez				X	
8. Yesenia Reyes				X	
9. Josefina Martinez				X	
10.					
11.					
12.					
13.					
14.					
15.					

Check the appropriate box below:
X ELAC reviewed the SPSA as a school advisory committee.
X ELAC voted to consolidate with the SSC. Date <u>3/19/18</u>

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 Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Angelica Espinosa		3/19/18
SSC Chairperson	Salome Romero		3/19/18

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

Office of State and Federal Programs
Preliminary Site Categorical Allocations

FY 2018/19

ADDAMS - 0005

ON-SITE ALLOCATION

3010	Title I	\$70,635 *
7090	LCFF Supplemental & Concentration	\$279,210
7091	LCFF for English Learners	\$118,110
TOTAL 2018/19 ON-SITE ALLOCATION		\$467,955

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,662
Remaining Title I funds are at the discretion of the School Site Council	\$68,973
Total Title I Allocation	\$70,635

Addams Elementary 2018-2019 - Single Plan for Student Achievement (SPSA)

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

School Quality Review

School Level Dashboard

Goal 1 Metrics	Current %	Target %
EL Reclassification Rate (All grade levels)	14.634	21.634
SBAC ELA 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	21.602	28.602
SBAC Math 3-8, 11 - Meets or Exceeds Standards (grades 3-11)	15.085	22.085

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

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

Instructional Leadership Teams were involved in building their capacity in developing common formative assessments and analyzing data to get to student by student performance and needs

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

Math continues to need a focus on mathematical shifts and consistently planning with the 5 E's at the forefront to ensure conceptual learning along with fluency of all students.

EL Reclassification Rate (All grade levels)

Teachers planned for EL instruction as per new learning from Professional Learning from EL services via whole group PL and AC support using both integrated and designated EL instructional time for the specific needs of EL students.

Implemented and utilized Core Grade Level Materials: Wonders and Go Math

Taught English Language Arts and Math California Common Core Standards Analyzed data: Interim, DRP, Common Formative, KAIG, BPST, or BAS Assessments, utilized Accountable Communities, and provided Professional Learning utilizing the Designated Day Calendar - additional 56 hours

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

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

English Learners performed significantly below grade level standards. Access to grade levels along with targeted instruction according to the specific students' needs English Language Development levels.

Other factors include:

- Developing process of identifying students needing extra support in academic and social/emotional areas
- Students will continue to have priority for after school support
- AC teams will continue to improve instructional supports and provide intervention through the RTI proces: Teaching Fellow work in conjunction with Intervention Teacher to provide additional interventions for students who are identified EL, foster, and economically disadvantaged

Some of the key factors that contributed to the disproportionality for any significant subgroup, i.e. English Learner, African American, Special Education, Hispanic, Foster Youth are:

- Lack of prerequisite skills

- Lack of early reading and math skills
- Attendance
- Improving RTI system that effectively addresses the needs of students according to
 1. Tier 1- Guaranteed Viable Curriculum
 2. Tier 2 - Teacher response to Tier 1 instructional outcomes
 3. Tier 3 - Intervention- Addressing learning gaps of 2 or more years (foundational skills)

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

English Learners performed significantly below grade level standards. Access to grade levels along with targeted instruction according to the specific needs students' English Language Development levels.

EL Reclassification Rate (All grade levels)

English Learners performed significantly below grade level standards. Access to grade levels along with targeted instruction according to the specific needs students' English Language Development levels. Data results showed specific needs in the area of accessing complex text and vocabulary development

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC completed surveys to provide feedback on current resources utilized to have impact on student learning. Survey results show to favor the continuation of investment in both academic and social emotional services and programs to impact student achievement.

Our 2017-18 SPSA Goal in ELA and Math is to increase by 10%. Our interim 2 data indicates growth of at least 7% in each area as compared to Interim#2 last year.

Budget Priorities:

- Continue to fund Teaching Fellows to support intervention
- Continue to fund increased psychologist time(1.5)
- Improve parent/school communication at classroom to parent level.

2 ELAC:

In combination with SSC: Parents' input included support to maintain social-emotional supports via School Social Worker, School Psychologist, and Restorative Practices via Care and Connect room with Resource Counseling Assistant

3 Staff:

Surveys were completed by Staff and results show to continue with current resources to impact student achievement.

