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## Forkner Elementary

10621666101109

Principal's Name: Ryan Duff

Principal's Signature:

A handwritten signature in black ink, appearing to read "Ryan Duff", with a stylized flourish at the end.

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

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<b>District Goals</b>	
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.	
1.	All students will excel in reading, writing and math.
2.	All students will engage in arts, activities and athletics.
3.	All students will demonstrate the character and competencies for workplace success.
4.	All students will stay in school on target to graduate.

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

**Consolidated Program Assurances**

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

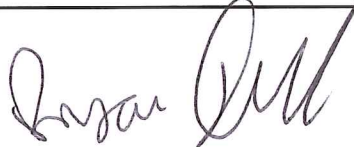
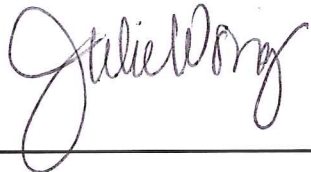
School Site Council

School Site Council List					
Member Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Secondary Student
1. Principal - Ryan Duff	X				
2. Chairperson - Julie Wong				X	
3. Diane Abbott		X			
4. Amanda Whitehead		X			
5. Debbie Walker		X			
6. Michele Markarian			X		
7. Eric Grijalva				X	
8. Allen Moran				X	
9. Jessica You				X	
10. Shelley Benneyan				X	
11.					
12.					
13.					
14.					
15.					

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



**Required Signatures**

School Name:			
Required signatures: Principal and School Site Council (SSC) Chairperson have reviewed all assurances and certify that the SSC has operated in compliance, and in consultation with the English Learner Advisory Committee (ELAC), school staff, and other advisory committees in the development of this plan. The SSC recommend that the Board of Education of Fresno Unified School District approve this Single Plan for Student Achievement.			
Title	Print Name Below	Signature Below	Date
Principal	Ryan Duff		16 March 2017
SSC Chairperson	Julie Wong		16 Mar 2017

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

Forkner - 0165

**ON-SITE ALLOCATION**

3010	Title I	\$19,754
7090	LCFF Supplemental & Concentration	\$86,457
7091	LCFF for English Learners	\$8,382
		\$114,593
<b>TOTAL 2017/18 ON-SITE ALLOCATION</b>		<b>\$114,593</b>

* Title I requires a specific investment for Parent Involvement	
Title I Parent Involvement - Minimum Required	\$434
Remaining Title I funds are at the discretion of the School Site Council	\$19,320
Total Title I Allocation	\$19,754

## 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)	4/68	N/A <sup>3</sup>	62.16%	65.23%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3166</a>	<b>District Dashboard (Goal 1):</b> Performance on Smarter Balance (Math)	3/68	N/A <sup>3</sup>	55.41%	50.50%	N/A <sup>3</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3169</a>	<b>District Dashboard (Goal 1):</b> Percentage of 3rd grade students reading at grade level	3/66	N/A <sup>3</sup>	69.23%	73.61%	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	3/68	0.00% <sup>4</sup>	24.22%	25.45%	18.39%	•LCAP Dashboard - 8OtherPupilOutcomes
<input checked="" 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	44/63	N/A <sup>6</sup>	22.50%	25.33%	2.63%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">3752</a>	KAIG – Number and Percentage of students mastering all of the Math sections on the most recent KAIG assessment	37/63	N/A <sup>6</sup>	36.25%	48.00%	22.37%	•LCAP Dashboard - 4PupilAchievement
<input checked="" type="checkbox"/>	<a href="#">6256</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the ELA Common Formative Assessment	2/67	N/A <sup>7</sup>	N/A <sup>7</sup>	54.30%	64.00%	•LCAP Dashboard - 4PupilAchievement •SQII Index - ELA (Common Formative Assessments) - Standard Met/Exceeded (Subelement)
<input checked="" type="checkbox"/>	<a href="#">6258</a>	Number and percentage of students scoring Standard Met or Standard Exceeded on the math Common Formative Assessment	2/67	N/A <sup>8</sup>	N/A <sup>8</sup>	46.17%	55.48%	•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 checked="" type="checkbox"/>	<a href="#">917</a>	<b>District Dashboard (Goal 1):</b> Number and percentage of English Learner students redesignated (current progress).	11/68	13.51%	41.18%	21.74%	8.33%	•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)	2/68*	36.67%	56.67%	N/A <sup>9</sup>	N/A <sup>9</sup>	•LCAP Dashboard - 4PupilAchievement
<input checked="" 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	21/68	31.25%	25.00%	38.89%	40.91%	•LCAP Dashboard - 4PupilAchievement
<input type="checkbox"/>	<a href="#">48</a>	ADA Attendance Rate	5/68	96.60%	96.51%	96.43%	96.72%	•LCAP Dashboard - 5PupilEngagement •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">5942</a>	Number and percentage of students who are chronically absent (attendance rate of 90% or less)	8/69	5.72%	5.39%	7.14%	4.32%	•LCAP Dashboard - 5PupilEngagement •SQII Index - Chronic Absenteeism - Chronic Absenteeism Rate (Subelement) •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Attendance
<input checked="" type="checkbox"/>	<a href="#">4849</a>	Number and percentage of students who are truant as defined by education code (3 or more truancy violations)	10/68	N/A <sup>10</sup>	N/A <sup>10</sup>	24.95%	22.56%	•LCAP Dashboard - 5PupilEngagement
<input type="checkbox"/>	<a href="#">2001</a>	<b>District Dashboard (Goal 4):</b> On-campus suspension instances per 100	1/69	2.60%	0.00%	0.00%	0.18%	•LCAP Dashboard - 6SchoolClimate



