

## **Anthony Elementary**

10621666111231

Principal's Name: Joy Nunes

Principal's Signature: 

The Fresno Unified School District Board of Education approved this plan on: May 3, 2017

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<b>School Report Card</b>	<i>Needs Assessment</i>
<b>Action Plan</b>	<i>Action designed to meet the needs and accomplish the goals</i>
<b>Budget</b>	<i>Allocations and planned expenditures</i>

<b>District Goals</b>	
<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**


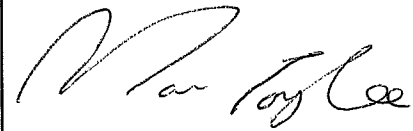
<p>The School Site Council (SSC) develops and revises the Single Plan for Student Achievement (SPSA) and the corresponding budget to be presented for approval to the Board of Education of the Fresno Unified School District annually.</p>
<p>The SSC, and all advisory committees, are formed in accordance 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**

<b>School Site Council List</b>					
<b>Member Name</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other Staff</b>	<b>Parent/Community Member</b>	<b>Secondary Student</b>
1. <b>Principal - Joy Nunes</b>	X				
2. <b>Chairperson - Mai Lee</b>				X	
3. <b>Vice Chairperson-Juan Hernandez</b>				X	
4. <b>DAC Representative-Fabiola Felix</b>				X	
5. <b>Arturo Martinez</b>				X	
6. <b>Fabiola Garcia</b>				X	
7. <b>Debbie Webster</b>			X		
8. <b>Michelle Brown</b>		X			
9. <b>Guadalupe Andrade</b>		X			
10. <b>Vianey Solorio</b>		X			
11.					
12.					
13.					
14.					
15.					

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

**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	Joy Nunes		3/15/17
SSC Chairperson	Mai Lee		3/15/17

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

Office of State and Federal Programs  
 Preliminary Site Categorical Allocations

FY 2017/18

Anthony - 0015

**ON-SITE ALLOCATION**

3010	Title I	\$35,249 *
7090	LCFF Supplemental & Concentration	\$124,512
7091	LCFF for English Learners	\$52,959
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$212,720</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$662
Remaining Title I funds are at the discretion of the School Site Council	\$34,587
<b>Total Title I Allocation</b>	<b>\$35,249</b>

## 2017 - 2018 SPSA Needs Assessment

SCHOOL :

[Print this page](#)

### 1 - Academic Performance/Growth/Completion

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15- 16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">3165</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (ELA)	30/68	N/A <sup>3</sup>	16.06%	27.06%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	30/68	N/A <sup>3</sup>	12.95%	21.56%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	29/66	N/A <sup>3</sup>	18.92%	26.67%	N/A <sup>3</sup>	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3158</a>	<b>District Dashboard (Goal 4):</b> Percentage of students with a D or F on their report card	33/68	0.00% <sup>4</sup>	49.51%	52.26%	34.62%	•LCAP Dashboard - 8OtherPupilOutcomes
<input type="checkbox"/>	<a href="#">3751</a>	KAIG – Number and Percentage of students mastering both the Math and ELA sections on the most recent KAIG assessment	47/63	N/A <sup>6</sup>	12.66%	22.22%	10.29%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	44/63	N/A <sup>6</sup>	41.77%	44.44%	19.12%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	57/67	N/A <sup>7</sup>	N/A <sup>7</sup>	15.24%	32.12%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	59/67	N/A <sup>8</sup>	N/A <sup>8</sup>	16.15%	30.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - Math (Common Formative

**2 - Social Emotional/Climate Culture**

Selected	ID	Description	<sup>14</sup> Rank Based on EOY 15-16	EOY 13- 14	EOY 14- 15	EOY 15- 16	Q3 16-17	Data Source Location
<input type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	9/68	11.11%	13.71%	22.02%	10.29%	•LCAP Dashboard - 4PupilAchievement •SQII Index - EL Redesignation - LTEL Redesignation Rate (Related) •SPSA SQII View - AcademicGrowth - TeacherEffectiveness - CELDT
<input type="checkbox"/>	<a href="#">863</a>	<b>Annual Measurable Achievement Objective 2:</b> Less than 5 years cohort – English Learners attaining the English Language proficiency level on the California English Language Development Test (CELDT)	62/68*	21.85%	15.60%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">2358</a>	Number and percentage of current English Learner students not advancing at least one proficiency level on the current CELDT from previous year CELDT	3/68	32.24%	45.70%	25.19%	40.98%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	63/68	93.54%	93.54%	93.51%	93.86%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	68/69	25.05%	23.61%	27.51%	24.27%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	48/68	N/A <sup>10</sup>	N/A <sup>10</sup>	43.71%	42.02%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	13.21%	0.00%	0.00%	0.00%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	42/68	13.21%	6.88%	8.07%	4.72%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.00%	0.19%	0.00%	0.20%	•LCAP Dashboard - 6SchoolClimate
<input type="checkbox"/>	<a href="#">2080</a>	<b>District Dashboard (Goal 2):</b> Number and percentage of unique students who are engaged in any Goal 2 activities (Activities, Arts or Athletics)	12/67	43.39%	55.39%	90.55%	50.98%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	32/68	N/A <sup>13</sup>	N/A <sup>13</sup>	71.47%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	65/69	N/A <sup>13</sup>	N/A <sup>13</sup>	57.17%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	20/68	N/A <sup>13</sup>	N/A <sup>13</sup>	61.92%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	33/68	N/A <sup>13</sup>	N/A <sup>13</sup>	71.48%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student