Budget Priorities:

- Continue to fund SSW, HSL, and RCA and district funded CSA
- Continue to fund increased school psychologist time
- Implement IXL for supplemental support in ELA and Math for grades K-6

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Addams Elementary students were engaged in a rigorous, balanced literacy program which included: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program

aligned to grade level common core state standards. Instructional practices were aligned with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency). The Learning by Doing text served as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers utilized the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams. Strategies and practices, as included in Visible Learning by John Hattie, were utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations. The implementation of of GVC and whole school RTI block focused on gaps in literacy and grade level standards. Based on analysis of Interim 1, reteaching standards in reading and math and progress monitoring lead to improved results in Interim 2 for all grade levels in math and in all except 4th grade in ELA. Based on data from IPG, a need for an increase of complex questioning around text is needed and a need for increased analysis of student work to identify common errors when reteaching.

Title I: Teaching Fellows; Imagine Learning, IXL: ELA and Math, School Social Worker, Resource Counseling Assistant, School Psychologist

Action 1

Title: Excel in Reading and Writing

Action Details:

Goal

2016-2017 ELA SBAC data indicates that 21.6% of students scored "Standards met or Exceeded." By June 2018, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded." 2017-2018 District Interim ELA CFA#2 data indicates that 30.3% of students scored "Standards met or Standards exceeded." By June 2019, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded."

Action

Addams Elementary students will be engaged in a rigorous, balanced literacy program which includes: ELA Response to Intervention model, tiered levels of support, English Language Development, and a core academic program aligned to grade level common core state standards. Instructional practices will align with FUSD Instructional Practice Guide/Literacy to include students engaged in the 3C's, grade level state standards, challenging content, standards based and SBAC aligned assessments in order to reduce the number of students reading below grade level as based on multiple reading measures (SBAC/KAIG/DRP/BAS/Illuminate/Fluency). The Learning by Doing text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams. Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

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

- District ELA/CFA Interim Assessments
- Grade level common formative assessment
- DRP
- BAS
- KAIG

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

- Standards Instruction
- ELA Guaranteed & Mable Curriculum resources and materials
- Technology to support language arts instruction
- IXL site license to reinforce ELA instruction
- Teaching Fellows to support small group instruction in K-6 Classrooms
- Blended Learning/Differentiated Instruction
- Response to Intervention Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations
- ELPAC Assessors
- Lease and maintenance of copier
- Maintenance of technology
- Materials and supplies to support achievement in language arts.
- School wide RTI Model for grade 1-6

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

- Data sharing at parent meetings (Parent Coffee Hour, ELAC, SSC, Parent Teacher Conferences, etc...) with strategies to support students at home.
- GED classes on site
- Partnership with Parent University and PIQE

Owner(s):

- Teachers
- ACTeams
- Lead Teachers
- Administration

Timeline:

- Daily on-going CFA's
- Wonder's Weekly
- Quarterly and End of Unit Assessments
- District Interim Assessments, including KAIG and BAS

Specify enhanced services for EL students:

- Designated & Integrated ELD
- Support from Teaching Fellows & Bilingual Paraprofessionals
- Accountable Communities (Learning By Doing)
- Intervention Teacher (SEL/Literacy)(Designated Schools FTE)
- Materials and Supplies

Describe Professional Learning related to this action:

- Backwards mapping of ELA Standards
- Data Analysis and Action Planning by teacher, grade level and School wide
- Illuminate Test Development
- CFA Development
- Technology to support Literacy Instruction
- Learning By Doing
- Making Thinking Visible
- Visible Learning

Action 2

Title: Excel in Math

Action Details:

Goal

2016-2017 Math SBAC data indicates that 15.0% of students scored "Standards met or Exceeded." By June 2018, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded." 2017-2018 District Interim Math CFA #2 data indicates that 32.4% of students scored "Standards met or Standards exceeded." By June 2018, there will be a 10% increase in the percentage of students scoring "Standards met or Standards exceeded."

Action

Addams Elementary will provide comprehensive, balanced mathematical instruction through opportunities related to mathematical understanding and procedural skill in order to support working toward a greater focus and coherence. Teacher learning/support will be provided through development and refinement of high quality first instruction, focusing around the eight mathematical practices, making connections to content. Student learning/support will be based on whole group instruction, cooperative learning groups, and targeted small group support for identified student needs. The Learning by Doing text will serve as a foundation for continuing work in building the capacity of the site Instructional Leadership team and grade level Accountable Community Teams. Teachers will utilize the Cycle of Continuous Improvement for analyzing student data, developing aligned instructional plans and common formative assessments with AC teams. Strategies and practices, such as Visible Learning by John Hattie, will be utilized to support data driven effectiveness of instructional programs supporting a culture of learning with high expectations.

