

## **Bakman Elementary**

10621660108100

Principal's Name: Melissa Jones

Principal's Signature:

A handwritten signature in black ink, appearing to be 'Melissa Jones', written over a horizontal line.

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

<b>Table of Contents</b>	
<b>Cover Page</b>	<i>CDS Code with Signature</i>
<b>Table of Contents</b>	<i>Listing of SPSA Contents and District Goals</i>
<b>Centralized Services</b>	<i>N/A</i>
<b>Assurances</b>	<i>Consolidated Program Assurances</i>
<b>School Site Council</b>	<i>Members list</i>
<b>Required Signatures</b>	<i>Principal and SSC Chairperson</i>
<b>Additional Documents</b>	<i>Site Parent Involvement Policy/Compact/SSC Bylaws</i>
<b>School Quality Review Process</b>	<i>Data Analysis and identification of needs and goals</i>
<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>Table of Contents</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

Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
	X				
1. Principal - Melissa Jones		X			
2. Chairperson - Diana Jackson			X		
3. Erika Kingsby		X			
4. Kelli Miller		X			
5. Mia Zavorek				X	
6. Karen Chavez				X	
7. Juana Gonzalez				X	
8. Mariana Cisneros				X	
9. Irma Lopez				X	
10. Maria Cisneros					
11.					
12.					
13.					
14.					
15.					


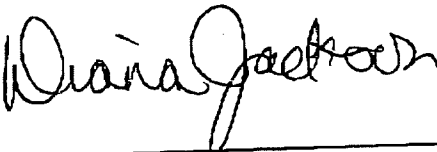
Check the appropriate box below:

ELAC reviewed the SPSA as a school advisory committee.

ELAC voted to consolidate with the SSC. Date \_\_\_\_\_.

**Required Signatures**

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	Melissa Jones		3/29/17
SSC Chairperson	Diana Jackson		3/29/17

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

Bakman - 0535

**ON-SITE ALLOCATION**

3010	Title I	\$61,087 *
7090	LCFF Supplemental & Concentration	\$219,069
7091	LCFF for English Learners	\$86,106
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$366,262</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$1,147
Remaining Title I funds are at the discretion of the School Site Council	\$59,940
<b>Total Title I Allocation</b>	<b>\$61,087</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)	42/68	N/A <sup>3</sup>	19.44%	22.45%	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)	42/68	N/A <sup>3</sup>	15.09%	16.86%	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	43/66	N/A <sup>3</sup>	19.69%	20.00%	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	39/68	0.00% <sup>4</sup>	52.39%	54.98%	44.90%	•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	59/63	N/A <sup>6</sup>	12.71%	15.13%	0.00%	•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	51/63	N/A <sup>6</sup>	26.27%	39.50%	3.51%	•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	48/67	N/A <sup>7</sup>	N/A <sup>7</sup>	17.81%	21.63%	•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	46/67	N/A <sup>8</sup>	N/A <sup>8</sup>	18.02%	22.22%	•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).	64/68	11.11%	18.60%	9.45%	8.13%	•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)	48/68*	24.55%	19.40%	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	61/68	43.33%	48.71%	51.74%	46.43%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	34/68	95.30%	95.28%	95.04%	95.36%	•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)	31/69	12.18%	11.99%	14.88%	13.13%	•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)	4/68	N/A <sup>10</sup>	N/A <sup>10</sup>	21.07%	13.61%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	68/69	8.77%	5.41%	3.24%	1.17%	•LCAP Dashboard - 6SchoolClimate



<input type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	66/68	5.85%	14.69%	20.60%	5.39%	•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	59/68	0.00%	0.00%	0.23%	0.00%	•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)	49/67	2.80%	29.38%	27.66%	0.47%	•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.	11/68	N/A <sup>13</sup>	N/A <sup>13</sup>	76.74%	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.	47/69	N/A <sup>13</sup>	N/A <sup>13</sup>	61.84%	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.	30/68	N/A <sup>13</sup>	N/A <sup>13</sup>	59.65%	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.	10/68	N/A <sup>13</sup>	N/A <sup>13</sup>	75.56%	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

## Bakman 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
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16.9	25	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	22.38	30	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

Bakman will continue to deliver a comprehensive math instruction program to all students ensuring instruction is aligned to CCSS and are meeting or exceeding standards in the CAASPP. Teachers will receive feedback via the IPG.