<input checked="" type="checkbox"/>	<a href="#">843</a>	<b>District Dashboard (Goal 4):</b> Out of school suspension instances per 100	16/68	2.60%	2.09%	3.45%	1.24%	•LCAP Dashboard - 6SchoolClimate •SPSA SQII View - Social - SocialEmotionalDataGradeCorrelation - Suspensions
<input checked="" type="checkbox"/>	<a href="#">528</a>	<b>District Dashboard (Goal 4):</b> Expulsions per 100	1/68	0.00%	0.00%	0.00%	0.18%	•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)	39/67	48.18%	94.61%	45.00%	10.76%	•LCAP Dashboard - 8OtherPupilOutcomes •SQII Index - Student Engagement - Overall Student Participation (Subelement) •SPSA SQII View - Culture - Goal2GradeCorrelation - ClubOrganizationAlignmenttoStudentNeeds
<input checked="" type="checkbox"/>	<a href="#">7132</a>	Number and percentage of positive responses on the Self-Management construct of the elementary student survey.	4/68	N/A <sup>13</sup>	N/A <sup>13</sup>	83.20%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7133</a>	Number and percentage of positive responses on the Growth Mindset construct of the elementary student survey.	3/69	N/A <sup>13</sup>	N/A <sup>13</sup>	75.94%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7134</a>	Number and percentage of positive responses on the Self-Efficacy construct of the elementary student survey.	6/68	N/A <sup>13</sup>	N/A <sup>13</sup>	68.76%	N/A <sup>13</sup>	•SPSA SQII View - Culture - SurveyResults - Student
<input checked="" type="checkbox"/>	<a href="#">7135</a>	Number and percentage of positive responses on the Social-Awareness construct of the elementary student survey.	5/68	N/A <sup>13</sup>	N/A <sup>13</sup>	76.76%	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: ryan.duff - 03/13/2017

Save

## Forkner 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	73.61	80	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	64	69	



New-Action



On-going

**Reasoning:**



Strong Evidence



Moderate Evidence



Promising Evidence

### Detail the Action

**Forkner Elementary staff is committed to providing all students with high quality instruction and working towards a goal of every student reading at or above grade level by 3<sup>rd</sup> grade. The actions listed below will be implemented to help close the achievement gap in our school and bring us closer to achieving our goal of every student reading at or above grade level.**

1. The school will continue to implement research based best practice instructional strategies in teaching reading foundations and reading comprehension. Strategies will include but not be limited to 9 Write Tools Active reading strategies, close reading strategies, cloze reading strategies, Marzano vocabulary development, Making Thinking Visible strategies, Notice and Note close reading strategies, and guided reading strategies.
2. We will implement a comprehensive reading program with the fidelity to the district core curriculum.
3. School will provide a 30 minute Response to Intervention instructional block to address all K-6 students individual needs. The RTI block will take place 4 days a week. A universal screener will be used the first two weeks of school to identify students current levels. Each grade level will receive push-in or pull-out support during their schedule 30 minute block. Support will come from RSP Team, Certificated Tutor, and Teaching Fellows.
4. Grade level planning and professional development release days will be provided for Accountable Community Teams. This time will allow teachers/teams to collaborate, co-plan, develop common formative assessments, develop and adjust grade level interventions, and create grade level SMART goals.

### SMART Goals

By May 2018, at least 80% of TK-6th grade students will be at or above grade level based on the KAIG, BAS, DRP, District Interim Assessments, and Wonders Diagnostic Assessments.

By May 2018, 69% of students in grades 1-6 will be meeting or exceeding grade level standards in ELA as measured by the district Interim/CFA.

By May 2018, at least 80% of Kindergarten and First grade students will be at or above grade level according to the BAS.