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

- District Math CFA Interim Assessments
- Grade level common formative assessment

Owner(s):

- Teacher
- ACTeams
- Lead Teachers
- Administration

Timeline:

- Daily on-going CFA's
- GoMath Weekly
- Quarterly and End of Unit Assessments
- District Interim Assessments

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

- Standards Instruction Math Guaranteed & Viable Curriculum resources and materials
- Technology to support math instruction
- IXL site license to reinforce math instruction
- Differentiated Instruction/Response to Intervention
- Supplemental contracts for Teachers (i.e. Planning, tutoring, etc.)
- Substitutes for monthly Student Success Team Meetings
- Substitutes for teacher planning and peer observations

Specify enhanced services for EL students:

- Support Paraprofessionals (K)
- Visual supports
- Manipulatives & Math Tools

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

Data sharing at parent meetings (Parent Coffee Hour, ELAC, SSC, Parent Teacher Conferences, etc...) with strategies to support students at home.

Describe Professional Learning related to this action:

- Backwards mapping of Math Standards
- Data Analysis and Action Planning by teacher, grade level and school wide Illuminate/CFA Test Development
- Technology to support Math Instruction

Action 3

Title: EL Redesignation Rate

Action Details:

Addams Elementary will implement a comprehensive, balanced language acquisition program to include Integrated and Designated English Language Development. Designated ELD instructional time will be provided through EL deployment, along with integrated and designated ELD classroom instruction. Addams will focus this year on building capacity in supporting English Learner students by continuing to improve our redesignation rates and reduce the number of long term English Learners. RFEP Student achievement will be monitored and interventions will be put into place for those students that are not maintaining achievement expectations. Professional learning will be provided in understanding and utilizing ELD Standards.

2016-2017 End of Year **English Learner Re-designation rate** indicates that 9.71% of English Learner students were redesignated. By June 2019, there will be a 10% increase in the Re-designation rate.

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

- ELPAC
- DRP
- BAS
- KAIG
- Grade Level Common Formative Assessments
- Wonders-specific to EL instructional needs

Owner(s):

- Teacher
- ACTeams
- Lead Teachers
- Administration

Timeline:

- Daily on-going
- CFA's
- Wonder's Weekly, Quarterly and End of Unit Assessments
- District Interim Assessments, including KAIG and BAS
- ELPAC

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

- Wonders-specific to EL instructional needs
- Imagine Learning (Kindergarten and beginning levels)
- IXL (ELA and Math)
- Teaching Fellows in Kindergarten and in RTI (all grade levels)

Specify enhanced services for EL students:

- Imagine Learning for primary grades (K-1)
- IXL-Reading and Math
- Wonders
- After School Tutoring
- Teaching Fellows in Kinder classrooms

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

Share performance data for ELs to parents at meetings (Coffee Hour, ELAC, SSC, SST's, IEP's and Parent/Teacher Conferences). Share strategies and websites with parents on how to support students at home.

Describe Professional Learning related to this action:

Continued PL from EL services to develop and implement effective instructional strategies to address EL standards for both integrated and designated EL development. PL will be both whole staff and differentiated by AC needs.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

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

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies **NO FOOD NO INCENTIVES**	7,503.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Classroom Visits, Teacher Planning	4,685.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts- teachers	3,592.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies	32,921.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	59,749.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology	15,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: IXL	13,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	5,967.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	30,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00

\$213,417.00

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

School Quality Review

School Level Dashboard

Goal 2 Metrics	Current %	Target %
Goal 2 Participation Rate	93.702	100

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Students were encouraged to participate in their grade level sport. • Teachers ensured students were present with a permission slip for their assigned field trip. • Goal 2 department providing site data on progress of establishing grade level enrichment trips. • Holding a 6th grade camp informational meeting for parents. 	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p> <p>Goal 2 Participation Rate</p> <ul style="list-style-type: none"> • Parent support for individual students.
---	---

Step 2: 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.

<p>1 SSC:</p> <p>SSC inquired about having access to sports in grades first through fourth.</p>	<p>2 ELAC:</p> <p>ELAC inquired about having access to sports in grades first through fourth. They would like after school sports for kids that don't make teams.</p>	<p>3 Staff:</p> <p>Providing students with meaningful work.</p>
--	--	--

Action 1

Title: Social Emotional Learning & School Culture/Climate

Action Details:

Smart Goal:

2016 - 2017 Social Emotional Learning & School Culture/Climate Student Survey showed 69% of students responded affirmatively in the Self-Efficacy domain (Questions 14-17) and 71% of students responded affirmatively in the Social Awareness domain (Questions 38-45). By June 2019, there will be a 10% increase in the Self-Efficacy and Social Awareness domain, determined by Social Emotional & School Climate/Culture Survey.