### SMART Goals

Write a SMART Goal to address each data point:

By the end of 2017-2018 school year, Bakman students meeting or exceeding standards will grow by 25% as evidenced in the CAASPP Math results.

By the end of 2017-2018 school year, Bakman students meeting or exceeding standards will grow by 30% as evidenced in the CAASPP ELA results.

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

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

- Analyze CAASPP results and plan for instruction
- Monitor/Analyze SQII Math indicators
- Analyze Interim Math results and plan for instruction
- Implement formative assessments, and analyze results within ACs
- Analyze Interim Math CFA

Administration will continue to use the Instructional Practice Walks Math tool during classroom walkthroughs

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

- Report CAASPP results to parents during Parent Conferences/SSC/ELAC
- Report Interim CFA Math results to parents during Parent Conferences/SSC/ELAC
- Provide parents with information regarding accessing SBAC practice tests online
- Provide list of math websites to use at home to practice math skills
- Provide parents with math strategies to use/implement at home through Parent Nights
- Provide materials and supplies for Parent Participation
- Parent Portal
- Edutext

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

- Daily Go-Math instruction to K-6<sup>th</sup> grade students
- Create common formative assessments utilizing Illuminate test bank for data and practice
- Provide with Math support through Learning Lab for RSP/identified struggling students
- Provide differentiated instruction based on student strengths/needs
- IA will provide math support in Kindergarten classes
- Provide supplemental teacher contracts for afterschool tutoring to students needing math support
- Provide materials and supplies (paper, pencils, math journals, technology, website licenses, etc.)

**Owner(s):**

Principal, VP  
Teachers  
TSA

**Timeline:**

Ongoing  
After Interim CFA test periods  
Ongoing/Quarterly

**Describe Related Professional Learning:**

- District Provided Go-Math Training
- PL on Math strategies/implementation of 8 Math practices

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

The following will be provided to support students who are struggling academically, socio-emotionally or with health needs.

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies- Annually and Tri-annually.
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- On-Site Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- CWA Officer will conduct Boys to Men and Girl Power groups in 8 week sessions throughout the year.

**English Learners**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to CELDT and/or ELPAC. Any recommendations from FUSD English Language Learner Services Department Coaches will be used as well.
- Teachers will incorporate close reading
- Daily Go-Math instruction to K-6<sup>th</sup> grade ELL students
- Provide with Math support through Learning Lab for ELL RSP/identified struggling students
- Provide differentiated instruction based on student strengths/needs to ELLs, disadvantaged and foster students
- Provide teacher supplemental contracts for afterschool tutoring to ELL students needing math support

**Bakman Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
1	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.6000		TSA-Also Academic Action 2 & 6, SEL/CC Action 3	\$ 47,398.00
1	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Teacher, Spec Assgn	0.2000		TSA-Also Academic Action 2 & 6, SEL/CC Action 3	\$ 15,800.00
1	1	Title 1 Basic	Instruction	Materials & Supplies				materials and supplies (3010) Also Academic Action 2 & 6 and SEL/CC #3	\$ 12,773.00
1	1	Sup & Conc	Instructional Supervision & Administration	Office Equipment Lease				Ricoh equip lease Also Academic Action 2 & 6. and SEL/CC #3	\$ 9,300.00
<b>Total</b>									<b>\$ 85,271.00</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	22.6	30	DIBELS, University of Oregon
3169 - 3rd grade students reading at grade level	20	28	Other - Please specify within action
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	21.63	29	

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

Detail the Action

Bakman will implement a strategic Rtl plan that will improve students reading on grade level by professional development, Rtl structures, DIBLES assessments, BPST assessments and additional support in the classrooms. Support will be provided by Americore. Bakman will also continue to work on the Sunnyside regional focus on Integrated Literacy through professional development and collaboration within the region.