## Notes

\* An asterisk signifies that the rank is from EOY 14-15 rather than EOY 15-16

1. Will be populated after official CALPADS data submission which is typically several months after End of Year
2. District level indicator - requiring CALPADS data submission
3. Annual SBAC Testing started in '14-15 School Year
4. Standardized Elementary grading reporting in ATLAS was started after the '13-14 School Year. This indicator reflects 2nd through 12 grade students. It is important to note that all 2nd through 6th letter grades started being reported in ATLAS during the '15-16 school year. Thus, prior school years are listed as N/A. This includes all subject areas in the Elementary grades and is reflective of all grading periods. This means if a student received at least one D or F during the school year (e.g. at the quarter or semester), he/she will be reflected in this count.
5. Advanced Placement testing takes place once in year; results are typically available in September of the following school year
6. Not tested prior to '13-14 School Year

- 7. Formative Assessment started in '15-16 School Year
- 8. Formative Assessment started in '15-16 School Year. This number is not available for Middle and High schools during the 15-16 School Year
- 9. Updated once we have Annual Report from CDE
- 10. Ties to official ATLAS reporting starting in '15-16 School Year
- 11. District level indicator - requiring CDE data submission
- 12. Project launched in '15-16 School Year
- 13. Tracking started in '15-16 School Year (Baseline Year)
- 14. A rank of 1 means best performer. There are limited instances where a denominator will not equal the total of all school sites in a segment due to unique circumstances as defined below:

**Elementary Segment Example:**

*Indicator 3169's rank denominator variance is a result of two sites categorized as elementary segments but do not have third grade students and therefore would not be included in this rank. The same could be said for indicator 3751 with the KAIG and sites with no kindergarten body.*

**High School Segment Example:**

*In the case of Indicator 3165, the '15-16 School Year was the opening for one site (Patino) with no 11th grade class; a grade when the SBAC is tested.*

Instructional supervisor name will appear once approved

Instructional Superintendent Approval :  No  Yes | Approval Date : 03/16/2017

Last Edit: -

Save

## Anthony Elementary 2017-2018 - Single Plan for Student Achievement (SPSA)

### Action # 1

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

#### School Quality Review

SQII Element	Current %	Target %	Vendor
3169 - 3rd grade students reading at grade level	26.67	37	Other - Please specify within action
3751 - Students scoring maximum on the Math and ELA	22.22	35	

New-Action
  On-going
 Reasoning:
  Strong Evidence
  Moderate Evidence
  Promising Evidence

#### Detail the Action

In order to assure that students are reading by 3rd grade, teachers will use the guaranteed and viable curriculum to provide instruction in foundational literacy skills and complex text, talk and tasks aligned to grade level standards. In addition, teachers will use Guided Reading to provide differentiated instruction to students at their assessed levels. Professional Learning on Guided Reading will be provided by Scholastic. Grade level ACs will determine what proficient reading behaviors look like at their grade level and work together to analyze progress monitoring tools such as running records to determine grouping and instructional moves for classroom Guided Reading groups. During quarterly benchmark assessments, students not meeting benchmarks will participate in a targeted Response to Intervention program that is in addition to classroom Guided Reading.

#### SMART Goals

By May 2018, 37% of all K-3 students will be on grade level in Reading as measured by KAIG, BAS, Wonders Phonics Survey, District Interim Benchmark, DRP and SBAC.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. KAIG
2. BAS
3. District Interim Benchmark
4. DRP
5. Wonders Phonics Survey
6. SBAC
7. Progress Monitoring every 6 weeks for site Response to Intervention
8. Classroom Observations/Feedback using IPG, iACHIEVE and Site Feedback Form
9. Student Progress Conferences with Grade Level ACs and Admin Team

Owner(s):

1. Kdgn Teachers
2. Kdgn-3rd Grade Teachers
3. 1st-3rd Grade Teachers
4. 2nd-3rd Grade Teachers
5. K-3rd Grade Teachers, TSA
6. 3rd Grade Teachers
7. Kdgn-3rd Grade Teachers, TSA
8. Administrative Team
9. Grade Level ACs and Admin Team

Timeline:

1. Quarterly
2. 3 times per year
3. District Assessment Calendar
4. District Assessment Calendar
5. Quarterly
6. District Assessment Calendar
7. Every 6 weeks
8. Weekly
9. Nov. and Feb.