Detail the Action:

Addams will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught Self-Management and Self-Awareness strategies with the intent to improve growth mindset and self-efficacy (belief system) to improve student engagement in their learning and promote a strong "student identity" with support from on site School Social Worker (full time) and Resource Counseling Assistant (6 hours/5x/week) and School Psychologist (1.5 extra time). Addams will continue to implement a Coordination of Services Team to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs. Staff (SSW, HSL's, Teachers, CWAS, Admin.) will conduct conferences and implement action plans for all students meeting ELLS green zone criteria and have 1 or more D or F.

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

Intentional Effective feedback to students:

- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenant 1
- Quarterly benchmark assessment created with support of REA
- Model Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

- Teachers
- Climate & Culture Team
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Resource Counseling Assistant
- Administration

Timeline:

- Daily
- Weekly
- Monthly

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

Revise school policies and procedures to promote growth mindset and self efficacy.

- Guidelines for success to include "I can, I will statements"
- Parents Awareness on SEL

Owner(s):

- Teachers
- Administration
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)

Timeline:

- Quarterly

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

- Morning Meetings
- Class Meetings
- 2nd Step Lesson

Owner(s):

- Teachers

Timeline:

- Daily
- Weekly

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

- Mentoring for tier 3 students

Owner(s):

- Administration
- School Social Worker
- Resource Counseling Assistant
- School Psychologist (1.5 days)

Timeline:

- Weekly

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

Student Leadership:

- Assist with modeling behavior to student body
- Organize activities for SEL improvements (i.e. "I Can Campaign")
- Lead Anti-Bullying Campaign

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

- Teacher Supplemental Contracts for Goal 2 Activities
- Classified Supplemental Contracts to support classrooms & outside class activities and transitions
- Materials and supplies to support student engagement
- TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, Translating & materials for meetings
- School Social Worker (SSW)
- Resource Counseling Assistant (RCA)
- School Psychologist 1.5 days (.3 FTE)
- Community Building, Explicit SEL Instruction & Embedded skills

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

- Share School Climate & Culture Survey (SEL) data with parents at meetings (Monthly Coffee Hour, ELAC, SSC, Parent University and Parent-Teacher Conferences).
- Share strategies with parents on how to support students at home.
- Interpreters for parent meetings.

Owner(s):

- Restorative Practice Counselor
- Resource Counseling Assistant
- School Psychologist (1.5 days)

Timeline:

Weekly

Specify enhanced services for EL students:

Home School Liaison to support EL students and families through translations, outreach and home visits

Describe Professional Learning related to this action:

- EQ(Emotional Intelligence) Training for Teachers
- Skillfull Teacher (Feedback to students) Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
- Making Thinking Vsible
- 1st 10 days focused on Community Building- emphasis on Growth Mindset &Self-Efficacy
- 2nd Step
- Class Meetings
- Morning Meetings

Action 2

Title: Engagement in arts, activities, and athletics

Action Details:

Smart Goal:

2017-2018 Addams Elementary students had a goal 2 participate rate of 93.7%. By June 2019, all students will participate in goal 2 arts, activities, and athletics.

Detail the Action:

Addams will focus on increasing the number of students that are engaged in Goal 2 Activities (Activities, Arts or Athletics). Staff participation will be encouraged in Goal 2 clubs and activities. Staff professional learning will focus on who our unique students and students with chronic absences are, and strategies to promote involvement in Goal 2 activities. Addams will continue to develop onsite enrichment clubs such as Leadership and Mentoring to support engagement in school. As an "Arts Everyday" school, Addams will provide arts integrated instruction within units of study as well as exposure to the arts through study trips, assemblies, artists in residence, and school-wide art & music instruction. Teachers will continue to embed the engagement strategies found in "Engaging Students with Poverty in Mnd" to ensure the classroom and school environment creates opportunities for all students to achieve success.

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

- Goal 2 participation report at the end of a sport
- Attendance of enrichment clubs
- Monthly goal 2 reports generated from ATLAS to track percentage of students participate in arts, activities, and athletics

Owner(s):

- Teachers
- Sport Coaches
- SSW
- Psychologist
- Restorative Practice Counselor
- Resource Counseling Assistant

Timeline:

- Monthly
- Quarterly

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

- Teachers will provide context to students prior to attending their enrichment trip.
- Uniforms for sports
- Materials and supplies to support student engagement

Specify enhanced services for EL students:

- Home School Liaison will support EL parent communication.