SMART Goals

Write a SMART Goal to address each data point:

By the end of 2017-18, students meeting or exceeding grade level standards will increase by 30% in ELA as evidenced in CAASPP results.

By the end of the 2017-18 school year, 28% of students in 1-3 will read on grade level as evidenced by the KAIG, BAS and DRP.

By the end of the 2017-18 school year, 29% of students will meet or exceed grade level ELA standards in the Interim; CFA, as evidenced by the its results.

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

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

- DIBLES and BPST Assessments 3 times a year (Fall/Winter/Spring) K-3
- DRP 2 times a year (Fall/Spring) Grades 2-6
- Illuminate Testing (Fall/Winter) Grades 1-6
- BAS Assessment (Fall/Spring) K-1
- KAIG (Fall/Winter/Spring) Kindergarten
- Ongoing Teacher Formative Assessments
- Common Writing Assignments within the Region (2<sup>nd</sup> and 4<sup>th</sup> Quarter)

*Provide feedback utilizing the IPG*

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

- Each teacher will communicate student reading levels through each report card period.
- DRP scores will be communicated with parents.
  -
- Interim results will be communicated to parents.
- Student growth in reading skills will be communicated each report card period.
- Provide materials and supplies for Parent Participation
- Parent Portal
- Edutext

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

- *Learning Lab intervention for neediest students according to multiple data sources including DIBLES/BPST, etc. (3 CT's in Lab)*
- Site Licenses for online programs (Starfall)
- *Any paper, journaling and writing supplies needed, materials and supplies, technology, etc.*
- Planners for grades 3-6 (Global Date Books)
- Needed Technology to support instructional program
- Grade Level Planning Days-Subs
- SST meetings-Subs

**Owner(s):**

*Teachers,  
Administrators,  
Sunnyside Region,  
Coaches and Support Staff  
TSA*

**Timeline:**

*Ongoing  
Ongoing  
Quarterly  
Ongoing  
Ongoing  
Ongoing*

**Describe Related Professional Learning:**

- Regional Trainings
- 2 Buy Back Days
- AC Collaboration
- Foundational Reading Skills
- DIBLES/BPST Assessment Data
- In Class Interventions Strategies
- PL on new adoption and its correlation with CCSS
- Implementing Complex Text
- PL on Integrated Literacy

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

The following will be provided to support students who are struggling academically, socio-emotionally or with health needs.

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies- Annually and Tri-annually.
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- On-Site Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- CWA Officer will conduct Boys to Men and Girl Power groups in 8 week sessions throughout the year.

**English Learners**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.

- Provide for Academic Field Trips
- .49 FTE Teacher on Special Assignment
- Teacher Supplemental Salaries (tutoring, etc.)
- Provide for Direct Maintenance
- Provide for Direct Graphics
- Provide for Office Equipment Lease-Ricoh
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to CELDT and/or ELPAC. Any recommendations from FUSD English Language Learner Services Department Coaches will be used as well.
- Teachers will incorporate close reading