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

10. Classroom teachers will use Running Records to progress monitor students in their Guided Reading groups. They will work with their ACs to analyze student reading behaviors and identify appropriate instruction.

Owner(s):

10. Grade Level ACs

Timeline:

10. Monthly

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

1. During Fall Conferences, teachers will share KAIG, BAS and SBAC results with parents including intervention being offered to those students who are not on target to be reading at grade level. Interpreters will be provided to assist with conferences.
2. All Kindergarten and 1st grade parents will receive lists of sight words for students to practice at home.
3. Once per quarter, parents will be invited to visit classrooms during Reading instruction.
4. Parents will receive schoolwide and grade level data from KAIG, BAS, District Interim and SBAC during School Site Council and English Learner Advisory Committee Meetings. Childcare, refreshments and supplies will be provided for SSC and ELAC meetings.
5. If available, site will host Parent University classes about Early Literacy. Refreshments will be provided.
6. A Home School Liaison will help coordinate Parent University classes, Parent classroom visits, SSC and ELAC meetings and other opportunities for parent involvement
7. All parents will have access to student grades via Edutext and the Atlas Parent Portal

Describe Related Professional Learning:

1. Guided Reading
2. Professional Learning Communities at Work (Learning by Doing)
3. Design in Five
4. Writing
5. Understanding depth of standards and instruction of foundational skills using Wonders
6. Aligning Common Formative Assessments to Standards and Learning Targets
7. ACHIEVE 3000
8. Visible Learning
9. Instructional Practice Guide-Deepening Understanding, What Does it Look Like in Classrooms?

Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. All Kdgn-3rd grade students will receive grade level standards-based instruction using the guaranteed and viable curriculum with focus on foundational skills and complex text, talk and tasks.
2. All students in 1st-3rd grades will participate in intervention/enrichment 40 min/day/4 days per week beginning in Sept. 2017, including Special Education and English Learner students. Intervention will be provided by classroom teachers, a 3.5 hour Certificated Tutor and Special Education staff.
3. All students in Kindergarten will participate in intervention/enrichment 40 min/day/4 days per week beginning in Jan. 2018. Intervention will be provided by classroom teachers, a 3.5 hour Certificated Tutor and Special Education Staff.

Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Teachers will utilize best practices in support of academic language acquisition

PL will be provided to deepen understanding of ELA/ELD Standards and use of Wonders Curriculum to provide Integrated and Designated ELD

All subgroups will have access to instruction in foundational skills, guided reading and intervention

Quarterly monitoring of RFEP Students

Teachers will know who EL students are and their current ELD level

4. 1st grade students beginning the 2017-18 school year at BAS C or below will receive additional intervention during another block of time within school
5. All students in 1st-3rd grades will receive small group leveled instruction using Guided Reading beginning in Sept. 2017, including Special Education and English Learner students
6. Beginning in Jan. 2018, all Kindergarten students will receive small group leveled instruction using Guided Reading.
7. Volunteers will work with students on literacy skills such as sight words and letter sounds during literacy center time within the classroom

3 hour Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Literacy

**Materials and Supplies Required:**

Guaranteed and Viable Curriculum

Leveled Readers for Guided Reading

1 Kidney Table in each classroom for Guided Reading Groups

Small White Boards for Guided Reading Groups

Copies of Sight Word Lists

Magnetic Letters

Anthony Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.3575		Certificated Tutor to provide 3.5 hours of intervention	\$ 36,552.00	
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.0625		Certificated Tutor to provide 3.5 hours of intervention	\$ 6,389.00	
<b>Total</b>									<b>\$ 42,941.00</b>	

**Action # 2**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	27.06	35	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	32.33	37	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

The school will implement a comprehensive literacy program for K-6th grades focused on meeting grade level literacy standards using guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessment, responding to results of common formative assessments and use of complex text, talk and tasks which include both process writing and daily writing tasks.