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

- Parents will be encouraged by teachers and administration to engage their child in a school enrichment or sport.

Describe Professional Learning related to this action:

- Climate and Culture Team will inform staff regarding enrichment opportunities for Addams students.

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

School Quality Review

School Level Dashboard

Goal 3 Metrics	Current %	Target %
Exposure to Careers - 3rd Grade	98.039	100
Exposure to Careers - 4th Grade	100	100
Exposure to Careers - 6th Grade	91.818	98.818

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

1 What were the key factors that contributed to these performance outcomes for each metric.

Exposure to Careers - 3rd Grade
All students had access to field trips that promoted Career options

Exposure to Careers - 4th Grade
All students had access to field trips that promoted Career options

Exposure to Careers - 6th Grade
All students had access to field trips that promoted Career options. Some parents and students who did not attend were not comfortable staying overnight at camp,

2 What were the key factors that contributed to the disproportionality for any significant subgroups.

Exposure to Careers - 3rd Grade
All students had access to field trips that promoted Career options

Exposure to Careers - 4th Grade
All students had access to field trips that promoted Career options

Exposure to Careers - 6th Grade
All students had access to field trips that promoted Career options. Some parents and students who did not attend were not comfortable staying overnight at camp,

Step 2: Share the data and analysis with the School Site Council (SSC), English Learner Advisory Committee (ELAC) and school staff, as required. Record feedback and suggestions from each group below.

1 SSC:

SSC in agreement with district support of off site experiences to be exposed to career options for students in grades 3-6.

2 ELAC:

ELAC in agreement with district support of students having access to field trips that expose students to career opportunities.

3 Staff:

Staff in agreement with district support of students having access to field trips that expose students to career opportunities.

Action 1

Title: Character and Competencies for Workplace

Action Details:

Goal: 2017-2018: Grade 3 participation rate was 98%, 4th grade participation rate was 100%, 6th grade participation rate was 91.8% in exposure to career work option experiences. By June 2019, all students in grades 3-6 will participate in activities that promote character and competencies in the workplace.

Action:

Addams Elementary will outreach to parents prior to activities to encourage 100% participation in activities for character and competencies in the workplace. Administration and teachers will correspond with College and Career department to ensure enrichment trips are established.

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 will be taken using Goal 2 enrichment scanner when students attend or participate in a career field trip.

Owner(s):

- Teacher
- Administration

Timeline:

- Quarterly

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

- Teachers will deliver content specific instruction prior to career enrichment trip
- Teachers will deliver standards based lessons making connections to career workplace experiences which in turn will help students to develop the context of the working force.
- All students will be encouraged to participate in a career enrichment trip to Bricks 4 Kidz, Chef Academy, ***insert 6th grade enrichment topic.***
- Materials and supplies will be directly provided by College and Career Ready department
- Materials and supplies to support student engagement

Specify enhanced services for EL students:

- Home School Liaison to support parents with information regarding their child's opportunity to participate in a career enrichment trip.

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

- Parents will be encouraged to participate by volunteering to attend their child's enrichment trip.

Describe Professional Learning related to this action:

- Administration will communicate what opportunities their individual grade levels have for an career enrichment trip.
- Administration and teachers will reach out to College and Career ready for information.

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

School Quality Review

School Level Dashboard

Goal 4 Metrics	Current %	Target %
Chronic Absenteeism	21.67	17.67
Suspensions Per 100	25.579	22.579

Needs Assessment

Step 1: After selecting the metrics, analyzing the current school dashboard and the relevant site data, conduct an analysis and answer the questions below.

<p>1 What were the key factors that contributed to these performance outcomes for each metric.</p>	<p>2 What were the key factors that contributed to the disproportionality for any significant subgroups.</p>
<p>Chronic Absenteeism</p> <ol style="list-style-type: none"> 1. Project Access concerns 2. Lack of resources 3. Lack of transportation to and from school <p>Suspensions Per 100</p> <ol style="list-style-type: none"> 1. Students were lacking the social emotional support tied with the suspension action. 2. Lack of consistency utilizing the reentry circle when returning from a suspension. 3. Minimal school wide implementation of morning meetings to build relationships and connections with students. 4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students. 	<p>Chronic Absenteeism</p> <ol style="list-style-type: none"> 1. Lack of access to services in community 2. High mobility of family 3. Project Access no ID 4. Lack of transportation to and from school <p>Suspensions Per 100</p> <ol style="list-style-type: none"> 1. Students were lacking the social emotional support tied with the suspension action. 2. Lack of reentry circle when returning from a suspension. 3. Minimal school wide implementation of morning meetings to build relationships and connections with students. 4. Care and connect room needs to be more proactive in supporting the social emotional needs of tier 2 students.