Bakman Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2300		CT-S.A. Also SEL/CC Action 3, and Academic Action 6	\$	21,929.00
								Split funded in 7090 and 7091 CT		
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2100		CT: HF Also SEL/CC action 3 and Academic Action 6	\$	19,100.00
2	1	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2375		CT-P.J. Also SEL/CC Action 3 and Academic Action 6	\$	22,645.00
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2075		CT-S.A. Also SEL/CC Action 3, and Academic Action 6	\$	19,783.00
								Split funded in 7090 and 7091 CT		
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2275		CT: HF Also SEL/CC action 3 and Academic Action 6	\$	20,693.00
2	1	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.2000		CT-P.J. Also SEL/CC Action 3 and Academic Action 6	\$	19,068.00
								Teacher Supplemental Contracts-tutoring		
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Also Academic Action 1, SEL/CC Action 3	\$	11,842.00
								Tech materials and supplies		
2	1	Title 1 Basic	Instruction	Non Capitalized Equipment				Also Academic Action 1 & 6 SEL/CC action 3	\$	5,960.00
								Direct maintenance,		
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Also Academic Action 1 and 6, and SEL/CC #3	\$	2,500.00
								7090 materials and supplies		
2	1	Sup & Conc	Instruction	Materials & Supplies				Also Academic Action 1 & 6	\$	32,625.00
								Parent/Meetings Food		
2	1	Sup & Conc	Parent Participation	Materials & Supplies				Also Academic Action 1 and SEL/CC #3	\$	2,500.00
								Direct Graphics		
2	1	Sup & Conc	Instruction	Direct-Graphics (Dr)				Also Academic Action 1 & 6n and SEL/CC Action 4	\$	2,500.00
								<b>Total</b>	\$	<b>181,145.00</b>



**Action # 3**

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	8.13	10	
2358 - EL's not advancing at least one proficiency level in Re-designation	46.43	52	

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

Detail the Action

Bakman will implement a comprehensive system of support that will include awareness of the importance of redesignation, CELDT knowledge and practice strategies, and identifying and providing for learning needs of English Learner students. The Frameworks will be utilized to ensure ELD standards are being taught.

SMART Goals

By the end of the 2017-18 school year, 10% of English Learners in 1st grade-6th grade students identified as meeting redesignation criteria will be redesignated R-FEP, as evidenced by ELPAC, DRP, BAS and Interim CFA assessment results. (917)

By the end of the 2017-18 school year, 52% of English Learners in 1st grade-6th grade students will advance at least one proficiency level as evidenced by the results on the ELPAC. (2358)

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:
<ul style="list-style-type: none"> <li>Consistent analysis of English Learner students' academic performance data</li> <li>Consistent analysis of English Learner students' performance during Common Core Reading instruction and ELD.</li> <li>Identify Target students for Redesignation in current year and for the following year.</li> <li>ELD Progress Monitoring/Goal Setting Data Chats Teacher/Students</li> <li>Conduct ELPAC chats fall, mid-year, and spring to coincide with ELPAC, DRP and state testing.</li> <li>Data Sharing with all stakeholders at all Redesignation windows</li> <li>EL Student Progress Data will be analyzed in ACs to coincide with ELPAC and DRP testing results.</li> <li>Report out and share EL student performance data at Regional Cycles of Review, several times during the year.</li> <li>Provide feedback utilizing the IPG</li> </ul>	Principal/VP	Ongoing
	Teachers	Ongoing
	CTs	Ongoing
	TSA	Ongoing

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

- Letters and notices sent home to parents to inform about ELPAC, strategies they could use at home and the importance of students getting redesignated by 6th grade.
- Consistently communicate to parents regarding the importance of Redesignation by 6th grade and A-G courses. Forums will include: Back to School Night, ELAC, SSC, etc.
- Review and Provide student EL profiles to parents at appropriate forums.
- Parent Nights to provide strategies for parents to implement at home.
- Parent Portal

EduText

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

- Daily English Language Development for a minimum of 30 minutes for all EL students.
- Provide CELDT assessors to assess students during CELDT window
- Provide materials and supplies
- Provide for translating for Parent meetings
- Provide CTs for ELLs in Learning Lab

**Describe Related Professional Learning:**

- PL by ELL services as needed
- Teachers' Professional Learning –ELPAC Prep/ EL Redesignation Goal Setting Tool/EL Student Profile.
- ELA/ELD Framework/ELD Standards
- Integrated/Designated ELD Instruction
- EL instructional program, instruction and monitoring.  
Strategies: Reconstruction/Deconstruction (Regional Professional Learning)
- Plan all content areas in tandem with the ELD standards.
- PL on integrating curriculum and strategies to students at different ELD levels.