By May 2018, at least 80% of 2nd thru 6th grade students will be at or above grade level according to 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. Wonders Placement & Diagnostic Assessments

Owner(s):

Classroom Teachers  
Grade Level AC Teams  
Principal

Timeline:

1. By September 5, 2017

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

2. BAS reading assessment administrations for kindergarten and first grade

DRP assessment for second through sixth grade

Owner(s):

Grade Level AC Teams  
Principal  
TSA

Timeline:

BAS = Quarterly  
DRP = Fall & Spring

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

3. District Illuminate Interim Benchmark Assessments

Owner(s):

Grade Level AC Teams  
Principal  
TSA

Timeline:

According to district Assessment Calendar

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

4. Grade Level Common Formative Assessments of targeted essential grade level reading standards.

Owner(s):

Teacher  
Grade Level AC  
Administration

Timeline:

Bi-Monthly

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

Student Achievement/Data Chats

Owner(s):

Principal  
TSA  
Teachers/AC Teams  
ILT

Timeline:

Fall & Spring

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

- Teachers will frequently communicate with parents regarding students' progress.
- Each teacher will review each student's reading level scores at fall parent conferences.
- Teachers will send home parent reports after each KAIG/BAS/DRP assessment is completed.
- ATLAS Parent Portal and EDUTEXT will be available for all parents. Information will be given to parents at Back To School Night and during teacher conferences.

Describe Related Professional Learning:

1. Site-Based ELA Professional Development
2. Professional Development will continue to be provided to deepen knowledge of IPG tenants.
3. District ELA Training
4. Learning By Doing by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many and Mike Mattos
5. Professional Development on Guided Reading Groups

- Student Recognition at Awards Assemblies for meeting reading goals

6. Implementation of Standards-Based Literacy Centers
7. Implementation of Reading Foundational Skills
8. Professional Development to train support staff for RTI
9. Digital Literacy Skills and Technology embedded into daily instruction

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

1. Instruction will begin with the use of FUSD adopted curriculum.
2. Teachers will utilize the FUSD Scope & Sequence to align instruction with the Common Core State Standards.
3. Small group instruction using guided reading and other research based strategies will be utilized. Additional staff will be utilized to push into classrooms to support K-6 grade levels intervention block. (RSP Teacher, Certificate Tutor, Instructional Aides, and Teaching Fellows. A schedule will be created to accommodate each grade levels.
4. SPED identified students will receive direct services from the RSP Team.
5. SST's will take place for students struggling.
6. Supplemental contracts will be provided to certificated or classified staff to lead tutoring groups before or after school.
7. Principal will hold Student Achievement Conferences with each teacher in the Fall and Spring to monitor all students progress.

**Materials & Supplies**

- Classroom materials and supplies - including notebooks, paper, pencils, pens, markers, crayons, and other associated items to support reading instruction and reading intervention program needs.

Purchases for the school library may include the following materials to support Common Core implementation of complex text, talk, & tasks:

- RTI materials to support students needs
- Online and print subscriptions
- Reading software to support fluency & comprehension
- Laptops and technology
- Supplemental materials

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

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- English learners will participate in daily lessons in which the teacher has gained the depth of clarity around the requirements of the ELD standards and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.
- Materials and resources will be provided to support instruction addressing the academic and literacy needs of English Learners.

Forkner Budgeted Expenditures											
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget		
1	1	Sup & Conc	Instruction	Non Capitalized Equipment				Technology -tablets-carts	\$	15,329.00	
									Total	\$	15,329.00

## 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	65.23	70	
3166 - Students meeting or exceeding the grade level standards on the CAASPP for Math	50.5	60	
3158 - Students with a D or F on their report card	18	13	
6256 - Students meeting or exceeding grade level standards on Interim/CFA for ELA	64	69	
6258 - Students meeting or exceeding grade level standards on Interim/CFA for Math	56	61	

New-Action

On-going

**Reasoning:**

Strong Evidence

Moderate Evidence

Promising Evidence

### Detail the Action

**Forkner Elementary staff is committed to moving every student one grade level or more each year to ensure every child is a college or career ready graduate. The following actions will be utilized to support the needs of students who are not experiencing academic success.**