Step 2: 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.

<p>1 SSC:</p>	<p>2 ELAC:</p>	<p>3 Staff:</p>
<p>The needs assessment reflected parents in favor of maintaining a care and connect room with a Resource Counseling Assistant.</p>	<p>Parents see the value of morning meetings.</p>	<ol style="list-style-type: none"> 1. Having the climate and culture team streamline the referral process.

2. Lack of consistency with reentry circles.

Step 3: Review actions funded by Title I last year and explain their effectiveness and any changes planned for use of Title I funds:

Title 1 funded a RCA at .75% FTE to run a care and connect room for the 17/18 school year. For the 2018-2019 school year the care and connect room will be put in place to improve the impact on students identified as tier 2 in the area of social emotional competencies.

Action 1

Title: Chronic Absenteeism

Action Details:

SMART Goals:

2016-2017 End of Year data indicates that 21.67% of students are chronically absent. By June of 2019, there will be a 5% decrease of students chronically absent.

Detail the Action:

A focus on the 4 Core social emotional constructs: self-management, growth mindset, self-efficacy and social awareness will support student college career ready skills. Student support will be provided through class meetings, and professional learning on these 4 constructs. Building these skills will be in support of student academic growth through goal setting (growth mindset), AC teams along with academic planning will include a focus on building student self-efficacy. The Safe and Civil team along with district supports (DPI) will provide professional development and a focus on building capacity in these 4 areas.

My Brothers Keeper Success Mentoring Program will train site personnel to support students with chronic absenteeism. Mentors will do daily check-ins with students with chronic absences to build positive relationships and to increase attendance rate.

Addams will embed Social Emotional Learning (SEL) throughout the teaching and learning process. Students will be taught Self-Management and Self-Awareness strategies with the intent to improve growth mindset and self-efficacy (belief system) to improve student engagement in their learning and promote a strong "student identity" with support from on site School Social Worker (full time) and Resource Counseling Assistant (6 hours/5x/week) and School Psychologist (1.5 extra time). Addams will continue to implement a Coordination of Services Team to identify and review Tier II students to ensure necessary interventions, supports, and monitoring occurs. Staff (SSW, HSL's, Teachers, CWAS, Admin.) will conduct conferences and implement action plans for all students meeting EILS green zone criteria and have 1 or more D or F.

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

- Daily attendance reports will result in phone calls to parents to follow-up on attendance concerns and trends.
- A2A Conferences with students and parents will be held as needed based on attendance trends to establish attendance contracts.

Owner(s):

- Attendance Office Assistant
- Principal
- CWA

Timeline:

- Daily
- Weekly

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

- Home Visits to parents in support of attendance efforts and goals.

Owner(s):

- Home School Liason
- District
- CWA

Timeline:

- Daily
- Weekly

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

- The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

- Teachers
- Administration

Timeline:

- Yearly

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

- Success Mentoring Leadership meetings to review data on chronic absenteeism

Owner(s):

- Success Mentoring Leadership Team

Timeline:

- Weekly

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

Intentional Effective feedback to students:

- 5:1 Ratio of adult positive interactions towards students:
- Feedback to teachers using classroom walk through data & IPG Tenant 1
- Quarterly benchmark assessment created with support of REA
- Model Class Meetings and first 10 day lessons
- First 10 days of SEL Learning
- Goal 2 participation

Owner(s):

- Teachers
- Climate & Culture Team
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)
- Resource Counseling Assistant
- Administration

Timeline:

Daily
Weekly
Monthly

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

Revise school policies and procedures to promote growth mindset and self efficacy:

- Guidelines for success to include "I can, I will statements"
- Parents Awareness on SEL

Owner(s):

- Teachers
- Administration
- Restorative Practice Counselor
- School Social Worker
- Intervention Teacher (SEL/Literacy)

Timeline:

Quarterly

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

- Morning Meetings
- Class Meetings
- 2nd Step Lesson

Owner(s):

- Teachers

Timeline:

Daily
Weekly

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

- Mentoring for tier 3 students

Owner(s):

- Administration
- School Social Worker
- Resource Counseling Assistant
- School Psychologist (1.5 days)