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

The following will be provided to support students who are struggling academically, socio-emotionally or with health needs.

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies- Annually and Tri-annually.
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- On-Site Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- CWA Officer will conduct Boys to Men and Girl Power groups in 8 week sessions throughout the year.

**English Learners**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to CELDT and/or ELPAC. Any recommendations from FUSD English Language Learner Services Department Coaches will be used as well.
- Teachers will incorporate close reading

Bakman Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
3	2	LCFF: EL	Instruction	Direct-Other (Dr)				ELPAC assessors	\$ 3,000.00	
3	2	LCFF: EL	Instruction	Materials & Supplies				materials and supplies for ELs	\$ 7,762.00	
								<b>Total</b>	<b>\$ 10,762.00</b>	

**Action # 4**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2001 - In school suspension rate	0.94	0.5	On-Site Counseling/FPU
843 - Out of school suspension rate	5.15	3	
2080 - Students engaged in a goal 2 activity	27.66	50	
7134 - Elementary students self-efficacy survey results for questions 14-17	59.65	64	

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

Detail the Action

Bakman will implement systems and structures which promote good behavior, and reduce office referrals, which include CHAMPS, Class Meetings, Onsite Counseling, Second Step, the Cub House, Monthly Good Behavior Activities, Student Leadership Club, Character Counts, DLAM(Sunnyside High School) Boys to Men, Girl Power, Bruin Bucks, Ice Cream, Restorative Practices and Culture Climate strategies and Kindness Kids Club.

SMART Goals

- By the end of year, the number of students that have been suspended in or out of school and/or expelled will stay below 10% as evidenced by SQII indicator # 2001.
- By the end of the year, over 50% of students will be involved in goal 2 activities as measured by SQII indicator #2080.
- During the 2017-18 student survey, student responses to questions 14-17 on self efficacy will increase to 64% positive as measured by SQII indicator #7134.

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

Details: Explain the data which will specially monitor progress toward each indicator target <ul style="list-style-type: none"> <li>Monitor number of office referrals on a monthly basis</li> <li>Monitor SQII suspension indicators</li> </ul>	Owner(s): Principal VP Teachers	Timeline: Ongoing Ongoing
--	--	---------------------------------

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

Describe Related Professional Learning:

- Discuss Bakman’s Discipline Policy with parents during Back to School Night, parent conferences, SSC/ELAC meetings
- Discuss Parent/Teacher/Student Compact during Parent Conferences
- Provide materials and supplies for Parent Participation
- Edutext
- Parent Portal

- Restorative Practices
- CHAMPS
- Class Meetings
- Second Step
- Olweus
- ATLAS training on inputting positive behavior

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

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

- Weekly Class Meetings
- Weekly Second Step lessons
- CHAMPS
- Review school rules/policies
- Order Posters/Certificates, Office Referrals, etc. through Graphics Department
- Order Ice Cream as incentive for good behavior
- Order trophies, medals, bracelets, etc.
- Purchase Professional books on Positive Behavior
- Other materials and supplies as needed (butcher paper, markers, paint, poster paper, etc.)
- Fund for transportation for DLAM, (Don’t Laugh at Me-from Sunnyside High School)
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies
- Provide funding for ON SITE Counseling
- Provide a Resource Counseling Assistant
- Provide for babysitting for Parent Meetings
- Provide Extra NTA support