SMART Goals

By May 2018, students scoring Standard Met or Standard Exceeded on SBAC and District Interim Assessment will increase to 35%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

Owner(s):

Timeline:

1. Common Formative Assessments given every 4-6 weeks by grade levels to monitor progress on identified essential standards and learning targets
2. District Interim Assessments
3. DRP
4. Quarterly Writing Samples
5. Classroom Observations/Feedback using IPG, iACHIEVE and site feedback form
6. AC Student Progress Conferences in Nov and Feb
7. SBAC Cluster Interim Assessment
8. Wonders Phonics Survey
9. BAS
10. KAIG

1. Grade Level ACs
2. 1st-6th Grade Teachers
3. 2nd-6th Grade Teachers
4. Kdgn-6th Grade Teachers, Grade Level ACs
5. Administrative Team
6. Grade Level ACs, Administrative Team
7. 3rd-6th Grade Teachers, Grade Level ACs
8. Kdgn-2nd Grade Teachers, Grade Level ACs
9. Kdgn-3rd Grade Teachers
10. Kdgn Teachers

1. Every 4-6 weeks or more frequent as determined by AC
2. District Assessment Calendar
3. District Assessment Calendar
4. Once per quarter
5. Weekly
6. Nov and Feb
7. Determined by Grade Level ACs
8. Quarterly
9. 3 times per year
10. Quarterly

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

Owner(s):

Timeline:

### Explain the Targeted Actions for Parent Involvement (required by Title I):

1. During Fall conferences, teachers will share assessment results with parents, including intervention being offered to those students who are not meeting standards.
2. Students in 3rd-6th grades will set Reading goals and these will be shared with parents
3. All parents will be invited to visit classrooms during Reading instruction once per quarter
4. Parents will receive schoolwide and grade level data on SBAC, District Interim Assessments, DRP, KAIG, and progress of English Learners during SSC and ELAC meetings
5. A 3 hour Home School Liaison will coordinate Parent University classes, parent classroom visits, SSC and ELAC meetings and other parent involvement opportunities
6. All parents will have access to student grades via Edutext and the ATLAS Parent Portal

### Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):

1. All students will participate in a minimum of 120 minutes per day of Literacy instruction using the guaranteed and viable curriculum, cycles of learning that include identification of essential standards, learning targets and common formative assessments and complex text, talk and tasks including both process writing and daily writing.
2. Students not meeting learning targets will be given additional time and instruction, then re-assessed
3. All students will participate in 30 min/day/4 days per week of in class intervention or enrichment using the guaranteed and viable curriculum, technology, Guided Reading or Achieve 3000
4. A Certificated Tutor and trained literacy volunteers will support in class instruction and intervention

#### Materials and Supplies:

ELA Notebooks

Chart Paper

Post-it Notes (different sizes)

Class sets of Literature Chapter Books

Headphones

Tablets and chargers

Site license for research based supplemental literacy program that provides individualized practice and enrichment for Kdgn-2nd grades (to be determined)

Refreshments for Professional Learning Meetings

### Describe Related Professional Learning:

1. Design in Five
2. Guided Reading
3. Aligning Common Formative Assessments to Standards and Learning Targets
4. Achieve 3000
5. Professional Learning Communities at Work (Learning by Doing)
6. Integrating Making Thinking Visible into Wonders
7. Integrating Core Six Strategies into Wonders
8. Review of Foundations for the Classroom
9. Visible Learning
10. Instructional Practice Guide-What does it look like in classrooms?

### Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:

Teachers will utilize best practices in support of academic language acquisition

Use of strategies such as "Reading for Meaning", "Inductive Learning" and "Making Thinking Visible"

PL will be provided to deepen understanding of ELA/ELD Standards and use of Wonders Curriculum to provide Integrated and Designated ELD

All subgroups will have access to instruction in complex text, talk and tasks, guided reading and intervention

Quarterly monitoring of RFEP Students

Teachers will know who EL students are and their current ELD level

Student Progress Conferences at end of 1st and 3rd Quarters with focus on Long-term English Learners (LTEL) and At-Risk of LTEL

3 hour Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Literacy

Anthony Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Title 1 Basic	Parent Participation	Classified Support-Supplemental				Child care for SSC/ELAC meetings	\$	1,206.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			*Other*	2 days of Scholastic Training for guided reading	\$	8,000.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating				Solution Tree - CCSS training for teachers - Design in Five	\$	7,000.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			Achieve 3000	Computer based reading program for 2nd - 6th	\$	4,000.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating				Solution Tree - training in CCSS for teachers - Design in Five	\$	6,600.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Write Tools, LLC	Training to be provided to teachers to improve student writing	\$	4,000.00
2	1	Title 1 Basic	Instruction	Prof/Consulting Svc & Operating			Achieve 3000	Computer based reading program	\$	13,000.00
2	1	Sup & Conc	Instruction	Direct-Food Services (Dr)				Food for teacher professional learning actions 1 - 6	\$	2,000.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Repair technology as needed	\$	2,000.00
2	1	Title 1 Basic	Instruction	Materials & Supplies				Materials to support instruction	\$	3,233.00
2	1	Title 1 Basic	Attendance & Social Work Services	Materials & Supplies				Materials and supplies	\$	1.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Food and supplies for professional learning	\$	1,000.00
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Technology to support instruction	\$	6,809.00
2	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology to support instruction	\$	2,314.00
								<b>Total</b>	\$	<b>61,163.00</b>



**Action # 3**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQI Element	Current %	Target %	Vendor
3751 - Students scoring maximum on the Math and ELA	22.22	35	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	30	35	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	21.56	32	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

The school will implement a comprehensive Mathematics program for Kdgn-6th grades focused on meeting grade level Mathematics standards using the guaranteed and viable curriculum, identification of essential standards, learning targets, common formative assessments, responding to results of common formative assessments and daily use of Mathematical practices.