Timeline:

Weekly

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

Student Leadership:

- Assist with modeling behavior to student body
- Organize activities for SEL improvements (i.e. "I Can Campaign")
- Lead Anti-Bullying Campaign

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

- Attendance campaign with incentives to classrooms and students
- Materials and supplies to promote attendance and support student engagement
- A District Provided Restorative Practice Counselor two days a week.
- All students will be encouraged to participate in a broad range of arts, activities and athletics, including: Clubs focused on leadership, art, music, dance, culture, drama and social events. Supplemental pay contracts will be provided to teachers and extra pay contracts for paraprofessionals to instruct and supervise students in these activities.
- TSA to support classrooms and SEL learning
- Technology to increase SEL learning and improve school climate & culture
- Babysitting, Translating & materials for meetings
- School Social Worker (SSW)
- Resource Counseling Assistant (RCA)
- School Psychologist 1.5 days (.3 FTE)
- Community Building, Explicit SEL Instruction & Embedded skills

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

- Home Visits to parents in support of attendance efforts and goals.
- Daily attendance reports by Office Assistant to share with administration
- Attendance meetings with parents
- Share attendance data to parents at meetings (Monthly Coffee Hour, ELAC, SSC, SST's, IEPs, Parent University and Parent-Teacher Conferences).
- Interpreters for parent meetings
- Student Study Teams will provide parents, teachers and students with information and support services available.
- Home School Liaison to support EL students and families through translations, outreach and home visits

Owner(s):

- Restorative Practice Counselor
- Resource Counseling Assistant
- School Psychologist (1.5 days)

Timeline:

Weekly

Specify enhanced services for EL students:

- Home School Liaison to support EL students and families through translations, outreach and home visits.

Describe Professional Learning related to this action:

- Attendance data analysis with teachers by class
- Professional Development will be held in the following areas:
 1. Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Climate & Culture Team.
 2. Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Climate & Culture Team.
 3. Training on strategies to use with Tier 2 and 3 students will also be provided by School Climate & Culture Team to Office staff.
 4. OLWEUS Bullying Prevention Program lessons will be provided by the Climate & Culture Team.
 5. EQ (Emotional Intelligence) Training for Teachers
 6. Skillful Teacher (Feedback to students) Learning by Doing (Chapter 5 Building the Collaborative Culture of a Professional Learning Community)
 7. Making Thinking Visible
 8. 1st 10 days focused on Community Building- emphasis on Growth Mindset & Self-Efficacy
 9. 2nd Step
 10. Class Meetings
 11. Morning Meetings

Action 2

Title: Suspensions per 100

Action Details:

SMART Goals:

2016-2017 End of Year Data indicates that 25.58% of students have out of school suspension per 100 students. By June of 2019, there will be a 5% decrease of students suspended

Detail the Action:

Addams Elementary will continue to implement a tiered level of response to behavior incidents and continue effective implementation of Safe and Civil components, which directly relate to suspension rates, attendance rates, lessons distractions for all learners, and enhances campus safety for all students. Guidelines for success and district programs (Class Meetings/Second Step/OLWEUS) will continue to promote personal responsibility and social skills, resulting in fewer conflicts with staff and other students. Safe and Civil Team will provide professional learning to staff in addressing student behaviors at levels 1-3. Students with multiple suspensions will be seen by SST, Behavior Support Plans will be implemented to support student behavior, and the ICET process will be utilized, as needed, for intervention. Addams Elementary will implement proactive practices to support a decrease in the number of out of school suspension rate per 100 students.

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

The percent of students replying agree/strongly agree (positive) to questions regarding expectations and relationships with adults on campus on the student school climate survey will be analyzed.

Owner(s):

- Teachers
- Administration

Timeline:

- Yearly

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

- Teachers will submit Classroom Discipline Plans based on the CHAMPS protocol at the beginning of the year and reviewed mid-year.

Owner(s):

- Teachers
- Climate & Culture Team
- Administration

Timeline:

- 1st Quarter
- 3rd Quarter

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

- Climate and Culture Team meets a minimum of once a month and reviews the data of suspension, misbehavior and Tier 3 students to develop action plans for professional learning/coaching.

Owner(s):

- Climate & Culture Team
- Administration

Timeline:

- Yearly

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

- A District Provided Restorative Practice Counselor two days a week.
- Teachers will provide regular positive reinforcement including reward tickets, specific praise, and group rewards.
- Admin will provide support through noontime recognition, raffles and quarterly assemblies.
- Bully prevention lessons will be taught during weekly class meetings.
- School Social Worker and Resource Counseling Assistant will provide behavioral support to struggling

Specify enhanced services for EL students:

- School Social Worker and Resource Counseling Assistant will provide behavioral support to struggling students through informal counseling as time permits.

students through informal counseling as time permits.