- Weekly Class Meetings
- Weekly Second Step lessons
- CHAMPS
- Review school rules/policies
- Order Posters/Certificates, Office Referrals, etc. through Graphics Department
- Order Ice Cream as incentive for good behavior
- Order trophies, medals, bracelets, etc.
- Purchase Professional books on Positive Behavior
- Other materials and supplies as needed (butcher paper, markers, paint, poster paper, etc.)
- Fund for transportation for DLAM, (Don’t Laugh at Me-from Sunnyside High School)
- Provide teacher supplemental contracts to lead different campus clubs/events
- Provide funds to schedule various assemblies
- Provide funding for ON SITE Counseling
- Provide a Resource Counseling Assistant
- Provide for babysitting for Parent Meetings
- Provide Extra NTA support

Bakman Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
4	2	Title 1 Basic	Attendance & Social Work Services	Classified Support-Regular	Assistant, Resrce Cnslg	0.4375		Cub House-RCA	\$ 12,172.00		
4	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				NTAs	\$ 8,678.00		
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				On site eval fee.	\$ 534.00		
4	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			On-Site Counseling/FPU	On site counseling	\$ 26,676.00		
4	2	Sup & Conc	Instruction	Direct Transportation (Dr)				transportation DLAM	\$ 750.00		
									<b>Total</b>	<b>\$ 48,810.00</b>	

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
4849 - Truancy rate	13.31	10	
48 - Attendance rate	95.36	96	
5942 - Chronic absenteeism rate	13.11	10	

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

Detail the Action

The school CWA officer in conjunction with office staff will implement an attendance accountability system where students are rewarded for positive attendance and are held accountable for poor attendance. This will be communicated with staff monthly, and awards will be given out monthly for both primary and upper grade classes with 100% attendance and quarterly for individuals with 100% attendance. Students with poor attendance will have phone calls from CSW officer as well as office staff, home visits and SARB process meetings as necessary.

SMART Goals

By the end of the 2017-18 school year, 100% of students in TK-6<sup>th</sup> grade that are considered to be chronically absent, will have documented evidence of appropriate attendance interventions, as evidenced by data collected in bi-weekly meetings.

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

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

- Monthly attendance reports to teachers on Chronically Absent Students
- Ongoing input from teachers
- Describe related professional learning:
- Parent meetings bi-weekly
- Parent University
- Newsletter Tips
- Absences communicated through report cards quarterly, attendance daily phone calls, and CWA officer visits/calls.
- Edutext
- CWA Officer Training and Monthly Updates
- Atlas Training on Teacher input on Absenteeism

**Owner(s):**

- CWA Officer
- Administrators
- Teachers
- Office Staff

**Timeline:**

- Ongoing with quarterly check-ins
- Ongoing.
- Ongoing
- Ongoing

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

- Describe related professional learning:
- Parent meetings bi-weekly
- Parent University
- Newsletter Tips
- Absences communicated through report cards quarterly, attendance daily phone calls, and CWA officer visits/calls.
- Edutext
- CWA Officer Training and Monthly Updates

*Atlas Training on Teacher input on Absenteeism*

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

- Vinyl posters for class monthly 100% attendance award
- 8 Bicycles a year for quarterly 100% attendance raffle
- Provide funds for Parent Meeting; food
- Provide Classified Office Supplemental Contracts

**Describe Related Professional Learning:**

- CWA Officer Training and Monthly Updates
- Atlas Training on Teacher input on Absenteeism

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

The following will be provided to support students who are struggling academically, socio-emotionally or with health needs.

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies- Annually and Tri-annually.
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- On-Site Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- CWA Officer will conduct Boys to Men and Girl Power groups in 8 week sessions throughout the year.