1. School will provide a 30 minute Response to Intervention instructional block to address all K-6 students individual needs. The RTI block will take place 4 days a week. A universal screener will be used the first two weeks of school to identify students current levels. Each grade level will receive push-in or pull-out support during their schedule 30 minute block. Support will come from RSP Team, Certificated Tutor, and Teaching Fellows.
2. The school will set student, class, grade level, and site SMART goals around KAIG, BAS, DRP, District Interim Assessments, and SBAC.
3. All students in grades 2-6 will be provided with the opportunity to meet with their classroom teacher in a one-on-one setting to develop academic and study skills goals and plan strategies to attain the goals.
4. The school will develop and provide before or after school intervention to support students who are receiving a D or F in any subject area.
5. The school will establish a variety of clubs to motivate and meet the needs of all students. (Homework Club, RAZ Kidz Reading Club, Math Masters, Coder Girlz, Boys Code, Peach Blossom, Science Olympiad, and other clubs)
6. School will provide a quarterly incentive to all students who meet their personal responsibility points and or individual academic and social emotional goals. Students who do not meet their goal will attend a study skills and/or social emotional learning session. Session will be focused on one of the 4 targeted Social Emotional Learning Elements.
7. Technology will be purchased to support our goal of every student moving one grade level or more each year. This will include but not be limited to computers, laptops, carts, and online subscriptions.

### SMART Goals

By June 2018, 70% of our third thru sixth grade students will be meeting or exceeding grade level standards on the CAASP for English.

By end of 3rd quarter 2018, 69% of students in grades 1-6 will be meeting or exceeding grade level standards in ELA as measured by the district Interim/CFA

By end of 3rd quarter 2018, 61% of students in grades 1-6 will be meeting or exceeding grade level standards in Math as measured by the district interim/CFA



By June 2018, 60% of our third thru sixth grade students will be meeting or exceeding grade level standards on the CAASP for Math

By June 2018, 60% of students in Kindergarten will score maximum in math as measured by KAIG 4.

By March 2018, students grades will indicate at least 5% reduction from 18% to 13% of students who earn a D/F in ELA or Math.

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

**Details: Explain the data which will specially monitor progress toward each indicator target**  
Grade level Common Formative Assessments

**Owner(s):**  
Grade Level AC Teams

**Timeline:**  
Bi-Monthly

**Details: Explain the data which will specially monitor progress toward each indicator target**  
District & Grade Level Interim Assessments

**Owner(s):**  
Grade level AC Teams

**Timeline:**  
October and February

**Details: Explain the data which will specially monitor progress toward each indicator target**  
Report Cards Progress reports

**Owner(s):**  
Teachers  
Administration

**Timeline:**  
Quarterly

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

**Owner(s):**  
Teachers  
Administration

**Timeline:**  
Initial Diagnostics will take place first two weeks of school.  
Monthly progress monitoring will occur

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

**Describe Related Professional Learning:**

- Teachers will frequently communicate with parents regarding students' progress.
- Each teacher will review each student's grades and current levels at fall parent/teacher conferences.
- Teachers will send home parent reports after each KAIG/BAS/DRP assessment is completed.
- Teachers will send home graded student assessments and assignments.
- Teachers & Admin will conference with parents of students receiving D's/F's to create an action plan for improvement.
- ATLAS Parent Portal and EDUTEXT will be available for all parents. Information will be given to parents at Back To School Night and during teacher conferences.
- Student Recognition at Awards Assemblies for meeting reading goals.

- Refresher PD on creating SMART Goals.
- Professional Development will continue to be provided to deepen knowledge of IPG tenants.
- Professional Development - "Learning By Doing" - Response to Intervention.
- Site-Based ELA & Math Professional Development
- District ELA & Math Training
- Learning By Doing by Richard DuFour, Rebecca DuFour, Robert Eaker, Thomas W. Many and Mike Mattos
- Professional Development on Guided Reading Groups
- Implementation of Standards-Based Literacy Centers
- Implementation of Reading Foundational Skills
- Professional Development to train support staff for RTI
- Digital Literacy Skills and Technology embedded into daily instruction

**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:**

- Students receiving a D or F in any subject will be required to attend before or after school intervention.
- School Wide RTI program will be put in place to provide all students extra support.
- Certificated and classified staff will receive stipends or extra pay contracts to support before/after school interventions and clubs.
- Student incentives will be purchased to reward targeted students who are showing improved effort and meeting goals. Incentives will also be used for school wide targets being reached.

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- English learners will participate in daily lessons in which the teacher has gained the depth of clarity around

- Teacher Release time will be provided to participate in Student Success Team meetings for struggling students.

the requirements of the ELD standards and how to assess student success.

- All English Learners will receive Designated and Integrated English Language Development.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.