SMART Goals

By May 2018, the percent of students scoring Standard Met or Standard Exceeded on KAIG, District Interim Assessment and SBAC will be at least 32%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. KAIG
2. Grade level common formative assessments
3. District Interim Assessment
4. SBAC
5. Classroom observations using IPG, iACHIEVE and site feedback form
6. SBAC Cluster Interim Assessment

Owner(s):

1. Kindergarten Teachers
2. Kdgn-6th Grade ACs
3. 1st-6th Grade ACs
4. 3rd-6th Grade Teachers
5. Administrative Team
6. 3rd-6th Grade ACs

Timeline:

1. Quarterly
2. Every 4-6 weeks or more frequent as determined by the grade level AC
3. District Assessment Calendar
4. District Assessment Calendar
5. Weekly
6. Determined by grade level ACs

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

1. During Fall conferences, teachers will share Math progress with parents. Interpreters will be provided to assist during conferences.

Describe Related Professional Learning:

1. Design in Five
2. Aligning Math curriculum and standards

2. All parents will have access to student grades via Edutext and the ATLAS Parent Portal
3. Parents will be invited to visit classrooms during Math instruction once per quarter
4. A 3 hour Home School Liaison will help coordinate site classroom visits for parents.

3. Use of manipulatives, concept building and application
4. Integrating Mathematical Practices
5. Understanding the Instructional Practice Guide and What it Looks Like in Classrooms

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

1. All students will participate in a minimum of 60 minutes of Mathematics instruction daily that includes concept building, application and integration of Mathematical Practices using grade level standards and the guaranteed and viable curriculum.
2. Math intervention will be provided for all students in grades 3-6 who are receiving a D or F at the end of 1st quarter. Intervention will be provided by the classroom teacher using in class differentiated instruction.
3. Additional time and instruction will be provided for students not meeting learning targets after common formative assessments based on grade level AC analysis of type of intervention needed and determination of how it will be provided (within each classroom or deployment of students)
4. Students will have the option of participating in a school Math Fact Club

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Teachers will utilize best practices in support of academic language acquisition and Mathematical Practices  
 Use of Math manipulatives, visual support and opportunities for partner and group interaction  
 Quarterly monitoring of RFEP Students  
 Teachers will know who EL students are and their current ELD level  
 3 hour Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Literacy

Anthony Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.1250		HSL to support parents/students	\$	3,410.00
3	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Liaison, Home/School Spanish	0.2500		HSL to support parents/students	\$	6,818.00
3	1	LCFF: EL	Attendance & Social Work Services	Local Mileage				Mileage reimbursement for SSL and CW	\$	350.00
<b>Total</b>									\$	<b>10,578.00</b>

## Action # 4

### Domain

1. Academic Performance

2. Social/Emotional Learning (SEL) and Culture & Climate

### School Quality Review

SQII Element	Current %	Target %	Vendor
917 - EL's Re-designated	10.29	13	
2358 - EL's not advancing at least one proficiency level in Re-designation	40.98	31	

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

Teachers will provide English Learners with integrated and designated ELD by implementing the ELA/ELD frameworks and guaranteed and viable curriculum, providing differentiation as appropriate. Teachers will be very knowledgeable about what stage of English Language Development their students are in and particularly focus on those students who are Long Term English Learners or at risk of being Long Term English Learners.

### SMART Goals

By May 2018, the percent of English Learner students being redesignated will be at least 13% as measured using ELPAC, Interim Assessment, BAS or DRP.

### Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. BAS
2. District Interim Benchmark
3. DRP
4. Grade Level Common Formative Assessments
5. English Language Proficiency Assessments for California (ELPAC)
6. Classroom observations/feedback with focus on ELD
7. AC Student Progress Conferences
8. Quarterly Writing Samples

#### Owner(s):

1. Kdgn-3rd Grade Teachers
2. 1st-6th Grade Teachers
3. 2nd-6th Grade Teachers
4. 1st-6th Grade Teachers
5. Site Administration
6. Site Administration
7. Kdgn-6th Grade ACs, Site Administration
8. Grade Level ACs, Site Administration

#### Timeline:

1. 3 times per year
2. District Assessment Calendar
3. District Assessment Calendar
4. Grade Level ACs
5. District Assessment Calendar
6. Monthly
7. Nov and Feb
8. Quarterly

### Explain the Targeted Actions for Parent Involvement (required by Title I):

1. ELD Progress will be shared with parents during Fall conferences. Interpreters will be provided to assist with conferences
2. Parents will be notified by letter of redesignation
3. Redesignated students will be recognized during quarterly awards assemblies

### Describe Related Professional Learning:

1. Instruction Aligned to the ELA/ELD Framework
2. Using our guaranteed and viable curriculum to target the needs of EL students
3. ELPAC purpose and process
4. Effectively Sharing EL Student data with parents

4. ELPAC assessment purpose and process and redesignation will be discussed during at least 1 ELAC meeting. Interpreter, childcare and refreshments will be provided.