- Individual behavioral contracts between teacher and students will be implemented on an as needed basis to provide behavioral support to struggling students.
- Materials and supplies to promote student engagement

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

- Student Study Teams will provide parents, teachers and students with information and support services available.
- Restorative Practice counselor will provide parent workshops on parenting using restorative practices.

Describe Professional Learning related to this action:

- Professional Development will be held in the following areas:
 1. Training on CHAMPS strategies, Class Meetings, Circle processes, and Peer Mediation will be provided by the Climate & Culture Team.
 2. Restorative Practices training will be provided by the Restorative Practices Counselor and/or the Climate & Culture Team.
 3. Training on strategies to use with Tier 2 and 3 students will also be provided by School Climate & Culture Team to Office staff.
 4. OLWEUS Bullying Prevention Program lessons will be provided by the Climate & Culture Team.

2018-2019 SPSA Budget Goal Subtotal

State/Federal Dept 0005 Addams Elementary (Locked)

G4 - All students will stay in school on target to graduate

Action	Funding	Spending Activity	Expense	Personnel	FTE	Vendor / Purpose of Expenditure	Budget
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators	1,664.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	46,468.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			babysitting	4,524.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Psychologist, School	0.3000	school psych 1.5 days FTE .3	38,173.00
G4A1	Sup & Conc	Psychological Services	Crt Pupl-Reg	Social Worker, School	1.0000	SSW- Xochilt Santoyo	99,566.00
G4A1	LCFF: EL	Instruction	Local Mileag			HSL Mileage	500.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators	3,669.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL	58,974.00

\$254,538.00

2018-2019 Budget for SPSA/School Site Council

State/Federal Dept 0005 Addams Elementary (Locked)

Action	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
G1A1	Title 1 Basic	Instruction	Mat & Supp			: materials and supplies **NO FOOD NO INCENTIVES**	7,503.00
G1A1	Title 1 Basic	Instruction	Nc-Equipment			Technology	15,000.00
G1A1	Sup & Conc	Instruction	Teacher-Subs			Subs for SSTs, Classroom Visits, Teacher Planning	4,685.00
G1A1	Sup & Conc	Instruction	Teacher-Supp			Supplemental pay contracts- teachers	3,592.00
G1A1	Sup & Conc	Instruction	Mat & Supp			materials and supplies	32,921.00
G1A1	Sup & Conc	Instruction	Nc-Equipment			Technology	10,000.00
G1A1	Sup & Conc	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	59,749.00
G1A1	Sup & Conc	Instruction	Equip Lease			Ricoh Lease	10,000.00
G1A1	Sup & Conc	Instruction	Direct-Maint			Maintenance of technology	15,000.00
G1A1	LCFF: EL	Instruction	Bks & Ref			: IXL	13,000.00
G1A1	LCFF: EL	Instruction	Mat & Supp			materials and supplies	5,967.00
G1A1	LCFF: EL	Instruction	Subagreements			California Teaching Fellows Foundation : Teaching Fellows	30,000.00
G1A1	LCFF: EL	Instruction	Direct-Other			ELPAC Assessors	6,000.00
G4A1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Translators	1,664.00
G4A1	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.7500	RCA	46,468.00
G4A1	Sup & Conc	Parent Participation	Oth Cls-Supp			babysitting	4,524.00
G4A1	Sup & Conc	Parent Participation	Mat & Supp			Materials for parent meetings	1,000.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Psychologist, School	0.3000	school psych 1.5 days FTE .3	38,173.00
G4A1	Sup & Conc	Psychological Services	Crt Pupil-Reg	Social Worker, School	1.0000	SSW- Xochilt Santoyo	99,566.00
G4A1	LCFF: EL	Instruction	Local Mileag			HSL Mileage	500.00
G4A1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators	3,669.00
G4A1	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	1.0000	HSL	58,974.00
Total							\$467,955.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$70,635.00
Sup & Conc	7090	\$279,210.00
LCFF: EL	7091	\$118,110.00
Grand Total		\$467,955.00

Goal Totals	Budget Totals
G1 - All students will excel in reading, writing, and math	\$213,417.00
G4 - All students will stay in school on target to graduate	\$254,538.00
Grand Total	
	\$467,955.00