Forkner Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				AC planning days	\$	8,266.00
2	1	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SAC's & SST's	\$	1,442.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Planning day supplemental contract	\$	5,469.00
2	1	Sup & Conc	Instruction	Teacher-Supplemental Salaries				Tutoring contracts	\$	7,696.00
2	1	Title 1 Basic	Parent Participation	Other Classified-Supplemental				parent participation other classified suport	\$	521.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Teacher allocation for materials and supplies	\$	7,050.00
2	1	Sup & Conc	Instruction	Direct-Maintenance (Dr)				Maintenance and replacement of technology	\$	1,500.00
2	1	Sup & Conc	Instruction	Materials & Supplies				Materials and supplies to support RTI	\$	1,202.00
2	1	Sup & Conc	Instruction	Prof/Consulting Svc & Operating			California Teaching Fellows Foundation	CA Teaching Fellows to support grade level RTI	\$	17,971.00
<b>Total</b>									<b>\$</b>	<b>51,117.00</b>

**Action # 3**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2358 - EL's not advancing at least one proficiency level in Re-designation	41	31	
917 - EL's Re-designated	8	15	

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

Detail the Action

**Forkner Elementary staff is committed to implementing the following strategies to support our English Language Learners.**

Certificated Tutor will provide designated English Language Development (ELD) to identified English Learners (EL) students.

SMART Goals

By February 2017, there will be a 10% increase of students who advance at least one proficiency level in Re-designation.

By February 2018, another 15% of English Language Learners will be redesignated.

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. CELDT Reports
2. Annual Re-designation Rate
3. District Interim/CFA ELA and Math Assessments
4. Grades
5. Grade Level Common Formative ELA and Math Assessments
6. EL Goal Setting Report
7. SQII

Owner(s):

Classroom Teacher  
 Certificate Tutor  
 Administration

Timeline:

Professional Development begins August 14, 2017 and is ongoing  
 Progress monitoring is ongoing throughout the year

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

EL Progress Monitoring Tool

Owner(s):

Teachers

Timeline:

quarterly

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

Number of students moving CELDT levels.

**Owner(s):**

Certificated Tutor  
Classroom teacher  
Administration

**Timeline:**

Monthly

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

- Teachers will frequently communicate with parents regarding students' progress.
- Teachers will send home progress reports to parents after each DRP, ELDA, and CELDT.
- ATLAS and EDUTEXT will be available for all parents
- Parent Conferences
- Progress reports Signed
- SST Meeting Parent/Admin Conference

**Describe Related Professional Learning:**

- Teachers will be provided Professional learning on how to provide integrated instruction with ELD standards.
- Professional learning will be provided on effective ELD strategies to increase students CELDT scores.
- Professional Learning on strategies to integrate ELD standards throughout daily content.
- Professional Development will continue to be provided to deepen knowledge of IPG tenants.

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

- Through a pullout model, EL students in K-6 will receive 30-45 minutes of designated ELD focused on supporting ELs with vocabulary, comprehension, and oral language necessary to enable students to engage in complex text utilized in class.
- Classroom teachers will provide integrated ELD throughout the day in all content areas.
- Conduct Student Achievement Chats with targeted students.
- Teachers will review the EL goal setting Report, ELDA, and CELDT scores with students, and set goals.
- Teachers will utilize the EL Goal Setting Tool to set goals with EL students.
- Classroom teachers will support English Learners through integrated ELD throughout the day.
- Classroom teachers will support English Learners through student discourse by using Talk Moves and other researched based best practices.

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

- EL students performing at language acquisition levels 1-3 will receive differentiated reading instruction (tier 2) in addition to ELD support.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons in which the teacher has gained depth of clarity around the rigor of each standard and how to assess student success.
- English learners will participate in daily lessons in which the teacher has gained the depth of clarity around the requirements of the ELD standards and how to assess student success.
- All English Learners will receive Designated and Integrated English Language Development.
- Economically disadvantaged students, English Learners and Foster students will participate in daily lessons with high expectations, challenging content and a high level of student ownership.
- Economically disadvantaged students, English Learners and Foster students will engage in their learning using a wide range of tools, including technology.

Forkner Budgeted Expenditures									
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
3	2	Sup & Conc	Instruction	Teacher-Regular Salaries	Tutor	0.2540			\$ 17,559.00
3	2	LCFF: EL	Instruction	Teacher-Regular Salaries	Tutor	0.1210			\$ 8,365.00
3	1	LCFF: EL	Instruction	Materials & Supplies				Materials	\$ 17.00
								<b>Total</b>	<b>\$ 25,941.00</b>

**Action # 4**

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

School Quality Review

SQI Element	Current %	Target %	Vendor
7134 - Elementary students self-efficacy survey results for questions 14-17	68.76	90	Family Foundation Services
7133 - Elementary students growth mindset survey results for questions 10-13	75.94	90	Family Foundation Services
7135 - Social-Awareness construct of the elementary survey results for questions 1-9	76.76	90	Family Foundation Services
7132 - Elementary students self-management survey results for questions 1-9	83.2	90	Family Foundation Services

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

Detail the Action

**Forkner Elementary staff is committed to building positive relationships with every student and providing every student with the social emotional support they need in order to succeed both socially and academically.**