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

1. All English Learner students will participate in classroom instruction focused on Reading by 3rd grade and meeting grade level standards for Literacy and Mathematics
2. All English Learner students will receive integrated and designated ELD during class differentiated instruction
3. During goal-setting chats with students, teachers will discuss EL student's current level and set goals to help move to a higher level.
4. Long-term English Learners and at risk of LTEL will be highlighted for teachers and discussed during AC student progress conferences
5. 3rd-6th Grade English Learner students will have access to Achieve 3000 to practice literacy skills
6. Additional ELD opportunities will be offered through an afterschool or Saturday Language Club
7. Substitute Pay will be provided for district assessors to give the ELPAC or for site teachers to give the ELPAC to English Learners.

**Materials and Supplies:**

Technology

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Teachers will utilize best practices in support of academic language acquisition  
 PL will be provided to deepen understanding of ELA/ELD Standards and use of Wonders and GoMath Curriculum to provide Integrated and Designated ELD  
 All subgroups will have access to instruction in foundational skills, guided reading and intervention  
 Quarterly monitoring of RFEP Students  
 Teachers will know who EL students are and their current ELD level  
 3 hour Home School Liaison will support communication between school and parents as well as coordination of Parent Education to support Literacy

Anthony Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
4	1	LCFF: EL	Parent Participation	Classified Support-Supplemental				Translators for parent/teacher conferences	\$	1,398.00
4	1	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC assessors	\$	1,250.00
4	1	LCFF: EL	Instruction	Materials & Supplies				Classroom materials to support ELLs	\$	1,164.00
4	2	Sup & Conc	Parent Participation	Materials & Supplies				Food and supplies for SSC/ELAC meetings	\$	1,000.00
4	1	LCFF: EL	Parent Participation	Other Classified-Supplemental				Child care for ELAC/SSC meeting	\$	1,206.00
4	1	LCFF: EL	Instruction	Teacher-Substitute Salaries				Substitutes for teachers to administer the ELD test	\$	2,716.00
4	1	LCFF: EL	Instruction	Teacher-Supplemental Salaries				Supplemental Contracts for teachers to run Language Club	\$	899.00
<b>Total</b>									\$	<b>9,633.00</b>

**Action # 5**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
48 - Attendance rate	94.01	95	
5942 - Chronic absenteeism rate	24.74	22	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

The school will implement a schoolwide focus on improving attendance with weekly monitoring of chronically absent students by a 7 hour Child Welfare Attendance Specialist. The CWAS will work with families to determine needs and offers supports. Students with perfect attendance or improved attendance will be recognized at quarterly awards assemblies, with a parent letter or phone call and using other incentives. Each teacher will encourage positive attendance using a classroom incentive and promoting school connectedness and positive adult to student interactions.

SMART Goals

By May 2018, the ADA attendance rate will increase to at least 95% and the percentage of chronically absent students will decrease to no more than 22%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

1. CWAS monitors attendance daily, making phone calls or home visits to chronically and marginally absent students
2. Principal monitors attendance weekly and discusses students of concern with CWAS and teacher
3. CWAS provides teachers with reports of student absences and reasons
4. CWAS works with site administrative team to monitor and recognize perfect and improved attendance
5. Teachers use positive attendance charts, classroom tickets or other tools to monitor positive attendance

Owner(s):

1. Child Welfare Attendance Specialist
2. Principal, CWAS, Classroom Teachers
3. CWAS, Classroom Teachers
4. CWAS, Site Administrative Team
5. Classroom Teachers

Timeline:

1. Daily
2. Weekly
3. Weekly
4. Monthly
5. Daily

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

1. Parents of chronically absent students will be invited to an attendance conference at the school. Child Welfare Attendance Specialist will make home visits for parents who do not attend. The Home School Liaison will assist with home visits to promote positive attendance.
2. If available, Parent University classes with focus on positive attendance will be hosted by the school. A 3 hour Home School Liaison will assist with coordinating Parent University classes. Refreshments will be

Describe Related Professional Learning:

1. Class Meeting topics that Promote Positive Attendance
2. Updates on progress toward meeting our Attendance Targets
3. Sharing of strategies that are impacting positive attendance

provided.