**English Learners**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to

- CELDT and/or ELPAC. Any recommendations from FUSD English Language Learner Services Department Coaches will be used as well.
- Teachers will incorporate close reading

Bakman Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Other Classified-Supplemental				Classified supplemental Office	\$ 2,712.00
5	2	Sup & Conc	Parent Participation	Other Classified-Supplemental				Parent Participation-Babysitter Also Academic Action 1 & 2	\$ 1,808.00
5	2	Title 1 Basic	Parent Participation	Other Classified-Supplemental				Parent Participation-translating Also Academic Action 1 & 2	\$ 1,206.00
5	2	Title 1 Basic	Parent Participation	Materials & Supplies				Parent participation-Agendas/Nicky's Also Academic 1, 2 and 6, and SEL/CC #3	\$ 2,300.00
								<b>Total</b>	<b>\$ 8,026.00</b>

**Action # 6**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	21.63	29	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	22.38	30	
3165 - Students meeting or exceeding the grade level standards on the CAASPP for English	22.6	30	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	16.9	25	

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

Detail the Action

Teachers will work together with their Accountable Communities to identify essential standards in both ELA and Math and backwards mapping these standards and identifying learning targets using multiple tools such as scope and sequence, pacing guides, Common Formative Assessment (CFA) assessment guides, etc.) In addition, teams will identify and/or create CFA's for monitoring student progress on the identified essential standards.

SMART Goals

By June of 2018, AC teams will increase by at least one indicator on the Professional Learning Communities at Work Continuum: Learning as Our Fundamental Purpose (Learning by Doing, 2nd Edition: Part 1- page 82 and 83; Part 2- page 106) as evidenced by ACs self-assessment Continuum results.

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

<u>Details: Explain the data which will specially monitor progress toward each indicator target</u>	<u>Owner(s):</u>	<u>Timeline:</u>
Each grade level will complete norms/essential standards, smart goals and learning targets for semester 1 and semester 2.	AC's and Lead Teachers	September 2017 and January 2018

<u>Details: Explain the data which will specially monitor progress toward each indicator target</u>	<u>Owner(s):</u>	<u>Timeline:</u>
Each grade level will agree upon CFA monitoring throughout each semester and compare and discuss results on these CFAs.	AC's and Lead Teachers	All Year



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

ILT will share each AC's data on their students progress on their essential standards for feedback.

**Owner(s):**

ILT and Administration

**Timeline:**

January 2017 and June 2018

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

AC's will turn in their data on the CFAs to administration to show progress on each essential standard. Administration will provide feedback based upon data and AC visits.

**Owner(s):**

Lead Teachers and Administration

**Timeline:**

Weekly or Biweekly (Depending on agreed upon assessment schedule)

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

Parents will be notified of student progress through:

- Progress Reports
- Report Cards
- Parent Conferences
- Phone Calls/Email Communication
- Annual Title I Parent Meeting
- Various SSC and ELAC Meetings

**Describe Related Professional Learning:**

Professional Learning on the following topics will be presented:

- Learning By Doing
- Essential Standards/Learning Targets
- Backwards Mapping
- CFAs
- PLC Process

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

- Copies
- CFAs
- Computers
- Provide Supplemental Contracts for Teachers Tutoring Students Before or After School
- PL Books on Professional Learning Communities (PLC)
- Conferences on PLC's
- TSA to Coach teachers and monitor SST's and EL students

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

The following will be provided to support students who are struggling academically, socio-emotionally or with health needs.

- Student Success Team (SST) Meetings
- Individualized Education Plan (IEP) Meetings for students identified with learning discrepancies- Annually and Tri-annually.
- Section 504 of the American Disabilities Act of 1973 for students with a mental or physical disability which limits learning (annually)
- On-Site Counseling Services will be offered on site.
- Restorative Practice Counselor will assist with socio-emotional needs of foster students.
- CWA Officer will conduct Boys to Men and Girl Power groups in 8 week sessions throughout the year.