- All teachers will consistently implement Class Meetings and Second Step curriculum to provide social emotional supports for all students. Second Step lessons and Class Meetings will be held weekly by all classroom teachers.
- School will address Tier III Social-Emotional supports needs through counseling services focused on building social and emotional skills of students to support students in need. Service will be provided by Family Foundations.
- School will provide a quarterly incentive to all students who meet their personal responsibility points and or personal academic and social emotional goals. Students who do not meet their goal will attend a study skills and/or social emotional learning session.
- The school will establish a variety of clubs to motivate and meet the needs of all students. (Homework Club, RAZ Kidz Reading Club, Math Masters Club, Peach Blossom, Science Olympiad, and other clubs.
- School will provide a School Based Adult Mentoring Program to mentor students who are receiving a D or F and/or need social emotional support.
- School will develop a peer buddy mentoring program pairing intermediate grade students with primary grade students.
- Peer Mediation Program will be utilized to enhance school culture and decrease office referrals and suspensions.
- Teachers and Staff will enter positive behaviors on ATLAS and make phone calls home to report something positive to parents to encourage students and parents.

SMART Goals

- By May 2018, 90% of students will give a positive response on the Self-Efficacy construct of the elementary survey.
- By May 2018, 90% of students will give a positive response on the Growth Mindset construct of the elementary survey.
- By May 2018, 90% of students will give a positive response on the Social Awareness construct of the elementary survey.
- By May 2018, 90% of students will give a positive response on the Self Management construct of the elementary survey.

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

Explain the Progress monitoring using the Cycle of Continuous improvement model:

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

Student Surveys  
Social Emotional Learning Surveys

Owner(s):

Teachers  
Administration

Timeline:

fall & Spring

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

Grade level Common Formative Assessments  
Quarterly grades

Owner(s):

Teachers  
Administration

Timeline:

monthly  
quarterly

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

Teacher social emotional ratings of students

Owner(s):

Teachers  
Administration

Timeline:

District timeline

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

ATLAS Behavioral referrals

Owner(s):

Teachers  
Administration  
School Climate Team

Timeline:

week Admin Review  
Monthly School Climate Team reviews

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

- Face to face meetings with parents of identified TK-6<sup>th</sup> graders who have received more than 2 referrals from 3 or more teachers in a month. (Connect with families for support)
- Counseling service clinician will be in direct and consistent contact with parents.
- Parents will have access to the ATLAS Parent Portal and EduText.
- Parents and community members will be recruited to be mentors.
- Students who receive mentors will receive prior notification and invited to a mentor meeting.

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

- All students will be provided with weekly social/emotional lessons focus on the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness. (Tier 1)
- Second Step & Olweus Bullying Prevention curriculum will be utilized weekly. (Tier 1)
- School will develop a peer buddy mentoring program pairing intermediate grade students with primary grade students. (Tier 2)
- Targeted students will be provided an adult mentor or group mentoring weekly. Targeted students will include our significantly disproportional significant subgroups. The mentor program will focus on character, leadership development, self-management, and a positive growth mindset. (Tier 2)
- School will address Tier III Social-Emotional supports needs through counseling services focused on building social and emotional skills of students to support students in need. Targeted students will include our significantly disproportional significant subgroups (Tier 3)

Describe Related Professional Learning:

- Teachers will be provided professional learning on CHAMPS, MAC, and Tough Kid strategies.
- Adult Mentors will be trained by FUSD Mens Alliance staff
- Family Foundations referral and monitoring process
- Support From Regional Safe & Civil Coach to provide Social Emotional Learning training with certificated and classified staff.
- 

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

- Economically disadvantaged students, English Learners and Foster students will be provided with necessary supports to ensure they succeed both in the academic and social emotional realm.
- Economically disadvantaged students, English Learners and Foster students will participate in weekly Second Step lessons and Class meetings.
- Identified students will participate in Adult Mentoring, Peer Buddies, or Counseling services as needed.



**Forkner Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
4	2	Sup & Conc	Instruction	Instr Aide-Supplemental				Supp. Contract for IA - training time	\$ 595.00
4	2	Sup & Conc	Other Pupil Services	Other Classified-Supplemental				NTA - Supp contract	\$ 121.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other (Dr)				2% REA eval charge for Family Foundations	\$ 411.00
4	2	Sup & Conc	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	Family Foundations	\$ 766.00
4	2	Title 1 Basic	Guidance & Counseling Services	Prof/Consulting Svc & Operating			Family Foundation Services	family foundations	\$ 19,233.00
								<b>Total</b>	<b>\$ 21,126.00</b>

**Action # 5**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
5942 - Chronic absenteeism rate	4.67	3	
4849 - Truancy rate	21	15	
48 - Attendance rate	96.72	98	

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

Detail the Action

**Forkner Elementary staff will implement the following actions to encourage students to attend school every day.**

The school will encourage good attendance through the following activities:

- Awards Assembly recognition.
- Positive attendance incentive program.
- Encourage all students to participate in the variety of Goal 2 opportunities that are offered.
- Principal will hold Conferences with parents of students with excessive absences. Goal setting and incentives for improved attendance will take place at the conferences.
- Principal will work to hold parents accountable and strengthen communication and parent involvement.