3. Attendance information will be available for parents on Edutext and the ATLAS Parent Portal
4. Attendance information will be shared with parents during Fall conferences
5. School Messenger will be used to inform parents of non-school days
6. Parents will be invited to assist with Club Days

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

1. All students who have perfect attendance will receive positive recognition through participation in incentive activities and quarterly awards
2. TK and Kindergarten classes will offer free choice/exploration during first 15 minutes of class to assist with transition and encourage positive attendance
3. Social-emotional support will be provided to students who are at risk due to attendance or lack of school connectedness through a 7 hour Child Welfare Attendance Specialist and a 5 hour Recourse Counseling Assistant.
4. Students who are at risk due to attendance or lack of school connectedness will be invited to be part of our school's Meaningful Work program
5. Students will be recognized for improved attendance with a letter, phone call or incentive
6. Club Days will take place a minimum of once per month will all students able to attend a club during school time
7. Updated attendance information for individual students will be shared at SST and IEP Meetings
8. Kindergarten students will be provided with a "Ready for School" pack that includes attendance information
9. The CWAS and HSL will be provided with mileage reimbursement

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Monthly monitoring of attendance will look for root causes and address specific sub-groups and needs that may be identified through this process

All subgroups will have opportunities to participate in Goal 2 Activities designed to promote positive attendance (classroom incentives, schoolwide incentives, "Connections", "Meaningful Work")

Child Welfare Attendance Specialist and Home School Liaison will work with families to promote positive attendance

Families in transitional living situations will be referred to Project Access

Anthony Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375		RSC Assistant to support students social/emotional needs	\$	26,893.00
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.1875		RSC Assistant to support students social/emotional needs	\$	11,526.00
5	2	Sup & Conc	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	0.5625		CWS to support students/parents who are chronically absent and to increase school-wide attendance	\$	34,641.00
5	2	LCFF: EL	Attendance & Social Work Services	Classified Support-Regular	Specialist, Chd Wel & Attnd I	0.3125		CWS to support students/parents who are chronically absent and to increase school-wide attendance	\$	19,243.00
<b>Total</b>									\$	<b>92,303.00</b>

**Action # 6**

Domain  1. Academic Performance  2. Social/Emotional Learning (SEL) and Culture & Climate

School Quality Review

SQII Element	Current %	Target %	Vendor
843 - Out of school suspension rate	8.07	6.5	
2080 - Students engaged in a goal 2 activity	37.77	95	
7133 - Elementary students growth mindset survey results for questions 10-13	57.17	70	
7134 - Elementary students self-efficacy survey results for questions 14-17	61.92	70	

New-Action    
  On-going    
 Reasoning:    
 Strong Evidence    
 Moderate Evidence    
 Promising Evidence

Detail the Action

The school will implement programs to engage students, connect students to school, increase positive interactions between students and adults at school and increase positive behavior.

SMART Goals

By May 2018, the percentage of student suspension instances per 100 will decrease to 6.5% and the percentage of positive responses on the Growth Mindset and Self-Efficacy constructs of the elementary student survey will increase to a minimum of 70%.

Explain the Progress Monitoring using the Cycle of Continuous Improvement model:

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

- Weekly Suspension Rate on ATLAS
- Office Referrals
- Classroom Observation using IPG, iACHIEVE and site feedback form
- 4th-6th Grade Student Survey results
- DHIB Reports
- Goal 2 Participation
- Correlation between students participating in Connections, Meaningful Work and Office Referrals

Owner(s):

- Principal
- Site Administrative Team, Classroom Teachers
- Site Administrative Team
- 4th-6th Grade Classroom Teachers
- Vice Principal
- School Climate and Culture Committee
- School Climate and Culture Committee, Site Administration, Resource Counseling Assistant

Timeline:

- Weekly
- Monthly
- Weekly
- District Assessment Calendar
- Quarterly
- Quarterly
- Quarterly

**Explain the Targeted Actions for Parent Involvement (required by Title I):**

1. Invitations to observe class
2. Permission for student to work with a mentor or participate in Connections or Meaningful Work
3. Provide CHAMPS, Bullying Prevention, 2nd Step and Class Meeting Overviews during Parent Meetings
4. Parent Handbook with school rules, expectations and responses to misbehavior
5. Share suspension data at SSC and ELAC meetings

**Describe Direct Instructional Services to Students, Including Materials and Supplies Required(curriculum and instruction):**

1. All students will have the opportunity to participate in monthly Club Day
2. All TK-6th grade students will have the opportunity to go on at least 1 fieldtrip
3. All 4th grade students will participate in Music instruction using recorders and interested students will have the opportunity to participate in choir
4. 5th and 6th grade students will have the opportunity to participate in band and/or choir
5. Students identified as at risk due to attendance or social-emotional concerns will work with a 5 hour Resource Counseling Assistant and have access to the Social Emotional Support Center
6. At risk students will be invited to participate in the Meaningful Work and/or Connections Program
7. Classrooms will have the choice to pair up (primary with intermediate) for weekly Reading Buddies
8. School staff member will be offered a supplemental contract to provide conflict resolution, character counts and social skills instruction and practice during recess and lunch.