**English Learners**

- English Learners will be provided with designated instruction at a minimum of 30 minutes daily.
- Instruction will be based on Wonders curriculum for EL students at their individual levels according to CELDT and/or ELPAC. Any recommendations from FUSD English Language Learner Services Department Coaches will be used as well.
- Teachers will incorporate close reading

Bakman Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure		Budget
6	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				GLP@5 dpt & SSTs Also Academic Action 1 & 2 and SS/C & C Action 3		\$ 32,248.00
									<b>Total</b>	<b>\$ 32,248.00</b>

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0535 Bakman Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Title 1 Basic	Instruction	Mat & Supp			materials and supplies (3010) Also Academic Action 2 & 6 and SEL/CC #3	12,773.00
1	1	Sup & Conc	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.600	TSA-Also Academic Action 2 & 6, SEL/CC Action 3	47,398.00
1	1	Sup & Conc	Instructional Supervision & Admir	Off Eq Lease			Ricoh equip lease Also Academic Action 2 & 6. and SEL/CC #3	9,300.00
1	1	LCFF: EL	Instruction	Teacher-Regu	Teacher, Spec Assgn	0.200	TSA-Also Academic Action 2 & 6, SEL/CC Action 3	15,800.00
2	1	Title 1 Basic	Instruction	Nc-Equipment			Tech materials and supplies Also Academic Action 1 & 6 SEL/CC action 3	5,960.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.230	CT-S.A. Also SEL/CC Action 3, and Academic Action 6	21,929.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.238	CT-P.J. Also SEL/CC Action 3 and Academic Action 6	22,645.00
2	1	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.210	Split funded in 7090 and 7091 CT CT: HF Also SEL/CC action 3 and Academic Action 6	19,100.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Teacher Supplemental Contracts-tutoring Also Academic Actiion 1, SEL/CC Action 3	11,842.00
2	1	Sup & Conc	Instruction	Mat & Supp			7090 materials and supplies Also Academic Action 1 & 6	32,625.00
2	1	Sup & Conc	Instruction	Direct-Maint			Direct maintenance, Also Academic Action 1 and 6, and SEL/CC #3	2,500.00
2	1	Sup & Conc	Instruction	Direct-Graph			Direct Graphics Also Academic Action 1 & 6n and SEL/CC Action 4	2,500.00
2	1	Sup & Conc	Parent Participation	Mat & Supp			Parent/Meetings Food Also Academic Action 1 and SEL/CC #3	2,500.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.208	CT-S.A. Also SEL/CC Action 3, and Academic Action 6	19,783.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.200	CT-P.J. Also SEL/CC Action 3 and Academic Action 6	19,068.00
2	1	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.228	Split funded in 7090 and 7091 CT CT: HF Also SEL/CC action 3 and Academic Action 6	20,693.00
3	2	LCFF: EL	Instruction	Mat & Supp			materials and supplies for ELs	7,762.00
3	2	LCFF: EL	Instruction	Direct-Other			ELPAC assessors	3,000.00
4	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			On-Site Counseling/FPU : On site counseling	26,676.00
4	2	Title 1 Basic	Attendance & Social Work Service	Cls Sup-Reg	Assistant, Resrce Cnslg	0.438	Cub House-RCA	12,172.00
4	2	Sup & Conc	Instruction	Direct Trans			transportation DLAM	750.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			On site eval fee.	534.00
4	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTAs	8,678.00
5	2	Title 1 Basic	Parent Participation	Oth Cls-Supp			Parent Participation-translating Also Academic Action 1 & 2	1,206.00
5	2	Title 1 Basic	Parent Participation	Mat & Supp			Parent participation-Agendas/Nicky's Also Academic 1, 2 and 6, and SEL/CC #3	2,300.00
5	2	Sup & Conc	Instruction	Oth Cls-Supp			Classified supplemental Office	2,712.00
5	2	Sup & Conc	Parent Participation	Oth Cls-Supp			Parent Participation-Babysitter Also Academic Action 1 & 2	1,808.00

\$366,262.00

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$61,087.00
Sup & Conc	7090	\$219,069.00
LCFF: EL	7091	\$86,106.00
<b>Grand Total</b>		<b>\$366,262.00</b>

Domain Totals	Budget Totals
Academic	\$298,664.00
SEL / Culture & Climate	\$67,598.00
<b>Grand Total</b>	<b>\$366,262.00</b>