SMART Goals

By June 2018, Forkner will have an attendance rate of 98% as measured by the ATLAS Attendance Report and SQII.

By June 2018, the truancy rate of Forkner students will decrease from 21% to 15% as measured by SQII.

By June 2018, the number and percentage of students identified as chronically absent will decrease from 4.67% to 3% as measured by the ATLAS Attendance Report.

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. Atlas Attendance/Tardy Reports
2. Principal Attendance Meetings
3. Early Release Informal Data collection
4. SQI Data
5. Weekly TSA/Student Attendance Chats with Tier 2 and 3 students.

**Owner(s):**

Principal  
TSA  
Office Assistant  
Teachers

**Timeline:**

1. Monthly Princial/Parent Attendance Meetings
2. Data reviewed weekly

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

1. Parents will learn about school district attendance procedures at Back to School Night.
2. Parents will attend attendance meetings led by administration.
3. The Office Assistant will make home contact to families of students who are chronically absent to encourage improved attendance.

**Describe Related Professional Learning:**

1. Implementation of School Messenger
2. Implementation of attendance meetings
3. implementation of reverse tardies.

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

1. Incentives will be provided to students with positive attendance/tardy rates as determined by the school climate team. (Tier 1)
2. Incentives and recognition will be given to students and families with improved attendance and tardy rates. (Tier 2)
3. Students with poor attendance will be assigned a peer mentor. Targeted students will include our significantly disproportional significant subgroups. (Tier 2)
4. Students in significantly disproportional significant subgroups with poor attendance will be offered a school job that they are interested in. (Tier 2)
5. Students in significantly disproportional significant subgroups with habitual chronic attendance will be referred for counseling services. (Tier 3)
6. Funds will be available to purchase incentives and materials to support improved attendance.

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

- Economically disadvantaged students, English Learners and Foster students will be provided opportunities to engage in Goal 2 activities. Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.
- Economically disadvantaged students, English Learners and Foster students will participate in weekly class meetings and second step lessons around the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness.
- Principal/TSA will support Economically disadvantaged students, English Learners and Foster students with excessive absences. We will be proactive and schedule meetings before absences become excessive and provide necessary support to improve attendance.

**Forkner Budgeted Expenditures**

Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget
5	2	Sup & Conc	Instruction	Teacher-Substitute Salaries				Subs for SST's for chronic attendance	\$ 580.00
								<b>Total</b>	<b>\$ 580.00</b>

**Action # 6**

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

School Quality Review

SQII Element	Current %	Target %	Vendor
2080 - Students engaged in a goal 2 activity	45	75	

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

Detail the Action

**Forkner Elementary staff is committed to providing a positive school culture and climate that provides students with a variety of activities to help connect students to school. The following actions will be implemented to enhance our school culture and climate.**

1. The school will provide SEL Professional Learning around the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness.
2. School will create student jobs to engage students in activities that make them feel connected and part of our school.
3. All students will be given opportunities to engage in GOAL 2 activities. The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students.
4. School will Implement programs that promote positive school culture:
5. Safe and Civil programs & procedures
6. Character Counts
7. Bullying prevention
8. Student Council
9. Safety Patrol
10. Student Jobs/Careers for cowboys & cowgirls
11. Student Ambassadors
12. Peer Mediation
13. Athletics
14. Band/Strings/Choir
15. Musical Programs
16. Clubs
17. Administration will hold a welcome meeting to all new students to the site the first week of school and the first week back from winter break.

SMART Goals

By June 2018, we will increase the number and percentage of unique students who are engaged in any Goal 2 activities (arts, activities, and athletics) to 75% as measured by ATLAS Student Engagements.

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

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

- Student Engagements (Goal 2) Data
- Student Activities and Job participant records
- Responses on School Culture & Climate Student & Parent surveys

**Owner(s):**

Principal/TSA

**Timeline:**

ongoing

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

- Parents will be involved with their child’s selection of Student Jobs,
- Elective Wheel courses, and opportunities for arts, activities, and athletics and give permission for students to participate
- Parents will be encouraged to participate in SSC, parent-teacher conferences, back to school night, awards assemblies, and other school events that include discussions with school staff, informational presentations, and student performances.
- Parents will receive weekly information on Wednesday’s informing them of school activities, and receive additional information about school events through school newsletters,
- School Messenger phone calls, and other school communications
- Parents will be encouraged to volunteer in the classroom and with various school functions.
- Parents will be recruited to facilitate/teach/lead a Goal 2 activity.