**Describe Related Professional Learning:**

1. Refreshers on CHAMPS, Class Meetings, Bullying Prevention 2nd Step
2. Social Emotional Learning (SEL)
3. Meaningful Work and Connections Programs
4. Cultural Considerations for our Student Population

**Specify data, experience or evidence that demonstrates enhanced services for economically disadvantaged, EL or Foster students:**

Monthly monitoring of suspensions/office referrals will look for root causes and address specific sub-groups and needs that may be identified through this process through professional learning

All subgroups will have opportunities to participate in Goal 2 Activities designed to promote positive behaviors (classroom incentives, schoolwide incentives, "Connections", "Meaningful Work")

Resource Counseling Assistant will work with students and families to promote positive behaviors

Anthony Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
6	1	Sup & Conc	Parent Participation	Classified Support-Supplemental				Supplemental contract to increase positive behavior	\$ 602.00
6	2	Sup & Conc	Instruction	Materials & Supplies				Incentives for positive behavior	\$ 2,000.00
<b>Total</b>									<b>\$ 2,602.00</b>



# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0015 Anthony Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.358	Certificated Tutor to provide 3.5 hours of intervention	36,552.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.063	Certificated Tutor to provide 3.5 hours of intervention	6,389.00
2	1	Title 1 Basic	Instruction	Mat & Supp			Materials to support instruction	3,233.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Technology to support instruction	6,809.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Solution Tree - CCSS training for teachers - Design in Five	7,000.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Write Tools, LLC : Training to be provided to teachers to improve student writing	4,000.00
2	1	Title 1 Basic	Instruction	Cons Svc/Oth			Achieve 3000 : Computer based reading program	13,000.00
2	1	Title 1 Basic	Parent Participation	Cls Sup-Sup			Child care for SSC/ELAC meetings	1,206.00
2	1	Title 1 Basic	Attendance & Social Work Service	Mat & Supp			Materials and supplies	1.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Food and supplies for professional learning	1,000.00
2	1	Sup & Conc	Instruction	Nc-Equipment			: Technology to support instruction	2,314.00
2	1	Sup & Conc	Instruction	Direct-Maint			Repair technology as needed	2,000.00
2	1	Sup & Conc	Instruction	Direct-Food			: Food for teacher professional learning actions 1 - 6	2,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			: Solution Tree - training in CCSS for teachers - Design in Five	6,600.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			Achieve 3000 : Computer based reading program for 2nd - 6th	4,000.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			*Other* : 2 days of Scholastic Training for guided reading	8,000.00
3	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.125	HSL to support parents/students	3,410.00
3	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Liaison, Home/School Spanish	0.250	HSL to support parents/students	6,818.00
3	1	LCFF: EL	Attendance & Social Work Service	Local Mileag			Mileage reimbursement for SSL and CW	350.00
4	2	Sup & Conc	Parent Participation	Mat & Supp			Food and supplies for SSC/ELAC meetings	1,000.00
4	1	LCFF: EL	Instruction	Teacher-Subs			Substitutes for teachers to administer the ELD test	2,716.00
4	1	LCFF: EL	Instruction	Teacher-Supp			Supplemental Contracts for teachers to run Language Club	899.00
4	1	LCFF: EL	Instruction	Mat & Supp			Classroom materials to support ELLs	1,164.00
4	1	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	1,250.00
4	1	LCFF: EL	Parent Participation	Cls Sup-Sup			Translators for parent/teacher conferences	1,398.00
4	1	LCFF: EL	Parent Participation	Oth Cls-Supp			Child care for ELAC/SSC meeting	1,206.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	RSC Assistant to support students social/emotional needs	26,893.00
5	2	Sup & Conc	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd I	0.563	CWS to support students/parents who are chronically absent and to increase school-wide attendance	34,641.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Specialist, Chd Wel & Attnnd I	0.313	CWS to support students/parents who are chronically absent and to increase school-wide attendance	19,243.00
5	2	LCFF: EL	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.188	RSC Assistant to support students social/emotional needs	11,526.00
6	2	Sup & Conc	Instruction	Mat & Supp			Incentives for positive behavior	2,000.00
6	1	Sup & Conc	Parent Participation	Cls Sup-Sup			Supplemental contract to increase positive behavior	602.00

\$219,220.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$35,249.00
Sup & Conc	7090	\$131,012.00
LCFF: EL	7091	\$52,959.00
<b>Grand Total</b>		<b>\$219,220.00</b>

Domain Totals	Budget Totals
Academic	\$113,689.00
SEL / Culture & Climate	\$105,531.00
<b>Grand Total</b>	<b>\$219,220.00</b>