**Describe Related Professional Learning:**

- Teachers will receive district/site professional learning opportunities, including: Meaningful Work Through Student Jobs and Student Clubs Culture &Climate Team planning for school improvement efforts
- Teachers will receive district/site professional learning opportunities
- School Climate team planning for school improvement efforts

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

- All students will have opportunities to participate in school assemblies, presentations, and fieldtrips to foster school participation, interest, and connectedness to school, their community, and future careers. (Tier 1)
- School will create student jobs to engage students in activities that make them feel connected and part of our school. Students in significantly disproportional significant subgroups will be placed in jobs they are interested in. (Tier 1)
- The school will monitor who is not engaged in any GOAL 2 activities and provide opportunities for those students. Students in significantly disproportional significant subgroups will be strongly encouraged to participate. (Tier 1)

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

- Economically disadvantaged students, English Learners and Foster students will be provided opportunities to engage in Goal 2 activities. Administration will monitor Goal 2 to ensure these students are engaged in Goal 2 opportunities.
- Economically disadvantaged students, English Learners and Foster students will participate in weekly class meetings and second step lessons around the four social-emotional competencies of self-management, self-efficacy, growth mindset and social awareness.

Forkner Budgeted Expenditures										
Action	Domain	Fund	Activity	Expense	Personnel	FTE	Vendor	Purpose of Expenditure	Budget	
6	2	Sup & Conc	Instruction	Materials & Supplies				Incentives & Awards	\$	500.00
								Total	\$	500.00

# 2017-2018 Budget for SPSA/School Site Council

## State/Federal Dept 0165 Forkner Elementary (Locked)

Action	Domair	Funding	Spending Activity	Expense	Personnel	Fte	Vendor / Purpose Of Expenditure	Budget
1	1	Sup & Conc	Instruction	Nc-Equipment			Technology -tablets-carts	15,329.00
2	1	Title 1 Basic	Parent Participation	Oth Cls-Supp			parent participation other classified suport	521.00
2	1	Sup & Conc	Instruction	Teacher-Subs			Subs for SAC's & SST's	1,442.00
2	1	Sup & Conc	Instruction	Teacher-Subs			AC planning days	8,266.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Planning day supplemental contract	5,469.00
2	1	Sup & Conc	Instruction	Teacher-Supp			Tutoring contracts	7,696.00
2	1	Sup & Conc	Instruction	Mat & Supp			: Materials and supplies to support RTI	1,202.00
2	1	Sup & Conc	Instruction	Mat & Supp			Teacher allocation for materials and supplies	7,050.00
2	1	Sup & Conc	Instruction	Direct-Maint			Maintenance and replacement of technology	1,500.00
2	1	Sup & Conc	Instruction	Cons Svc/Oth			California Teaching Fellows Foundation : CA Teaching Fellows to support grade level RTI	17,971.00
3	2	Sup & Conc	Instruction	Teacher-Regu	Tutor	0.254		17,559.00
3	2	LCFF: EL	Instruction	Teacher-Regu	Tutor	0.121		8,365.00
3	1	LCFF: EL	Instruction	Mat & Supp			: Materials	17.00
4	2	Title 1 Basic	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : family foundations	19,233.00
4	2	Sup & Conc	Instruction	Ins Aide-Sup			Supp. Contract for IA - training time	595.00
4	2	Sup & Conc	Guidance & Counseling Services	Direct-Other			2% REA eval charge for Family Foundations	411.00
4	2	Sup & Conc	Guidance & Counseling Services	Cons Svc/Oth			Family Foundation Services : Family Foundations	766.00
4	2	Sup & Conc	Other Pupil Services	Oth Cls-Supp			NTA - Supp contract	121.00
5	2	Sup & Conc	Instruction	Teacher-Subs			Subs for SST's for chronic attendance	580.00
6	2	Sup & Conc	Instruction	Mat & Supp			: Incentives & Awards	500.00
								<b>\$114,593.00</b>

Funding Source Totals	Unit #	Budget Totals
Title 1 Basic	3010	\$19,754.00
Sup & Conc	7090	\$86,457.00
LCFF: EL	7091	\$8,382.00
<b>Grand Total</b>		<b>\$114,593.00</b>

Domain Totals	Budget Totals
Academic	\$66,463.00
SEL / Culture & Climate	\$48,130.00
<b>Grand Total</b>	<b>\$114,593.00</b>